INDIANA UNIVERSITY

Enhancing Minority Attainment: A Diversity Assessment and Action Plan for IU Campuses

Produced by:

EMA Leadership Team
Chair, Dr. Susan Sciame-Giesecke
IU Kokomo
2300 S. Washington Street
Kokomo, Indiana
August 13, 2007

EMA Leadership Team

Victor M.H. Borden
Associate Vice President, University Planning, Institutional Research and Accountability
IU Bloomington

Susan Sciame-Giesecke
Director, EMA Conference
Dean, School of Arts and Sciences
IU Kokomo

Susan D. Johnson
Research Analyst, University Planning, Institutional Research and Accountability
IU Bloomington

Sherrée Wilson
Special Assistant to the Chancellor, Office of the Chancellor & Executive Vice President
IUPUI

Table of Contents

EMA Campus Teams

Bloomington
Kevin Brown
Katharine Byers
Carolyn Calloway-Thomas
Larry Gonzalez
David Hummons
Eugene Johnson III
Julie Knost
Edwin Marshall
Martin McCrory
Richard McKaig
Nicole Radford
Linda Rasmussen
Edwardo Rhodes
Vicki Roberts
Alberto Torchinsky
Yolanda Trevino
Elizabeth Williamson
James Wimbush

IUPUI
Tim Anno
Gina Sanchez Gibau
John Jones
Pam King
Ryan McKinley
Jesse Nelson
Gary Pike
Nelson Soto

East
Sheila Armstead
Dan Doerger
David Frantz
Teresa Henderson
Anthony Naaeke
Larry Richards
Traci Taylor
Lanette Young
Tim Williams

Kokomo
Catherine Barnes
Mary Bouke
Robert Dibie
Yong-Sik Hwang
Masato Ogawa
Kathy Ross
Gerry Stroman

Fort Wayne
Pat Ashton
Kenneth Christmon
Quinton Dixie
Chris Douse
Dina Mansour-Cole
Edna Neal
Dimples Smith
Richard Sutter

South Bend
Dé Bryant
Alfred Guillaume, Jr.
Linda Fritschner
Jeremy Linton
Betsy Lucal

Northwest
George Assibey-Mensah
Ken Coopwood
Linda Delunas
Charles Gallmeier
Dorothy Ige
Scooter Pegram
Denise Travis

Southeast
Janardhanan Alse
Sheying Chen
Kathy Corbean
Brenda Hackett
Heather Hampton
Kirk Klaphaak
Chandra Mallory
Gloria Murray
Clifford Staten
Michelle Turner
Leigh Viner

Preface

<u>Purpose and Overview</u>

In 2000, Indiana University began a multi-campus exploration of infusing diversity and equity into the higher education curriculum and enhancing the underrepresented populations of students, faculty, and staff. Since then, via a two-day Enhancing Minority Attainment Conference (EMA), faculty and staff have worked to develop and test a range of strategies to enhance teaching and learning and to transform the existing curriculum.

The 2006 EMA conference held on November 9th at IU Kokomo was designed as an opportunity to reflect on five years of diversity work. Campuses were asked to engage in a diversity portfolio review as a vehicle to:

❖ develop a paradigm for assessing equity and diversity at Indiana University;
❖ identify campus and university diversity issues; and
❖ initiate campus and university diversity plans.

To facilitate this process, Dr. Sylvia Hurtado, Professor and Director of the Higher Education Research Institute (HERI) at the University of California, Los Angeles, delivered a keynote address on "Lessons Learned about Diversity Assessment." In her address, Dr. Hurtado noted that institutions and units within the institution are often at different stages of diversity awareness and change. Given this dissonance, a comprehensive diversity assessment that involves upper level administrators as well as unit personnel is needed for institutions to move from rhetoric to action.

Along these lines, senior administrators, faculty, and staff at the eight IU campuses were guided through a campus diversity portfolio review across four (4) dimensions:

❖ institutional leadership and commitment
❖ curricular and co-curricular transformation
❖ campus climate
❖ representational diversity

IU campuses have made considerable progress in the areas of diversity and equity. While there is a temptation to create and use common definitions for diversity and equity, the EMA process was geared more toward the creation of a common lens. By focusing on the aforementioned dimensions, the IU campuses can now position themselves to build from current practices, speak the same language, and move forward in a comprehensive, university-wide fashion.

<u>Conceptual Framework</u>

When asked about their progress in regard to diversity and equity, institutions often respond with a cadre of campus programs—likening diversity progress with diversity activity (Smith & Parker, 2005). However, programmatic changes alone prove insufficient for campuses seeking sustained institutional transformation in the realm of diversity issues. According to Smith and Parker, in order to make substantive changes, campuses must: (1) assess the impact of their diversity efforts through adequate

information and data; (2) make a connection between campus programs and institutional goals for diversity; (3) engage people from across the campus, particularly senior administrators and leaders, in diversity efforts; and (4) move beyond traditional approaches in the evaluation and assessment of diversity.

The Indiana University Diversity Portfolio Project enabled faculty and staff from across campuses to reflect and evaluate their diversity efforts over a five year period, review their campus goals, engage a variety of constituencies from their campus in the review process, especially senior leadership, and move beyond traditional approaches to evaluation and use a peer review process to evaluate diversity efforts.

Organizational Learning
In higher education, organizational learning has emerged as a framework by which institutions can effectively address a wide range of issues—including equity and diversity efforts. Fiol and Lyles (1985) defined organizational learning as the study of whether, how, and under what conditions organizations are thought to learn. The learning process for an organization is difficult in that it requires "intentionality, restructuring, and often a change in organizational culture" (Kezar, 2006, p. 4). Given these parameters, pervasive change to the campus culture and structure requires deliberate direction from campus leaders (Argyris & Schön, 1996; Huber, 1991).

Colleges and universities are large, complex organizations defined by people, institutional values and goals, traditions, and policy and procedures. As such, change is slow and does not typically occur without guided leadership and involvement from a variety of constituents. Organizational learning allows for a broad range of participants and is therefore a well-suited approach to study diversity efforts that commonly require buy-in and representation at all levels. Furthermore, organizational learning relates to the core mission and work of the institution and encourages honest, in-depth reflection on various strengths and challenges faced by the institution. By shifting the focus from programmatic diversity initiatives to institutional goals and efforts that achieve desired outcomes, campuses can establish an ongoing process that continually monitors progress and makes changes accordingly (Smith & Parker, 2005).

Using a process that partnered campus teams to assess diversity efforts, Indiana University intentionally restructured its assessment practice to change the institutional culture from one of individual campus reflection and evaluation to a peer review process. The organizational learning was tied both to the core mission and work of each individual campus and to the university as a whole. Teams were able to provide honest and objective reviews of campus diversity initiatives and then to listen and analyze the composite diversity strengths and challenges of the university.

Assessing Diversity
To monitor progress and change, institutions should assess diversity efforts and programs if they are to transform the organizational culture and campus climate. Assessment occurs in a variety of forms and entails both quantitative and qualitative methods. While institutions are typically aware of the representational diversity that exists on their

7

campuses (e.g., percentage of students, faculty, and staff of color), few take the time to thoroughly learn about the campus climate or to infuse diversity throughout the campus culture. Substantive change will only occur if colleges and universities move beyond conventional assessment practices and engage in more complex, in-depth exercises of self-study. Ultimately, self-study allows institutions to not only engage in campus-wide conversations, but to also critically examine existing practices.

Background and Contextual Information
Method
The EMA process aligns itself with the organizational learning framework as it is self-imposed (as opposed to being mandated by external sources), takes into consideration both internal and external influences, and concentrates on *diversity progress* rather than merely *diversity activity*. Campuses were asked to be honest in their self-evaluation and reminded to value substance over quantity.

As a mechanism to assess the current status of diversity and equity efforts, campuses were provided a diversity portfolio template and partnered with another campus to engage in an exchange of self-study, site visits, and peer feedback. The peer review process was intended to give campuses with similar characteristics an opportunity to have open conversations, share effective practices, and provide feedback that would facilitate future action at the campus and system levels. Effective self-study and review processes build from the unique context of each individual campus. The purpose of the self-study and review was to enable campus teams to converse about the diversity work on partner campuses leading to a judgment about campus and system-wide strengths and challenges.

The Campus Diversity Portfolio Self-Study and Review Process entailed four steps:

1. Assembling the Campus Diversity Portfolio for review by the partner campus;
2. Planning, scheduling, and conducting site-visits between partner campuses;
3. Providing the partner campus with constructive, evaluative feedback; and
4. Developing a reflective response on the process and partner campus feedback for a later EMA meeting presentation.

Campus Partners
IU Bloomington – IUPUI
IU East – IU Kokomo
IPFW – IU Northwest
IU South Bend – IU Southeast

Assembling the Campus Diversity Portfolio
In the diversity portfolio, teams were asked to address and provide recent and concise information for the following four areas: (1) institutional leadership and commitment, (2) curricular and co-curricular transformation, (3) campus climate, and (4) representational diversity.

To promote a consistent format, teams were given a template (see Appendix A), to which they could modify questions and/or add items as they deemed necessary to illustrate unique campus efforts. Teams were also encouraged to include an introductory section describing the general context for and approach to diversity and equity efforts and a concluding reflective statement identifying issues and concerns for their partner team to consider during a campus visit.

Following the initial EMA conference in November 2006, campuses were provided two resources to support the portfolio development process:

1. *IU Status of Minorities Report*: This report provided data regarding the Indiana student pipeline as well as overall and campus specific information regarding student admissions, enrollment, and degree completion, and faculty and staff representation. Campus data were benchmarked against the institutional peer groups that were established in spring 2006. The report focused on only minority representation. Campuses were provided guidance as to where they could locate data on gender representation as well as information sources on other potential group representation issues.

2. *Campus-Specific Web Reviews*: Each campus was provided the results of an independent review of their campus web sites that focused on how diversity and equity were represented to internal and external communities.

Campus Site Visits
As teams developed their diversity portfolios, team leaders made arrangements for on-site meetings and discussions with the partner campus that would enrich the understanding of the campus context and its status in the four assessment dimensions. Travel and meeting costs were covered by the EMA budget to alleviate any campus funding restraints. During the site visits, teams met with and interviewed key personnel and groups that could address the four assessment dimensions and any additional lingering questions.

Evaluative Feedback
Following the site visits, teams were asked to respond to the following components of the self-study and site-visit:

1. The site-visit team's perceptions of the strengths and challenges of diversity and equity efforts on the partner campus;

2. Responses to the questions and issues posed by the self-study team in the final section of their diversity portfolios;

3. A critique of the degree to which the evidence provided in the Campus Diversity Portfolio and the site-visit meetings and discussions correspond to the responses to the diversity portfolio template questions; and

4. Recommendations and suggestions for priorities and approaches to diversity and equity efforts that the partner campus may wish to consider for further action or implementation.

To maintain consistency in the feedback process, teams were provided a template (see Appendix B) with which they could provide written feedback from the site-visits.

Reflective Response
At the EMA meeting held on April 13, 2007 at IUPUI, campuses gave reports outlining: (1) the major issues and priorities that emerged in the assessment process; (2) the opportunities and barriers related to those issues; and (3) the action steps the campus has identified to respond to the issues and priorities. Following campus presentations, representatives from each team participated in a panel discussion on university-wide issues, action steps, and future directions. Small group discussions further allowed participants to discuss possible priorities for the university and think of markers indicative of progress on various issues by the same time next year. Vice President of Institutional Development and Student Affairs, Dr. Charlie Nelms, concluded the meeting with closing comments and further consideration of next steps summarized in the last section of this report.

When asked to evaluate the peer review process, campus representatives overwhelmingly described it as an effective means by which to engage in discourse about diversity and equity on the IU campuses. Helpful collaboration with colleagues, obtaining both internal and external perspectives on diversity, and having an open exchange of ideas were just a few noteworthy comments from participants. The EMA process, however, was not without its challenges. Logistical issues during site visits and delayed exchange of reports and peer feedback led to minor frustration. Still, as one participant stated, "challenges are inevitable…[that] does not mean the effort was not worthwhile."

Key Findings
Campuses invested substantial time and energy reflecting on their diversity efforts and compiling information for the portfolio project. Appendices C-J are summaries of campus diversity portfolios highlighting the strengths and challenges faced by each campus. Examples of the diversity portfolios in their entirety are available at the [University Planning, Institutional Research, and Accountability (UPIRA)](#) website.

The following section presents major themes and findings on:

1. Curricular Transformation
2. Cultural Transformation
3. Recruitment and Retention
4. Leadership and Commitment

Curricular Transformation
An analysis of the infusion of diversity and equity into the curriculum found that all regional campuses and IUPUI had built diversity outcomes into their general education core and IU Bloomington identified a diversity requirement. Four regional campuses identified a variety of courses that addressed the diversity outcomes and another two were still engaged in the process. Several campuses reported that multiple majors, particularly Nursing and Education, had explicit diversity learning goals and were extremely intentional about exposing students to diverse ideas and teachings. However, no campus reported assessment practices to evaluate the extent to which in-class or co-curricular activities prepared students to live and work in a diverse world. In other words, all campuses reported having a general education diversity requirement with some of that work being continued in a student's major, yet no campus had an existing process to assess whether curricular transformation had an impact on student learning.

Clearly, further work is needed to design and implement a diversity curriculum assessment process that will enable faculty to determine if students achieve diversity outcomes and if so, to what level. Furthermore, more academic major programs need to develop and incorporate diversity outcomes that continue the work of the general education core. Resoundingly, EMA attendees deemed it necessary to "press the limits" and to "redefine education" if curricular transformation is to occur.

Strengths
- Campus Efforts: All eight campuses displayed evidence of the infusion of diversity into general education and addressed expected learning outcomes. Below are excerpts of campus statements and other evidence regarding desired outcomes from the inclusion of diversity in the curriculum:

    o IUPUI: Understanding Society and Culture—the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.

    o Kokomo: Students will demonstrate knowledge about diverse cultures and societies, student will analyze cultural patterns in terms of ethnicity, class,

11

gender, age, or religion, and students will analyze and understand the interconnectedness of global and local concerns.

- o Bloomington: Requires a second year level of a world language or six credits in world culture courses, or an approved study-abroad experience.

- o South Bend: Diversity in United States Society—the campus-wide curriculum in general education requires students to develop an understanding of how factors such as race/ethnicity, class, gender, religion, and sexual orientation shape individual lives, how they are embedded in and shape our social institutions, and how they produce markedly different outcomes and opportunities for individuals and groups in the United States.

- o Northwest: Valuing the diversity of human experience, as exemplified in race, ethnicity, social class, religion, gender, sexual orientation, age, and disabilities; understanding how these categories are often used to create injustice; recognizing our common human heritage and the interconnectedness of communities in the region, the nation, and the world.

- o Southeast: Explain perspectives and contributions linked to a variety of cultural markers (e.g., race, gender, ethnicity, religion, sexual orientation, age, disability, etc.) both in western and non-western contexts; identify differences and commonalities among two or more cultures; evaluate how the student's own cultural context influences the ways in which he or she perceives those who are different from himself or herself; recognize the basis and impact of personal and systemic discrimination, prejudice and stereotypes.

- o Fort Wayne: Students must understand the nature and diversity of individuals, cultures and societies around the world. An exploration of behavioral, societal and cultural processes forms the basis for that understanding. This understanding of diverse systems assists the student in overcoming provincialism; in developing the willingness, confidence, and sense of responsibility for making informed decisions; and in acquiring the ability to assess personal behavior and that of others. Such learning requires an historical consciousness; familiarity with components of social structure and social institutions; knowledge of basic behavioral processes; comprehension of the interplay among ideas, technology, and social organization; and appreciation of the complex dimensions of personal and institutional rules.

- o East: Each program is required to demonstrate students' knowledge, understanding and skills relating to people of different backgrounds and thinking critically about personal and cultural values. These competencies may be acquired either through designated courses or as components embedded within courses required of majors in that program. Educated persons should develop the skills to understand, accept and relate to

people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities and value systems.

- Multicultural Awareness and Understanding—Explain perspectives and contributions linked to a variety of cultural markers (e.g., race, gender, ethnicity, religion, sexual orientation, age, disability, etc.) both in western and nonwestern contexts.
- Identify differences and commonalities among cultures.
- Evaluate how the student's own cultural context influences the ways in which he or she perceives those who are different from himself or herself.
- Recognize the basis and impact of personal and systemic discrimination, prejudice and stereotypes.

Challenges

- Accountability for Learning: Institutions of higher education are increasingly being held accountable for the type of education provided students. Accordingly, part of that education should involve exposure to diverse perspectives and cultures. If students are to enter a global workforce, colleges and universities must increase accountability in terms of diversity and equity; "We need to have clear goals and to illicit clear objectives… accountability needs to accompany commitment."

- Curricular Coherence: Many of the students at the regional campuses were believed to be extremely "provincial" having never left their immediate county or community. The curriculum was seen as an excellent means by which to "get students to look outside of their own little world" and the classroom as the ideal place to "provide a different lens" and offer diverse perspectives.

- Assessment and Feedback: Several EMA participants commented that IU lacks a "feedback loop" in terms of sharing the means by which campuses attempt to incorporate diversity in the classroom. Stated another way, campuses are not consistently sharing information about effective teaching practices with one another.

- Added Work: Some faculty members commented on the resistance to infuse diversity into the curriculum, "We have an environment that not only lacks diversity, but is hostile to the little diversity that exists on the campus. Faculty don't want to put more on their plate…they say, 'I don't have to worry about diversity.' "

- Incentive: Diversity efforts by faculty often fall under the realm of service—an area minimally awarded or recognized in the tenure and promotion process. EMA faculty members called for the critical assessment of diversity endeavors in the annual review process by all academic departments.

Cultural Transformation
The degree to which events, messages, symbols, values, etc., of the campus make it a welcoming and inclusive environment for all students, faculty, staff, and members of the broader community shapes the overall campus climate. All the campuses presented evidence of their efforts to create an inclusive campus culture, but at the same time admitted more could be done to transform campus sentiments about diversity.

Strengths
- Administrative Positions: A review of the campus portfolios indicated that all campuses had at least one diversity position, with larger campuses supporting additional positions—for example, Chief Diversity Officer, Director of Campus Climate, Director of Multicultural Affairs, etc. All campuses indicated that the position(s) had the visibility and support needed to effectively pursue campus diversity goals and supported active Affirmative Action offices.

- Affinity Groups and Councils: In addition, all campuses but one (Kokomo) had a diversity council, cabinet, or committee that provided broad input and representation. These groups sponsored a multitude of diversity events and celebrations. The larger campuses supported affinity groups such as Black faculty/staff councils, Latino Staff Association, etc.

Challenges
- Infusion of Diversity: Clearly, the campuses have structurally addressed cultural transformation through budgeted positions and committees. The primary question asked by EMA teams was "Have these positions, committees, events, and groups enabled campuses to promote an inclusive climate that complements curricular diversity infusion to promote cultural institutional transformation?" Hurtado et al (1998) maintains that in order to enhance the campus climate for diversity, institutions must critically examine their legacy of inclusion or exclusion if they are to move forward and create policy and practice that improves the quality of experiences for students, faculty and staff.

- Being the Standard: Faculty, staff, and administrators serving on the EMA teams called for the IU campuses to not only promote an inclusive climate, but to be the standard by which other institutions would compare themselves. During a campus visit, a Vice Chancellor commented, "I'd like to see a campus that has an image of being the most welcoming campus a student has seen…where each individual's contribution is being honored and celebrated."

- Engagement of Entire Campus: As suggested by the organizational learning framework, substantive change occurs when the process engages people from across the campus. EMA teams called for campus-wide expansion of efforts and the involvement of persons not typically associated with diversity assessment and programming.

14

- o Campuses need to inculcate the responsibility of diversity as a university-wide effort and move beyond the notion of diversity being handled by a select few individuals and offices.

- o To avoid the duplication of efforts, participants suggested sharing information and assessment results both within and between campuses. Despite best intentions, as one EMA team member noted, "Sometimes good will is crushed by the duplication of efforts." During the EMA peer-review process, participants were made aware of innovative practices that they could potentially initiate at their home campuses.

- o Continuous collaboration between academic and student affairs was seen as the key for campus-wide buy-in and long-term change. Joint endeavors would ensure the involvement of faculty and their consequent participation in diversity and equity efforts.

- Evaluation: Participants expressed the need to prioritize diversity efforts and to revamp less effective programs. Various assessment tools, both quantitative and qualitative, would allow campuses to determine whether existing initiatives were in sync with the institutional mission and strategic plan.

  - o All eight campuses cited a multitude of existing diversity programs (see *Survey of Diversity Initiatives at Indiana University*). While several campuses offered evidence of program evaluation and/or an intentional connection between programs and institutional goals for diversity, other campuses suggested a common rubric applicable to all eight campuses that would assess the four dimensions covered in the diversity portfolio.

  - o Campus participation in national surveys (e.g., National Survey of Student Engagement (NSSE), Cooperative Institutional Research Program (CIRP)) was a common occurrence. By revisiting existing data, campuses could make more data-driven decisions about diversity and equity.

  - o In reporting statistics on various groups, the prevalent focus on intergroup differences (i.e., between cultural and ethnic groups) led some campuses to consider closer examination of intragroup differences (i.e., within a cultural or ethnic group). The premise being that in order to improve the climate, campuses need to pay greater attention to within group experiences rather than consolidating students' experiences as current practice dictates.

Recruitment and Retention
Increasing the diversity of students, faculty, and staff is a prominent goal for all the IU campuses. To meet this goal, the University needs to establish a strategic, university-wide effort to increase the presence of minority students, set appropriate benchmarks, share recruitment strategies, and stress accountability for all diversity-related initiatives.

Strengths
- Campus Initiatives:
  - o *HBCU-STEM Initiative*: IU recently created as a partnership with nine historically Black colleges and universities to attract and support HBCU students in critical areas of science, technology, engineering, and mathematics.

  - o *IU Center on Diversity*: In February 2007, the University announced the creation of a new Center on Diversity designed to maximize IU's chances to improve the level of its diversity efforts. It will address several areas of concern including the limited enrollment and graduation rates of Latino and African American students

  - o *Scholarships*: Campuses continue to examine scholarship programs and to improve need-based support via such efforts as the 21st Century Scholar Covenant, the Pell Promise, and the Hudson Holland Scholars Program.

  - o *Strategic Hiring*: Funding is currently in place to recruit, retain, and promote faculty of color throughout the university. The aim is to build a more diverse faculty and to enrich the intellectual environment.

- Campus Action Plans: Campuses have been asked "to develop campus-specific plans to increase underrepresented minorities in the enrollment of students, in the ranks of faculty and professional staff, and in the utilization of minority- and women-owned businesses by the university" (*Increasing Diversity at Indiana University* statement).

- Affinity Groups: All campuses have access to organizations designed to give voice to underrepresented minority populations of students, faculty, and staff with opportunities for representation from every campus.

Challenges
- Status of Minorities: According to the *Report on the Status of Minorities at Indiana University*, among full-time tenured or tenure-track faculty at IU, faculty members from underrepresented racial/ethnic minorities made up 3% of full professors, 8% of associate professors, and 10% of assistant professors. Between the fall of 2002 and the fall of 2005, students from underrepresented racial/ethnic groups made up 10% of all degree-seeking students. Given the recent call to increase the enrollment of underrepresented minority students at all the IU campuses, similar efforts in the recruitment and retention of underrepresented minority faculty and staff become equally paramount.

- Campus Climate: Throughout the EMA process, participants noted the importance of creating a campus climate/environment that makes it clear to students that IU is intentional in its efforts to welcome and keep students well before their arrival to campus.

- Town and Gown: For campuses in areas with high drop-out rates among high school students, it will be necessary to reach out and forge better relationships with school corporations to increase high school graduation rates and subsequently create regional pipelines to IU campuses.

- Salary Equity: A discussion about salary inequity for faculty and staff of color led to the question, "What is diversity worth?" It was argued that just as departments often pay for experts in various fields of study, faculty and staff of color should be paid for the "similar expertise of providing a different lens."

- Affinity Groups: Greater effort is needed to incorporate regional campuses into existing networks for underrepresented minority students, faculty, and staff.

- Equal Attention to Indiana High Schools: In certain areas of the state, local high schools are not given the same attention in the recruitment of students compared to other county and regional schools—making it more difficult to build reciprocal relationships with surrounding communities.

- Collaborative Efforts: Several campuses shared information about recruitment programs with Historically Black Colleges and Universities (HBCUs) as an attempt to increase the number of underrepresented minority faculty, students, and staff at IU. In addition to collaborative efforts with minority serving institutions, EMA participants also encouraged greater use of the existing rich pool of individuals on our campuses and in surrounding communities as a means to "grow our own."

    o Campuses seeking to improve the town-and-gown relationships with their immediate surrounding communities cited the difficulty of achieving community buy-in when so few faculty and staff are hired from the immediate area.

    o EMA participants also suggested greater hiring of native born faculty of color and professional staff.

Leadership and Commitment
Great strides have been made on each campus. However, now the more difficult work begins. Moving beyond the choir and finding ways to broaden the curricular and cultural transformation and representational diversity among students, faculty, and staff is the next challenge facing all IU campuses. The portfolio review process identified numerous strengths and difficult challenges. These challenges will call for creative leadership that has the potential to establish Indiana University as the standard by which other institutions compare themselves.

Strengths
- Mission Statements: All campuses reported an explicit focus on diversity and equity in their mission statements and strategic plans along with commitment from their Chancellors and executive Cabinet leadership.

- Commitment to Diversity: IU's commitment to diversity was made clear in a June 6, 2007 statement released jointly by President McRobbie and past-President Herbert directing campuses to develop plans for increasing the number of underrepresented minority students, faculty, and professional staff, as well as increasing participation of minority- and women-owned vendors.

- Vice Chancellor for Diversity: In response to recent student concerns about campus diversity objectives and goals, IUPUI created a Vice Chancellor for Diversity, Equity and Inclusion position.

- Legacy of Diversity and Equity: Outgoing Vice President for Institutional Development and Student Affairs Charlie Nelms leaves a legacy of dedication to diversity and equity issues that permeates the campuses of Indiana University and will continue to serve as the standard for future efforts.

Challenges
- Support and Goals: Without proper support and predetermined goals, diversity initiatives at IU will neither take root nor pervade the institutional culture. Furthermore, it is imperative that commitment continues to come from the highest levels and spreads across various units and departments.

- Making Diversity a Priority: Although most campuses praised their administration for incorporating diversity into strategic plans and review processes, senior-level commitment to diversity was not evident to faculty and staff at every campus. One faculty member noted, "We do not have top-down support…it's not a priority." Additional training of senior academic and non-academic administrators was thought to be one approach to alleviate this concern.

The Action Plan
The following section offers a series of action items based on the four university-wide EMA constructs. The plan is intended to complement current and future activities campuses might undertake and to provide benchmarks for progress.

Institutional Leadership and Commitment

- *University Diversity Plan*: Develop a University Diversity Plan that accommodates the campus plans to be submitted to President McRobbie by December 2007.

- *Review promotion and tenure*: Request that a University Faculty Council committee review current promotion and tenure policies with input from national experts to develop recommendations on how to reduce biases and promote inclusiveness, especially for women and traditionally under-represented minorities.

- *Diversity award*: Establish a Founder's Day award to recognize diversity and equity efforts.

- *Incorporate the EMA dimensions of diversity into campus plans*: Issue further guidance to the campus chancellors, requiring the diversity plans requested by President McRobbie and past-President Herbert to address the four dimensions of diversity articulated for the EMA diversity portfolio assessments (leadership commitment; curricular and co-curricular transformation; campus climate; and representational diversity).

- *University-wide dean/division head retreat*: Develop a diversity retreat for August 2008 among academic deans and division heads from all IU campuses, to promote the effective distribution of leadership for diversity efforts. The retreat should be promoted as a highly visible leadership commitment that will help identify and implement mutually beneficial programs and supports for improving diversity and equity throughout Indiana University's academic programs.

Curricular and Co-Curricular Transformation

- *Assessments of diversity-related learning outcomes*: Fund an internal grant, collaboratively administered by campus teaching and learning units, to support the development of assessments that demonstrate the attainment of diversity learning outcomes through both general education and major programs. The effort should be linked closely to campus General Education program developments and results should be shared through forthcoming EMA conferences and other Scholarship of Teaching and Learning venues (i.e., internal and external publications).

- *Accountability for diversity and equity efforts*: Incorporate diversity and equity efforts into department, school, and campus annual reports as well as into the tenure and promotion process. In order for diversity to be infused into the curriculum, faculty must be held accountable and rewarded for strides to include diverse perspectives in the classroom. Seek support from the Academic Officers group to revise the IU annual report form to include diversity and equity work.

19

- *Faculty mentoring*: Develop a faculty-mentoring program where faculty from across campuses can exchange best practices, teach seminars, and train faculty on ways to infuse diversity and equity into the curriculum. Seek support from teaching and learning centers to find an appropriate strategy to institutionalize this effort.

Campus Climate
- *Campus climate assessment*: Initiate the development of a campus climate assessment tool adaptable to all IU campuses and develop campus-based diversity performance indicators to effectively assess progress and continually share information. Development of the climate assessment tool can be guided by a panel of faculty and staff experts and the performance indicators developed with support from members of the Institutional Research Council. Revise the annual status of minority report to incorporate the diversity performance indicators.
- *Statement of scope and standards*: As part of their charge, the panel of faculty and staff experts should craft a statement regarding the scope and standards for engaging diversity and equity efforts on campuses. This statement should support extending the conversation of diversity beyond ethnic/racial diversity and accommodate the four dimensions of diversity used in the EMA assessment.
- *Cultural competence and professional development*: Create uniform training and professional development programs/methods on cultural competencies for faculty and staff and link development in this area to tenure and promotion and other reporting requirements.

Representational Diversity and Retention
- *Reduce the retention gap*: Reconvene the university-wide retention council, incorporating into their work a charge of reducing the retention and graduation rate gap between under-represented minorities and others. Have the council develop an action plan for identifying and promulgating best practice as well as measures for assessing campus progress on reducing the gaps.
- *University-wide exchange program*: Create a university-wide exchange program for faculty, staff, and students directly responsible for diversity and equity efforts. Provide incentives for minority faculty and staff to participate in a visiting professor/staff program that would enable departments and schools from less diverse campuses to infuse diverse voices into their curriculum and work.
- *Collaborate with Ivy Tech to increase diversity*: Promote the development of recruitment programs and financial and student supports to increase the transfer and subsequent academic success among traditionally under-represented students at Ivy Tech campuses within the service regions of IU campuses.
- *Strategic hiring and support*: Expand funding and support for programs that assist departments and units in hiring minority faculty and senior staff.
- *Future minority faculty*: Provide scholarships for underrepresented minority graduate students to serve as visiting faculty/staff at regional campuses.

- *Pathway to College*: Link the Pathway to College program more closely to the efforts of all IU campuses to work with local K-12 schools to prepare under-represented minorities for entry to an Indiana University campus.

- *Expand relationships with HBCUs and HSIs*: Expand existing relationships and agreements with HBCUs to other minority serving institutions, such as Hispanic Serving Institutions (HSIs) and Tribal Colleges.

- *Scholarships for low income students*: Establish a scholarship program for low income students, not admitted to Bloomington, to attend a regional campus with provisions for transfer.

Summary
Indiana University is committed to creating an inclusive campus culture that values both diversity and equity. Realizing that such an effort requires steady and broad involvement, this plan is a working document and marks the continuation of an ongoing process. The goals outlined in this plan seek to significantly improve the representation of minority students, faculty and staff; to transform the existing curriculum and campus climate; and to elicit greater commitment to diversity and equity from institutional leaders.

The diligent work of all eight IU campuses to outline a comprehensive plan and develop multiple strategies to create an increasingly diverse body of students, faculty, and staff should be commended. While it is obvious that the university cannot move forward on the suggestions put forth in this document all at once, it can prioritize certain goals and take deliberate action accordingly. One such action is the development of campus-specific plans to increase the number of underrepresented minorities in all areas of campus life. The EMA process provided the ideal means by which to develop such plans through the use of extensive quantitative and qualitative data that can later drive decisions regarding diversity and equity.

This is an opportune time to increase the visibility of all the IU campuses among underrepresented minorities and to make diversity and equity a priority for the university.

References

Argyris, C., & Schön, D. (1996). *Organizational learning II*. Reading, MA: Addison-Wesley.

Fiol, C., & Lyles, M. (1985). Organizational learning. *Academy of Management Review, 71*(4), 81-91.

Huber, G. (1991). Organizational learning: The contributing process and the literature. *Organizational Science, 2*(2), 88-115.

Hurtado, S., Milem, J., Clayton-Pedersen, A. R., & Allen, W. R. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *Review of Higher Education, 21*(3), 279-302.

Kezar, A. (2006*). Learning from and with students: College presidents creating organizational learning to advance diversity agendas*. Unpublished manuscript under review.

Smith, D. G., & Parker, S. (2005). Organizational learning: A tool for diversity and institutional effectiveness. *New Directions for Higher Education, 131*, 113-125.

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? (Suggested evidence: The section of the strategic plan that addresses diversity and/or the diversity plan)	Yes	No	NA
2. Does your campus have explicit diversity and equity goals or objectives? (Suggested evidence: Campus diversity goals or objectives)	Yes	No	NA
3. Does the campus diversity committee or do senior administrators monitor campus progress on diversity goals and objectives? (Suggested evidence: Relevant minutes or reports)	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?
 (Suggested evidence: Membership, charge, sample minutes, progress reports)
	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? (Suggested evidence: Documents containing these definitions)	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?
 (Suggested evidence: Instructions for each related to diversity, sample extracts from completed reviews or reports)
	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?
 (Suggested evidence: Annual report of chief diversity officer; list of committees or task forces chaired, relevant presentations or papers)
	Yes	No	NA

8. Are minutes and other documents related to diversity efforts readily available to students, faculty, staff, and the broader community? (Suggested evidence: Sample minutes/documents, and description as to how they are made available)	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? (Suggested evidence: Copy of speech or extracts as relevant)	Yes No NA Yes No NA		
Locally added questions			
10.			
11.			

Leadership and Commitment - Summary
Strengths
Challenges

Curricular and Co-Curricular Transformation			

1. Are diversity-related courses or outcomes explicitly included within:
   a. The Campus' General Education requirements?
   b. Major requirements?
(Suggested evidence: Relevant extracts of General Education and Major requirements)
	Yes	No	NA

2. Have you assessed the degree to which faculty incorporate diverse perspectives into their class discussions and assignments? (Suggested evidence: Findings from such assessments)	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? a. If yes, is the center or unit well utilized? (Suggested evidence: Relevant office/unit descriptions, goals and objectives; program listings and participation statistics)	Yes Yes	No No	NA NA
4. Are faculty and staff rewarded for contributing toward the attainment of diversity and equity goals and objectives? (Suggested evidence: Descriptions of awards, rewards and incentives and/or examples of their application)	Yes	No	NA
5. Is there a sufficient number of multicultural student groups to meet the interests of your student population? (Suggested evidence: Listing of interest groups and their scope of membership)	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? (Suggested evidence: Sample documents related to the activities of the student programming board, including sponsored events)	Yes Yes	No No	NA NA
7. Are there programs or services to encourage undergraduate students from underrepresented populations to pursue graduate education? (Suggested evidence: Descriptions of such programs and services)	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? (Suggested evidence: Descriptions of programs and participation rates)	Yes Yes	No No	NA NA
Locally added questions			
9.			
10.			

Curricular and Co-Curricular Transformation - Summary
Strengths
Challenges

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
(Suggested evidence: Findings from such assessments and description of their availability and the changes made in response to findings)			
2. Are there procedures in place to deal with diversity-related incidents and conflicts among and between students, faculty, and staff? (Suggested evidence: Policy and procedure statements, examples of documents related to specific incidents and their resolution)	Yes	No	NA
3. Does your campus assess whether there are notable racial/ethnic, gender, or other socio-cultural group gaps in:	Yes	No	NA
a. Student retention?	Yes	No	NA
b. Faculty hiring and promotion?	Yes	No	NA
c. Employee turnover?	Yes	No	NA
Are specific actions in place to close any identified gaps? (Suggested evidence: Results of assessments, action plans, and any evidence of progress in closing the gaps)			
4. Does the campus hold "town hall" meetings or similar occasions for critical discourse on diversity issues? (Suggested evidence: Advertisements for such events, information on participation and follow-up actions taken)	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? (Suggested evidence: Profiles of memberships in important campus groups; descriptions of processes by which diverse constituents have been consulted for planning activities)	Yes	No	NA
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?	Yes	No	NA
(Suggested evidence: Descriptions of the groups and characterizations of recognition and budgetary/human resources support)			
7. Does the campus website and its publications reflect the campus' commitment to diversity and equity? (Suggested evidence: Samples or relevant representations from web site and publications)	Yes	No	NA
Locally added questions			
8.			
9.			

Campus Climate for Diversity - Summary
Strengths
Challenges

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
(Suggested evidence: Findings from such assessments and description of their availability)			
2. Does the diversity of your student population reflect closely the diversity of your service region?	Yes	No	NA
(Suggested evidence: Benchmarks provided in IU Status of Minorities report or other relevant data)			
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)?	Yes	No	NA
(Suggested evidence: Benchmarks provided in IU Status of Minorities report or other relevant data)			
4. Does the campus have in place programs to support the recruitment and retention of faculty and senior administrators from under-represented populations?	Yes	No	NA
(Suggested evidence: Descriptions of programs and the number of hires and retention successes resulting from them)			
5. Has the campus made significant progress in diversifying:			
a. Faculty, and especially full professors?	Yes	No	NA
b. Senior administrative positions?	Yes	No	NA
(Suggested evidence: Benchmarks provided in IU Status of Minorities report or other relevant data)			
6. Does the campus have explicit goals regarding representational diversity?	Yes	No	NA
a. If yes, has the campus developed action steps to reach these goals?	Yes	No	NA
b. Does the campus monitor progress toward the attainment of these goals and take corrective actions when necessary?	Yes	No	NA
(Suggested evidence: Descriptions of or documents related to such activities)			
Locally added questions			
7.			
8.			

Representational Diversity - Summary
Strengths
Challenges

EMA Partner Site Visit Evaluation

Visiting Campus Team⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Campus Visited⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Campus Diversity Portfolio Review	
1. Did your team receive the campus diversity portfolio to review at least one week prior to your visit?	Yes No NA
2. Did the portfolio include information in all the areas outlined in the portfolio template? a. If no, list the areas missing from the portfolio:	Yes No NA
3. Did the team provide evidence to support each area covered in the portfolio?	Yes No NA

4. Were there hyperlinked documents/websites in the portfolio document?
    a. If yes, were you able to open all the links to the documents/websites?
    b. If no, list the documents/websites you were unable to open:
	Yes No NA
	Yes No NA

5. Other:	

Strengths of Diversity and Equity Efforts on Partner Campus

Describe your overall perception of the strengths of diversity and equity efforts on your partner campus.

Leadership and Commitment:

Curricular and Co-Curricular Transformation:

Campus Climate:

Representational Diversity:

Challenges of Diversity and Equity Efforts on Partner Campus

Describe your overall perception of the challenges of diversity and equity efforts on your partner campus.

Leadership and Commitment:

Curricular and Co-Curricular Transformation:

Campus Climate:

Representational Diversity:

Supporting Evidence: Leadership and Commitment
Describe the degree to which meetings and discussions held at the site visit correspond to questions addressed in the diversity portfolio. List the names of individuals and/or groups that provided supporting evidence during your visit.
1. **Strategic Plan, Mission Statement, and State of Diversity** Meeting(s) with: Comments:
2. **Diversity Goals/ Objectives** Meeting(s) with: Comments:
3. **Central Diversity Cabinet/Committee** Meeting(s) with: Comments:
4. **Equity Initiatives** Meeting(s) with: Comments:

Supporting Evidence: Curricular and Co-Curricular
Describe the degree to which meetings and discussions held at the site visit correspond to questions addressed in the diversity portfolio.   List the names of individuals and/or groups that provided supporting evidence during your visit.

1. **Diversity Related Courses and Cultural Immersion (i.e., Study Abroad, Exchange Programs)**
    Meeting(s) with:

    Comments:

2. **Faculty Support (i.e., Teaching and Learning Center, Faculty Rewards)**
    Meeting(s) with:

    Comments:

3. **Multicultural Student Groups and Programming**
    Meeting(s) with:

    Comments:

4. **Graduate Education Transition**
    Meeting(s) with:

    Comments:

Supporting Evidence: Campus Climate
Describe the degree to which meetings and discussions held at the site visit correspond to questions addressed in the diversity portfolio.   List the names of individuals and/or groups that provided supporting evidence during your visit.

1. **Assessment of Campus Climate**
   Meeting(s) with:

   Comments:

2. **Diversity Related Incidents and Conflicts**
   Meeting(s) with:

   Comments:

3. **Campus Policy Committee Faculty Efforts (i.e., Faculty, Staff, and Student Councils)**
   Meeting(s) with:

   Comments:

4. **Supporting Underrepresented Populations**
   Meeting(s) with:

   Comments:

Supporting Evidence: Representational Diversity

Describe the degree to which meetings and discussions held at the site visit correspond to questions addressed in the diversity portfolio.

List the names of individuals and/or groups that provided supporting evidence during your visit.

1. **Assessment of Representational Diversity (i.e., Institutional Research or Benchmark Reports)**
   Meeting(s) with:

   Comments:

2. **Student Population Reflective of Service Region**
   Meeting(s) with:

   Comments:

3. **Faculty of Color Recruitment and Retention**
   Meeting(s) with:

   Comments:

4. **Goals of Representational Diversity (i.e., Action Plans, Strategic Plans)**
   Meeting(s) with:

   Comments:

Response to Campus Questions, Issues, and Concerns

At the end of the campus diversity portfolio, campuses were asked to provide a list of issues, questions and concerns they would like the site-visit team to consider during their site visit and to address in written feedback.

In the space below, please list and respond to the areas of concerns posed by the institution you are visiting.

Issue 1:

Response:

Issue 2:

Response:

Issue 3:

Response:

Issue 4:

Response:

Suggestions and Recommendations
In the space below, provide recommendations and suggestions for priorities and approaches to diversity and equity efforts that you think your partner campus may wish to consider for further action or implementation.

Leadership and Commitment
Recommendation 1:   Recommendation 2:

Curricular and Co-Curricular
Recommendation 1:   Recommendation 2:

Campus Climate
Recommendation 1:   Recommendation 2:

Representational Diversity
Recommendation 1:   Recommendation 2:

Appendix C
IU Bloomington EMA Summary

Introduction

Indiana University Bloomington (IUB) has had a long history of leadership in diversity and equity.[1] IUB has always maintained an admissions and education philosophy which defines its mission as serving the broadest range of talent from the state, the nation and the world. This service takes the form of not just who is encouraged to enroll at IUB, but also the role IUB perceives for itself in providing services for the citizens of the state. This has translated into many community outreach programs, services to K-12 students whether they eventually come to IUB or not, and providing needed consultant services to local government and community organizations.

Historically, IUB was the place of choice for many Southern African-Americans. IUB boasts the largest number of presidents of Historically Black College and Universities (HBCUs) of any Committee of Institutional Cooperation (CIC) institution. It has cultivated many HBCU-IUB partnerships both as an individual institution and as part of the CIC. It has the widest range of culture centers of any CIC institution. This includes the Asian Culture Center, GLBT Center and most recently the Native American Culture Centers in addition to the long established Neal Marshall Black Culture Center and the Latino Cultural Center (La Casa).

Furthermore, Indiana University Bloomington was one of the leaders among CIC institutions in developing a strategic faculty hiring initiative. It led the way in establishing a department of then African-American Studies and now African-American and African Diaspora Studies, a Chicano-Riqueño Studies program, its accompanying journal in the 1970's, and most recently a Latino Studies program. IUB currently has one of the most expansive support programs encouraging undergraduate students from all populations to participate in international travel/study programs. IUB can boast starting one of the oldest, almost four decades old, summer high school to college bridge programs in America, the Groups Student Services Program. The Groups program focuses on outreach to first generation college students, many of whom are at risk. IUB was one of the first participants in the national McNair Scholars program which encourages underrepresented population undergraduates to pursue graduate education. Similarly IUB has partnerships with IUPUI, Purdue University, and Northwestern University in running two National Science Foundation programs, the Louis Stokes Alliance for Minority Participation and the Alliance for Graduate Education and the Professoriate, with goals to increase minority involvement in the sciences at the undergraduate and graduate levels. IUB's African American Arts Institute is nationally known for its artistic achievements.

In 1998, IUB made a great step forward in improving and encouraging diversity on its campus with the establishment of the 20/20 program. Implementation of the plan resulted

---

[1] For purposes of this report, diversity is defined in the broadest terms possible. It includes not just classification by race and ethnicity but also income, gender, physical and mental condition, and sexual orientation. In the same manner, equity is defined to include equality in rank, position, pay, research and learning opportunities, awards and opportunities for recognition.

in a major reorganization of outreach and undergraduate student services programs creating what is now called the Office of the Vice President for Institutional Development and Student Affairs. Under the umbrella of this office, the campus enjoyed an increased level of undergraduate student service synergy and moved diversity activities into the center of campus organizational life and activities.

The creation the Office of the Vice President for Institutional Development and Student Affairs also represents the continuation of a philosophical change in the campus's approach to underrepresented student recruitment, persistence, and undergraduate student graduation. The earliest campus efforts focused on recruitment and preparation for the college experience. In time the campus also introduced more programs that concentrated on enabling students, who are already enrolled, to actually persist and graduate. The latest development in the campus's diversity evolution is recognition that campus outreach has to extend into the state's K-12 system. The current number of eligible students is very limited. Current strategy aims to improve IUB's ability to recruit underrepresented students from targeted population areas, and actively work toward expanding the pool of available students. IUB now conducts statewide middle school college exposure programs and early high school preparation programs. Through these programs IUB hopes to execute its Indiana public service mission of preparing students in general for college while at the same time increasing the pool of students coming to IUB.

In May 2006, the IU Board of Trustees endorsed a comprehensive strategy to double IUB enrollment of underrepresented minority students by 2013-2014. This ambitious objective cannot be achieved with "business as usual" outreach, recruitment, and persistence services. In fall 2006, the campus introduced several financial aid incentives such as the 21st Century Scholars Covenant and the Pell Initiative which have potential for effecting underrepresented recruitment. At the same time, the primary vehicle for recruiting higher achieving underrepresented population undergraduates, the Hudson Holland Scholars Program (HHSP), has plans for expansion.

The university and campus still face the challenge of limited accountability at both the staff and academic level for diversity and equity. The campus has no evaluative mechanism in place which makes diversity and equity as fundamental as teaching and research. In the same manner on the professional and support staff side, staff performance, hiring, and promotion give very mixed attention to diversity and equity. The Affirmative Action Office prepares and distributes an annually Affirmative Action Plan for Minorities & Women and a report to the Bloomington Faculty Council status of women and minority Faculty on the Bloomington Council.

It should be noted that several academic deans and units have made considerable efforts to go beyond the norm to encourage diversity in hiring, faculty development, and promotion. In particular the Director of Affirmative Action and the Administrator of the Strategic Faculty Hiring Program have worked with select Academic Departments in an effort to create a critical mass of faculty and to build upon existing initiatives. Several groups and units have forwarded proposals to improve diversity conditions. Prominent among these is the Bloomington Black Faculty and Staff Initiative focusing on the expansion of HHSP, the expansion of the strategic faculty hiring initiative, increasing graduate minority fellowships, and introducing a new staff hiring initiative. Also, several

proposals jointly sponsored by central campus administration call for more targeted minority student marketing, expansion of pre-collegiate programs, and enhancement of existing collegiate retention programs including the 21st Century Scholars Campus office and HHSP.

Procedures for Completing the Diversity Self-Study Report
Given the size of the Bloomington campus and the wide range of campus activities, four separate faculty/staff committees were formed for each of the four major focus areas of Leadership/Commitment, Curricular and Co-Curricular Transformation, Campus Climate, and Representational Diversity. Each committee of between five and eight members meet several times during the winter period to first answer the survey questions in each focus area, and determine what additional information and reports/articles should be collected for the self-study.

To assist the four committees in their tasks, two SPEA graduate assistants were assigned to coordinate meetings, write all preliminary drafts of the committee responses, and integrate committee comments and observations on early drafts into a final written work. Experience with the larger Bloomington accreditation study approach which adopted a similar graduate student as coordinator format suggested that having graduate students write the first draft of the report sped up the process and allowed committee members to focus more on issues of policy and interpretation.

After several rounds of meetings, both in person and via electronics, first draft individual committee reports were written and circulated among all committee members. In turn, after comments, the four draft reports, along with covering introduction and overview, were combined into a single complete draft diversity self-study report. Soon after the second draft, the campus group welcomed the IUPUI site visit team for a one day visit. Several weeks after the site visit in early March, the campus received the IUPUI site visit draft report. Due to timing constraints of the April system meeting at IUPUI, the overall self-study report was not modified to reflect comments from the IUPUI site visit team.

Prior to the April system meeting at IUPUI, the IUB Self-Study Report and associated program and document files was placed on a CD which was available to all conference attendees.

Observations and Recommendations
Based on the results of the self-study and the site visit by a team from IUPUI several observations and recommendations are appropriate for the four major focus areas:

Leadership and Commitment
- Underrepresented faculty and staff are in more key leadership roles today than at any time in IUB's history. This includes the Graduate School Deanship, School of Education Deanship, several major department chairs, and a Vice Presidency.

- Major areas of the university such as Human Resource Administration, much of central administration, and many individual departments are almost completely devoid of any underrepresented population.
- In May, 2006 the IU Board of Trustees made an explicit and specific goal of doubling minority enrollment on the campus by 2014.

- Both the self-study report and the site visit report recognized the importance of having a well defined system of program and performance evaluation in place for on campus diversity activities. And furthermore that there be some overall ordination and consolidation of such a system.

- Both self-study and site visit report also noted the need for clearly focused and explicit incentives for diversity/equity achievements and accomplishments.

Curricular and Co-Curricular Transformations

- IUB has outstanding opportunities for exploring diversity in all its dimensions within the curriculum. In the same way, the campus has an exceptionally strong overseas studies program with ample opportunities for students at all levels to have an international experience. However, most underrepresented population students have not taken advantage of this opportunity.

- While not required in the curriculum, there are numerous examples of diversity in both the undergraduate and graduate curriculum. However, overall diversity is not a major theme or presence in the IUB curriculum.

- Faculty receives virtually no training or orientation about including diversity in the curriculum, nor are there any explicit rewards for doing so. In fact, there is a sense that research in the area of diversity is not well rewarded.

- Of particular concern are program directed toward increasing underrepresented population presence at the graduate level. Besides the McNair, LSAMP, and AGEP programs there exist little formal programming in this area.

Campus Climate

- IUB has the largest array of cultural centers of any Big Ten/CIC institution. There are centers, student and faculty/staff associations, and academic unit groups which explore many many aspects of diversity in America and the world. The opportunities for self-discovery are considerable.

- IUB and its many organizations have over the years developed good working relations with the community both informal and formal. There are numerous examples of joint projects and joint sponsorship of events.

- Overall there remains a sense that the campus climate at times can be chilly. The level of participation of a wider range of populations in various diverse activities remains problematic.

- There also remains a perception that the level of campus awareness of diversity issues, needs, and challenges, even among those who should know better such as faculty/ staff, and student organization leaders has not come up to where it should.

- Reports and evaluations of campus diversity issues, including this self-study report, seem to have little effect on campus outcomes or general awareness.

Representational Diversity

- IUB, over the last several years, has certainly improved its overall underrepresented population numbers. However considerable work remains. While undergraduate student numbers has slightly increased, much room for improvement remains. As important, the retention and graduation rates of underrepresented populations are on average below the campus average. One bright exception to that rule is a program such as HHSP which enjoys higher than campus retention and six year graduation rates.

- During the recent past, the number of underrepresented faculty has remained fairly constant. This is especially challenging at the tenure and promotion to full professor levels.

- IUB's enrollment of underrepresented students in graduate education has not been stellar. Many disciplines have/had zero minority participation over the last several years.

- Underrepresented population numbers in the professional and support staff ranks are not at all comparable to those population numbers in the state. There currently exists no program to actively recruit or encourage retention of targeted staff populations.

Proposals and Recommendations
If there is any hope of achieving the doubling goal of 2013-2014, business cannot be conducted as usual. Usual may generate some enrollment improvements, but nothing significant. For extraordinary results, extraordinary measures must be taken.

- A more focused student outreach effort is absolutely necessary. The recently launched HBCU initiative is more definite step in that direction. Creating focused long term relations with specific HBCU's at both the faculty and student levels is one such extraordinary effort.

- Also planned is a proposal for the creation of an in-state "Covenant School" system wherein specific elementary, middle school, and high schools are linked up to IUB and IUPUI to provide student, parents, and school faculty/administrators with both in and out of class assistance in college preparation. This assistance would take the form of on-campus and on-school site training sessions for faculty/administrators and parents, on-school site help sessions for students, on-campus exposure and learning experience session both in the summer and during the academic year.

- Beginning immediately programs and units within the ASD/IDSA organization will begin developing with the assistance of the Office of Institutional Research a program evaluation action plan. This plan would include a clear articulation of the program objectives, methods for assessment progress toward goals, and where those goals fit with the overall ASD/IDSA mission and goals. To the extent possible similar outreach program evaluation action plans will be encouraged for all other units on campus engaged in similar activities.

- There appears in some quarters a feeling that discipline or unit specific plans should be developed for diversity recruitment and retention of students, faculty,

and staff. In some cases such plans already exist. Where they do not, units will be encouraged from the highest levels to so create.

- Given IUB's decentralized nature it is not clear how much more diversity-outreach centralization is possible or even desirable. What may be more appropriate is a greater effort at outreach coordination and joint undertakings. In areas such as student recruitment/enrollment, student retention, faculty recruitment/retention/promotion, and staff recruitment and retention there remains considerable room for improved information exchange and coordination of efforts. It is not clear whether one more campus-wide coordinating group is necessary, but in some cases this may be the best alternative.

- At the senior administrator level, especially in staff versus faculty administrator positions, there is almost a complete absence of underrepresented population members. Whatever the reasons these administrative ranks are very much devoid of diversity. Efforts to change this condition can best come from the highest levels while improvements are sought in the manner of senior staff recruitment.

- Considerable attention needs to be devoted to developing and maintaining a professional staff recruitment program which is can address the low population representation numbers of the current staff configuration.

Appendix D
IU East EMA Summary

Indiana University East is located in Richmond, Indiana, directly on the border of the state of Ohio. Richmond is the largest city in Wayne County consisting of approximately 38,000 individuals, according to the most recent census. It has approximately six (6) percent African American and a growing number of Hispanics. The farther away from Richmond you travel, the more rural and less populated the area gets. Richmond is the most racially diverse city in our whole Indiana service area, which includes seven (7) counties in Indiana and six (6) in Ohio. The IUE area has lost several high paying manufacturing and factory jobs in the past five years that employed thousands of community members clear through retirement. Now that these jobs are gone, our area has suffered a severe economic blow, along with people leaving the area to find other jobs. However, IU East, joined by an expanding Ivy Tech Community College and the building of a new regional medical facility which adjoins the campus, offers hope to the area residents and a long-term solution for economic development initiatives. Having a well qualified and diverse faculty, staff and student body is a prerequisite in order for the region to advance economically, culturally, and educationally.

Indiana University East began the assessment process by first forming a team made up of faculty and staff from across the campus. A series of meetings were scheduled on Tuesday mornings for six to eight weeks, gathering information to discuss and answering questions according to the template guidelines. The EMA team was divided into four groups corresponding to the diversity portfolio template sections. The following is an overview of the findings:

Leadership and Commitment
Strengths
The leadership of IU East has a strong commitment to diversity and equity. The chancellor has displayed his commitment by keeping the Multicultural Affairs Office under his supervision during his time as chancellor. The chancellor also chairs the IU East Diversity Cabinet. The Diversity Cabinet was acknowledged as a strength by the Kokomo assessment team. The Diversity Cabinet is made up of various campus committees' leadership. Examples of representation are the Women's Commission, International Studies group, Office of Student Success, a member of the Student Leaders group, Campus Life, GLBT student group, Multicultural Affairs Committee, two community members, the Multicultural Awareness Organization (student group), and the Multicultural Affairs Office. The Affirmative Action Officer attends occasionally. The Diversity Cabinet meets monthly to discuss current issues and programming pertaining to diversity and equity.

Another strength mentioned by the Kokomo team was the IU East Multicultural Affairs Committee, which consists primarily of faculty members and class facilitators who infuse diversity and equity into the classroom. While the faculty does a good job of doing this already, there is still room for improvement.

Challenges
There is a lack of communication and follow-through on commitments. Some individuals and groups do not want to embrace diversity. Students have even stated that they do not like diversity being forced upon them. There is an uphill struggle as far as diversity and equity are concerned in rural east central Indiana. Additional program funding to bring in speakers, lecturers, and performers may help to foster exposure to different views and cultures.

Curricular and Co-Curricular Transformation
Strengths
The Richmond campus maintains 26 regularly offered classes that are considered to significantly incorporate diversity and multiculturalism. The campus also supports several diversity groups and events that are utilized by specific courses as part of their curriculum, as well as the students, faculty and staff in general. IUE faculty have organized foreign travel opportunities in the past with course credit for students and continue to do so, with plans to add more such opportunities in the near future. The campus is in the process of including diversity in campus-wide goals and has requested that it be included in yearly assessments in order to provide motivation for curricular changes among the faculty and to provide a framework upon which to offer faculty incentives (which do not currently exist).

Challenges
There is a lack of participation in organized student groups. Despite an effort to organize foreign travel opportunities by certain faculty members, other faculty members still lack incentive to incorporate diversity into the curriculum.

Campus Climate for Diversity
Strengths
This past year, interest in creating and maintaining an acceptable campus climate has improved. This is evident by the number of faculty, staff, and students who have been involved with the planning of diversity events each month. Along with this has been an increase in attendance at diversity programming events and greater ease in collaborating on various programs pertaining to diversity and equity.

Challenges
As a commuter campus, it is difficult to bring students together for student organization meetings. This makes it increasingly difficult to create a climate in which diversity is paramount. Furthermore, there needs to be a concerted effort to collaborate with nearby K-12 education systems to better assist students in learning about communicating with different people and cultures.

Representational Diversity
Strengths
Indiana University East has made a strong effort to diversify our faculty, staff and student body. The campus has shown marked progress in efforts to increase the recruitment of underrepresented students within the area. Despite the size of IU East, the campus boasts a diverse faculty. However, the number of African American faculty is a point of

concern—although this is not due to a lack of effort in their recruitment. The Affirmative Action Officer works closely with the Human Resources department in all efforts of hiring a diverse faculty and staff.

Challenges
There is a need to develop a stronger, more effective plan to recruit and retain a more diverse faculty, staff and student bodies along with a plan with clear objectives and attainable goals.

Next Steps
Indiana University East will continue to make strides in all ways possible to promote and support diversity and equity on our campus.

Goals:
- Develop a strong Diversity Plan for our campus.
- Continue to foster a climate on campus that will be welcoming to everyone, no matter what race, gender, age, sexual orientation, or ethnicity they represent.

Appendix E
IPFW EMA Summary

Introduction
The Vice Chancellor for Academic Affairs assumed administrative responsibility for the Campus Diversity Portfolio Audit. The team membership represented all constituencies of the university including four faculty members – three from the College of Arts and Sciences and one from a professional school – and four staff members – three from Student Affairs and one from Human Resources.

IPFW partnered with IU Northwest. For the IUN campus visit, a matrix of meetings was coordinated with all relevant university constituents corresponding to the content components of the audit. A total of twenty separate meetings were held with and included the following: the Chancellor, Vice Chancellors, Enrollment Management Team, Student Affairs Senior Staff, Academic Affairs Senior Staff, Faculty and Deans, The Diversity Council, Foundations of Excellence–Diversity Dimension, the Office of Diversity and Multicultural Affairs; Business Affairs, Affirmative Action and Human Resources Staff, Athletics, Plant Operations, both the Administrative Professional and Clerical and Service Staff organizations, Student Government representatives, and an open student and staff session. Fort Wayne's philosophy was to provide the visiting audit team a broad and comprehensive picture of the institution. Demonstrating his commitment to diversity, the Chancellor met with the visiting EMA team both at the beginning and the end of the day. At the end of the visit, the IUN team had an opportunity to visit with a broad cross-section of the university. In doing so, there was a full opportunity for IUN team members to gain further insight into IPFW's diversity work.

IPFW Campus Findings

Leadership and Commitment
Strengths:

- Commitment from the Chancellor and Executive Cabinet leadership
- Significant faculty involvement and collaboration with key diversity centers
- VCAA has annual review accountability measures in place for all academic deans
- Appointment of a Senior Diversity Officer at the Associate Vice Chancellor's level
- Diversity Council comprised of 12-15 persons representing a broad cross-section of the university which provides funding to assist faculty, administration and students with the development of courses, diverse programming, and conferences.
- Strong ties to the community resulting in joint programming initiatives, workshops and sharing of resources.

- EMA Partner evaluation:
  - "IPFW has made strides in diversity…. strong evidence that diversity/equity is being taken seriously exists through the supporting materials and online links."
  - "The strategic plans for diversity are clearly stated."
  - "It was clear to the IU Northwest visiting team that there is a sincere commitment to diversity via Chancellor Wartell's words in two meetings

and through allocating resources for a full-time associate VC for Diversity."
- ○ "Wonderful programming exists. The campus has diversity "remnants" through the art that is displayed, the facilities that have been dedicated to diversity/equity, etc. These tangibles will continue to grow into more tangibles and intangibles. These are signs of effective leadership."
- ○ "The course 'learning communities' and the Walb Union initiative toward diverse employment are clear signs of great progress."

Challenges:
- A more defined institutional reward structure for those who implement diversity into programs, pedagogies, and offerings that transform the curriculum and the campus
- Apathy amongst some of the university's constituents that compartmentalizes effort to express diversity for the cause of student development and campus enrichment
- Development of a more defined hiring system for "opportunity hires"
- Making the tacit knowledge of key staff retiring or leaving the university more explicit
- Additional resources in areas where campuses seem to struggle with faculty hiring of underrepresented groups

- EMA Partner evaluation:
  - ○ "Are all campus constituents aware of any and all campus documents that list these terms and their implications for the work of their units?"

Curricular-Co-Curricular Transformation
Strengths:
- Diversity Council Course Transformation Grants
- Co-curricular transformation via the co-curricular transcript
- Center for Enhancement of Learning and Teaching (CELT)
- Development of the Office of Diversity and Multicultural Affairs
- The Diversity Showcase and Great Men Great Women Diversity Breakfast
- Diversity Council's ongoing programs via discussion groups, cultural programming and workshops
- First Year Experience Programs
- Foundations of Excellence participation
- Center for Academic Support and Advancement

- EMA Partner evaluation:
  - ○ "CASA provides a nice "one-stop shopping" program for students."
  - ○ "The Walb Union Operation is a model for encouraging and supporting diversity on campus; explicit goals are to "encourage student retention and success through campus employment; enhance IPFWs campus climate with a diverse staff; and support community outreach by hosting culturally diverse events." Their literature/pamphlets express that they are "IPFWs *Extra* Equal Opportunity Employer" and that it "Champions IPFWs

Diversity Initiatives." This campus operation provides employment and support (creates a community, in fact) for international students especially."

Challenges:
- Clear expectations need to be communicated beyond key leaders to all levels of leadership regarding the value and need for diversity to be practiced

- Increased collaboration between Academic Affairs and Student Affairs, especially with regard to co-curricular academic activities
- Developing more assessment measures that are qualitative with regard to diversity work to compliment the NSSE and Noel-Levitz and Campus Climate instruments
- Through attention to job descriptions, training, evaluation, and rewards all employees need to be brought into the work of diversity

- EMA Partner evaluation:
  o "There has been a [stated] lack of assessment of the degree to which faculty incorporate diverse perspectives into their class discussions and assignments… Such a campus-wide process could contribute to the development of best practices as well as increased visibility of initiatives and priorities."
  o "Many diversity efforts are supported by 'soft money' leaving them at the mercy of administrative whim [causing] many to fear that initiatives are not/will not be sustainable."
  o "Portfolio indicates that a coordinated effort to encourage minority attainment… graduate school could be an area that, if initiated, could be very useful in helping minorities transition to grad school. This is a great opportunity to demonstrate campus support for minority attainment."

Campus Climate for Diversity
Strengths:
- Commitment to university policies dealing with diversity, civility, and sensitivity
- Support services and cultural collaborations provided to students from diverse backgrounds including tutoring, Early Intervention / Student Coaches, English as a Second Language, Hunger Banquets, Cultural Programming (internal and external), departmental collaborations, (CASA, AAO, ODMA, Faculty), faculty training and student development training, etc.
- Office of Diversity and Multicultural Affairs collaborative efforts
- Affirmative Action Officer enforcement and programming specialist
- Safe Zone Training Initiative

- EMA Partner evaluation:
  o "Chancellor funds Diversity Council, which in turn funds initiatives, grants, etc.
  o Scholarships to minorities are tracked as part of diversity report

- Twenty-five scholarships annually for international students (Burma, West Africa, Malaysia, etc.)
- 600-700 students involved in Freshman Year Experience
- Climate is positive and inviting although "African American students have to be proactive in seeking out experiences"
- Faculty support for incorporating diversity:
  - Book discussion groups
  - Curriculum transformation grants (Diversity Council)
  - FYE faculty support
  - CELT
  - Diversity Showcase
- Diverse residential housing staff
- Walb Union Operations: Addresses the issues of the international student. Students say they feel comfortable here because they see different kinds of people.
- "The International Student Organization is the most successful in getting people to come to their events."

Challenges
- Lack of a diverse faculty and administration
- Lack of consistent institution-wide attention to or apathy toward diverse students
- Apathetic hiring trends that challenge affirmative hires by citing no candidates, unqualified candidates or "we cannot afford them"
- Lack of integration of efforts to link Academic and Student Affairs

- EMA Partner evaluation:
  - "Most buildings are of similar design except for fine arts."
  - "IPFW is positioned in an upper middle class white environment. If it is Cinco de Mayo, Latinos are present. The next day is different. There is not a sense that the campus values diverse cultures when they aren't there."
  - "There is a very big need on campus for people who speak Spanish"
  - "We need more multicultural events on campus. Some people don't understand the difference between culture and race."
  - "Multicultural groups on campus need to co-sponsor events together…[IUFW] students are isolated. Either there are language barriers, ipods and technology, or people are working 40 hours per week and feel they don't have time to interact."

Representational Diversity
Strengths:
- Affirmative Action Annual Report specifying hiring targets and inequities
- Diverse international faculty at the executive level, the School of Engineering and the Office of Diversity and Multicultural Affairs
- Commitment of senior administration to representational diversity

Challenges:
- Lack of diverse faculty prevents the ability to create affinity groups

- Lack of attention towards the retention of diverse students, faculty, and staff
- Little to no funding for projects or initiative that will "grow our own"
- No African American tenured faculty, with only one on the tenure track
- Department Chairs need help in the recruitment and support faculty of color

- EMA Partner evaluation:
  - "There was a general agreement that there has been little progress in diversifying the faculty. It was mentioned that little is done to address the "natural" tendency to hire people who look like people already there and that academic searches are often rushed with no upfront strategy for diversification.
  - The IPFW image as an employment venue needs more visibility in the community. The use of ethnic resources to recruit needs to improve and employment of minorities at IPFW should not appear confined to multicultural services or minority studies. Further minority programs, such as Upward Bound, need more visibility. Education about the correlation between faculty of color presence and student retention needs to be articulated and distributed.
  - Finding a means to attract representation is a challenge as IPFW is mostly a commuter campus – students go to class and return to their cars/lives. Also, 90% of professional personnel of color work in the Office of Multicultural Affairs and are paid from soft resources. Need more diversity initiatives: hiring.
  - There should be a shared responsibility for student retention and there are no real incentives for faculty to participate. A collective effort is needed to determine what a student should gain in addition to a bachelor's degree at IPFW."

Next Steps
The EMA Self-Audit will be presented to the Chancellor and the Executive Cabinet. A presentation of all reports and findings will be given to the Diversity Council in summer 2007. In September 2007, there will be a public campus forum held where the findings of the Diversity Portfolio Audit will be presented. At the same time, there will be an "Annual State of Diversity Address" given to those in attendance. This will include content regarding equity as well. Furthermore, there will be a presentation of the Foundations of Excellence First Year Experience Diversity Dimension report.

After the presentations, attendees will be asked to break out into working groups to discuss the findings in each of the four areas and to develop metrics for measuring success and specific plans for achieving those goals. Ongoing draft reports will be requested at the beginning of the spring 2008 semester, and a progress report will be compiled at the end of the spring semester.

Finally, an updated and responsive Diversity and Equity Plan will be advanced and be reported on by the end of the 2008 spring semester.

Appendix F
IU Kokomo EMA Summary

Introduction
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 including the Chancellor, Vice
Chancellor for Academic Affairs, Vice Chancellor for Student Services, Vice Chancellor
for Finance, five Deans, Director of Human Resources, Director of Affirmative Action,
Director of Campus Climate, Department Chairs; (3) review of diversity and affirmative
action documents; and (4) review of data provided by Indiana University Campus
Diversity Portfolio Review Guide.

Indiana University Kokomo was in the process of assessing its strategy associated with
campus diversity goals and was doing so with a broad representation of faculty, staff and
administrators of different background and race. The EMA self-study came at the right
time to help the university speed up its original plans. Below are strengths and challenges
derived from the process across the following four EMA dimensions: (1) leadership and
commitment; (2) curricular and co-curricular transformation; (3) campus climate; and (4)
representational diversity.

Leadership and Commitment
Strengths
The university diversity goals were recently (in 2005 academic year) added to the
university mission statement and have been identified as a strategic priority. 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 minorities holding dean's
positions and non-academic leadership positions.

Personnel of various backgrounds and race assisted in the strategic planning process
associated with IU Kokomo's diversity goals. Notably, the Vice Chancellor for Academic
Affairs often plays a key leadership role recruiting minority students during the annual
Black Expo events at Indianapolis.

The MERIT program is an IU Kokomo effort that specifically target minority students.
Thus, there are ongoing efforts to support minority students. In the past few years IU
Kokomo has invited minority speakers such as Julian Bond and Kweisi Mfume with
additional plans to invite Roya Hakakian later this year. The university has established a
"diversity committee" to help promote diversity issues around the campus and the
community. The campus climate program has been very effective in implementing
policies and procedures that have slightly 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 is 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.

According to some comments, deans, departmental chairs, directors of units and administrators, including the newly formed diversity committee, seem detached from university diversity goals. More specifically, there seems to be a 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 vacated by minority staff or faculty are often filled with candidates who are not from any of the minority groups. If this practice continues, there is the possibility that the university might not be able to achieve its diversity goals in the near future. Despite broad interest in a diversity lecture series, students, faculty, and staff have been disappointed by the lack of resources and finance to promote diversity through this medium.

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 incorporated evidence of diversity in their curriculum and instruction. The establishment of a self-evaluation process has also helped the SPEA, the Education Division, and Arts and Sciences to encourage 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 coordinating their respective programs.

From a student perspective, IU Kokomo has a large number of students who are interested in multicultural activities. Some student organizations on campus tend to focus their energies on activities that celebrate ethnic/cultural identity and diversity on campus. There are excellent opportunities to promote cultural diversity among IU Kokomo's faculty, staff and students. The only stumbling blocks are coordination and the financing of activities.

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 incrementally incorporating diversity as spelled out in the university's strategic plan. Although IU

Kokomo has established a pragmatic monitoring compliance system of faculty through the yearly review process, there is no oversight of the Deans' compliance. Also, without a designated resource to address directly the infusion of diversity, and multiculturalism into the teaching and learning practices, the campus might experience very little progress in this area.

Activities and programming for students are very limited in reference to diversity. This prevents an inclusive atmosphere that is desperately needed within the campus climate at IU Kokomo. There is also the need to establish a multiculturalism course under the general education requirement for all students in the university. Making available programs and scholarship opportunities for underrepresented graduate and undergraduate students has not been sufficiently effective.

Campus Climate
Strengths
Indiana University Kokomo has established policies and procedures in place to deal with discrimination. Training sessions for supervisors and professional staff helps to rejuvenate the awareness of diversity polices and procedures. The annual assessment of the campus climate 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 do not comply with university diversity policy receives training. When this takes places, it is often taken seriously. Kokomo's diversity strength is visible in the cordial relationship between staff, faculty, and students of all backgrounds on campus.

Challenges
IU Kokomo needs more resources to conduct diversity training on a yearly basis. The need to hire minority faculty and staff is not yet perceived by all units as a campus wide goal. There are some academic units that promote minority staff and faculty hires while others have not made adequate efforts in that direction. A major retention problem is the limitation of providing job opportunities for spouses or partners of minority faculty and staff member when they are hired by the university. This obstacle is a major challenge in attracting minority faculty and staff to IU Kokomo.

The IU Kokomo Director of Campus Climate position is a half-time position with multiple responsibilities. Several of the minority faculty expressed concern that they are paid less than their White counterparts. This is a serious problem that Kokomo should address immediately. The university needs to develop an ongoing campus wide plan that will galvanize recruitment, retention, and campus climate for diversity.

Representational Diversity
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 primarily 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 underrepresented 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 for a number of 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 are already being addressed incrementally. 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.

1. IU Kokomo should consider developing retention and mentoring programs for faculty, administrators and staff.

2. Future recruitment search pools need to be effectively advertised to attract diverse or minority candidates. Searches that do not attract diverse or minority candidates should be further reviewed before they can continue without a minority in the pool.

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 introduce a policy that would require each academic or administrative unit to submit an annual report to the chancellor and appropriate vice chancellors. The chancellor and vice chancellors should hold 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 the attainment of the university's diversity goals.

5. All academic and administrative units in the university should be required to show evidence of hiring minority staff and faulty.

6. There is the need to immediately address and evaluate the lower salary paid to some minority faculty and staff.

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

8. Indiana University Kokomo should make attempts to provide stable employment for the spouses and partners of minority faculty as part of it 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.

Moving Forward
The Indiana University East visiting team expressed concern about the disconnection between the Human Resources Director and the Affirmative Action Officer on how to ensure the recruitment of minority staff and faculty. They were also concerned that while all IU Kokomo's documents and web site stated that the institution provides services to eleven counties in North Central Indiana, the Vice Chancellor for Student Services attempted to make an argument that IU Kokomo only provides services to seven counties. The IU East and the IU Kokomo EMA committees strongly contend that the institution must be consistent in the number of counties it serves on all institutional matters.

IU Kokomo has been moving forward on its strategic planning process. One of the major sections of the strategic plan addresses the campus goals with respect to diversity. Many of the challenges raised in the report of the EMA Diversity/Equity Portfolio project have found expression in the campus' strategic plan.

The campus expects that the recommendations of the Strategic Task Force on Diversity will be taken by the Cabinet this summer and specific steps will be taken to implement numerous components of the strategic goals on diversity. We expect this will include the creation of a standing committee on diversity as recommended by the task force as well as the development of specific curriculum goals and a reorganization of the campus' efforts to recruit and retain minority students, faculty, and staff.

Appendix G
IU Northwest EMA Summary

Approach:
The initial meeting of the IU Northwest EMA team attempted to process the best-practice approach to collecting and analyzing the data requested on the Diversity Template. The questions were separated into those that had answers readily available and questions that needed further research. To address the latter, the team enlisted the assistance of campus personnel who had expertise in the areas where research was needed. A PowerPoint slide show was constructed to display the questions and answers including links to appropriate IU Northwest websites and Word documents.

Additional meetings were held to discuss the processes of 1) the site visit to IPFW with specific focus on whom we wanted to interview and what questions would be asked beyond those supplied on the template; 2) IPFW's site visit to IU Northwest; 3) writing a response to IPFW's evaluation of IU Northwest; 4) preparing for the April EMA conference; and 5) preparing the final materials. Prior to sending the IU Northwest Diversity Portfolio to IPFW, the Chancellor and his Cabinet reviewed the gathered data and offered suggestions and comments. Following the April EMA Conference the process and findings were presented to members of the Faculty Organization.

Findings:
Members of the IU Northwest community were active participants in the Diversity Portfolio. The findings of the campus Diversity Evaluation are summarized below in the sections *Summary of Strengths* and *Summary of Challenges.*

Summary of Strengths:
Strengths of our diversity efforts/initiatives and progress are noted in both the IU Northwest Diversity Portfolio as well as in the feedback report provided by IPFW. Relative to campus climate and representational diversity, the student population of African Americans and Hispanics/Latinos at IU Northwest is proportionately higher than its service area and is proportionately higher than the other IU campuses. IU Northwest also enjoys the most diverse graduate student body of any regional campus (48% are ethnic minorities). Women approximate 70% of the student population. In response to a recent climate survey, 40% of faculty and staff indicated that diversity is one of the reasons they chose to work at IU Northwest; 72% indicated that their work experiences have contributed to their appreciation of multiculturalism and diversity; and 78% indicated that they had noticed the influence of multiculturalism in campus artwork, sculpture, or décor. The annual Diversity Landmarks Project also adds to the inclusive climate on campus.

Administrative/Leadership strengths include a committed administration that encourages, funds, and disseminates expectations, initiatives, and progress. The Shared Vision of IU Northwest and the 2010 Strategic Outcomes derived from it strongly pronounce our value of diversity. Diversity has been explicitly defined as a critical component of academic excellence. Ongoing funding is provided for the Office of Diversity and Equity (ODE) and the Diversity Programming Series. The Campus Council on Diversity (CCD) provides training to its members to assist in their efforts to attract and hire minority

candidates. The inclusion of members of the CCD on every Search and Screen Committee for levels P16 and above is an important and ongoing initiative that demonstrates the importance the administration places on increasing the diversity of the faculty and staff. Additionally, the ODE administers a formal faculty mentoring and retention program. The campus is also making progress in increasing the diversity of its administrative staff and has some funding available for opportunity hires and to compete for minority faculty candidates. The recent Campus Climate Survey indicated that 78% of faculty and staff believe that the campus administration is committed to promoting an environment that respects diversity.

Strengths related to curricular and co-curricular transformation include diversity as an explicit principle in the new general education program (program is in development); diversity related course or outcomes included with every major requirement, numerous student organizations with some component of diversity as the foundation of their existence, and institutional support for formal diversity programming and student-led diversity initiatives. In addition, the Center for Excellence in Teaching and Learning is available to support faculty in diversity course transformations. Some progress has been made in hiring diverse faculty with both a Strategic Outcome and AQIP project focusing on that effort.

Summary of Challenges:
In terms of leadership and commitment below the level of executive leadership, diversity efforts "appear to be more a product of committed individuals rather than institutionally driven" (IPFW). Given IU Northwest's success at recruiting ethnic minority graduate students, these programs should be expanded.

In regard to campus climate, there is a concern that students with disabilities do not feel as welcome as other groups and that the location of the campus in a (perceived) high-crime area might overshadow the positives about the campus. Students desire more engagement with upper-level administration and faculty, as well as more collaboration between student organizations, student government and the ODE. The Campus Climate Survey indicated that 58% of faculty/staff have felt a negative conflict between groups on campus over diversity issues. In terms of representational diversity, while some progress has been made, African Americans and particularly Hispanic/Latinos are underrepresented in faculty (especially at the professor rank), upper level staff, and administrative positions.

Related to curricular and co-curricular matters, there is no real integration of diversity into the "fabric" of study and no systematic assessment within and across departments. Although CETL is available for support of willing faculty, the focus is not explicit in its literature. Faculty and staff are not rewarded for attainment of diversity and equity goals, neither are they required to report on efforts.

Next Steps:
Pursuant to discussions of IU Northwest Cabinet members, our next steps are: 1) wait for instruction from President Herbert regarding campus diversity plans, and 2) engage in a process to infuse EMA suggestions into our overall campus diversity plan.

Appendix H
IUPUI EMA Summary

Indiana University-Purdue University Indianapolis (IUPUI) has a strong commitment to diversity as evidenced by the "IUPUI Diversity Vision, Mission, and Goals" statements, the ongoing assessment of campus progress toward achieving its diversity goals, using a set of performance indicators, and the Chancellor's annual *IUPUI State of Diversity* report. The kick-off meeting of the EMA Diversity Portfolio Project in early November came at an auspicious time for IUPUI. The campus was in the early stages of revising its diversity vision, mission, and goals statements and both students and faculty had raised questions about the institution's commitment to and progress toward diversity. The EMA Diversity Portfolio Project provided another lens for examining campus diversity initiatives.

After the EMA meeting at IU Kokomo on November 9, the IUPUI team met to develop an action plan for completing the project. IUPUI's completed diversity portfolio is available at http://www.imir.iupui.edu/diversityportfolio/.

The information in the portfolio is summarized in a series of strengths and challenges for the future. These summaries are presented below:

Leadership and Commitment

Strengths: For several years, IUPUI has had explicit diversity and equity goals for the campus. Moreover, the planning process for the campus diversity goals has broad representation of campus and community constituents. Every year, the campus evaluates progress toward its diversity and equity goals. The results of the assessment are published in the Chancellor's annual *State of Diversity* report.

Challenges: Although IUPUI has explicit goals and a process to monitor and report on progress in meeting those goals, progress has been slower than desired. The pace of progress in meeting diversity and equity goals has been a source of concern for students, faculty, and staff. In response, the campus is hiring a Vice Chancellor for Diversity, Equity, and Inclusion.

Representational Diversity

Strengths: Since 2001, minority enrollment at IUPUI has increased steadily. Today, IUPUI has the largest minority (headcount) enrollment of any IU campus. In addition, the campus has seen modest improvements in retention and graduation rates for minority students over this same period. IUPUI also has programs in place to support the recruitment and retention of under-represented faculty and staff.

Challenges: Although minority enrollment at IUPUI is growing and is higher than at other IU campuses, overall representation of minorities remains below the proportion of minorities in the service-region population. In addition, retention rates for minority students are low, in some cases well below the rates for peer institutions. The proportion of faculty, staff, and administrators of color is also low. Further, women hold the majority of clerical positions, whereas men hold the majority of administrative positions. Although IUPUI has programs to support the recruitment and retention of under-

represented faculty and staff, the programs have few resources and have had limited impact.

Curricular & Co-Curricular Transformation

Strengths: Through its Principles of Undergraduate Learning, IUPUI has committed itself to helping students develop the knowledge and skills needed for cultural and ethical awareness and competence. Across campus, several units serve as resource centers to assist faculty in infusing diversity-related topics and issues throughout the curriculum. Recently, the Center for Teaching and Learning reported an increase in faculty members participating in its Multicultural Teaching and Learning Institute. Moreover, in its strategic plan, the Division of Student Life and Diversity has identified strategies for increasing student involvement in diversity-related co-curricular organizations and activities.

Challenges: Numerous programs and institutes to assist faculty with curricular and co-curricular course design are available; however, a limited number of faculty make use of these resources. Further, the reward structure for infusing diversity-related material into the curriculum and co-curriculum is not integrated into the promotion and tenure processes. Similarly, students have access to a variety of co-curricular programs, but not many take advantage of these programs, which include opportunities for cultural immersion inside and outside the United States.

Campus Culture

Strengths: IUPUI regularly conducts assessments of the campus climate for diversity. Results have identified both successes and challenges for the institution. One clear finding to emerge from recent assessments is that students experience the campus in very different ways that are related to, but also cross, racial/ethnic lines. In addition, IUPUI has mechanisms in place to respond to diversity-related incidents.

Challenge: IUPUI's assessments of the campus climate have been effective in describing the climate for diversity on campus, but to date they have not been entirely successful in developing an understanding of the dynamics of the campus climate or identifying a comprehensive strategy for improvement. At the same time, responses to diversity-related incidents on campus have tended to be reactive, rather than proactive.

The completed diversity portfolio template was shared with members of the IU Bloomington EMA team, which visited the Indianapolis campus on February 28, 2007. After meeting with IUPUI faculty, staff, and students, the Bloomington team made the following observations:

1. Wide variations among definitions of "diversity" remain, both within groups (faculty, staff, and students) and across groups. In fact, opinions even differed on whether diversity was a numerical goal one strived toward or a description of a process or the lens through which one interprets action.

2. Greater consensus on the definition of "diversity" is necessary before IUPUI takes too many more programmatic steps.

3. Administrators and some faculty also admit that, regardless of rhetoric, at the action level, diversity tends to be defined in strict black/white and, to a lesser extent, brown terms, without much consideration of other possible diversity dimensions.

4. There is a general lack of resources to support diversity efforts, whether student recruitment, student services, outreach efforts, staff recruitment and adjustment, and faculty recruitment initiatives.

5. The IUPUI target population seems to have shifted to a more traditional fulltime undergraduate cohort. This shift or perceived shift has resulted in confusion among some faculty and staff relative to their mission: What is expected of them and in what manner should they execute their programs? The shift even raises the question of what the best combination of student, staff, and faculty programs would be.

6. The challenges and remedies identified by faculty/staff differ from those identified by students. Faculty/staff agree that resource needs are important, but also assign considerable importance to the hiring of a senior "diversity officer" at the vice chancellor level. The feeling is that once that special person is hired, many of IUPUI's most severe diversity problems will be alleviated.

7. Students, on the other hand, do not see the creation and selection of a "Vice Chancellor for Diversity" as a goal of such paramount importance.

8. Faculty and students do agree that improving the diversity of the faculty is a great challenge. A campus with such a relatively large and diverse student population should have an equally diverse faculty. IUPUI does not.

9. Students feel they are not being heard or "respected." From the lack of a centralized place on campus for students to congregate to a lack of services for the new "fulltime" student, they feel at times left out or forgotten.

10. Students also complain about a lack of a formal mechanism for addressing specific problems of discrimination or insensitivity by specific faculty/staff.

11. Students also observed that diversity efforts expended tend to focus more on recruitment than on both recruitment and retention/persistence to graduation.

12. Some students and administrators/faculty feel that IUPUI is extremely de-centralized and that this decentralization contributes to the difficulties in pursuing diversity goals.

13. Staff mentioned on several occasions the simple need for more resources to address many of these diversity challenges via program initiatives.

14. Staff note a lack of communication across units that results in a great deal of time spent "re-inventing the wheel." That is, earlier work or planning efforts are repeated, even though someone has already performed the same task, and performed it, in some cases, quite well.

These comments provided the IUPUI team with a useful starting point for conversations about the project and were also shared with the Chancellor's Diversity Cabinet. The comments will be used to help refine some of the campus's strategic initiatives, and they will help in the design of new performance indicators.

Administrators, faculty, staff, and students at IUPUI can, and will, use the results of the EMA Diversity Portfolio Project in a variety of ways. First, as previously noted, the evaluation results will help to sharpen the strategic initiatives within the campus's diversity vision, mission, and goals. A draft copy of the vision, mission, and goals is available at http://www.iupui.edu/diversity/vision_draft.html.

Second, the EMA assessment template will help the campus identify new performance indicators to evaluate progress in meeting its diversity goals. This diversity report, along with a possible set of performance indicators, will be shared with the Chancellor's Diversity Cabinet on May 22, 2007. During the summer, a final set of performance indicators will be selected, and progress in meeting the diversity goals will be assessed at an all-day retreat in October.

Third, the results of the EMA assessment project will be used to inform the continuing campus conversations about diversity among administrators, faculty, staff, and students. Of necessity, the template provides a high-level view of the state of diversity and diversity efforts on campus. Nevertheless, this overview can be helpful in focusing conversations about diversity on campus. IUPUI constituents look forward to these conversations and to continuing progress in improving the campus climate for diversity and diversity outcomes for faculty, staff, and students.

As a result of the presentation of the Campus Diversity Portfolio report to the campus Chancellor's Diversity Cabinet, plans are underway to discuss how diversity could best be defined at IUPUI. This will be a topic during the Diversity Cabinet's day-long retreat in October. In addition, the Chancellor and several members of the Diversity Cabinet emphasized that it will be important to manage expectations regarding the new Vice Chancellor for Diversity, Equity, and Inclusion. At the Diversity Cabinet meeting the Chancellor noted that it is critical that faculty and staff not expect the new Vice Chancellor to solve all problems related to diversity at IUPUI. At the same time, plans are being formulated to better communicate to students how the new Vice Chancellor can improve the campus environment for diversity for all of the institution's constituents. Finally, the Executive Vice Chancellor for Academic Affairs has begun to address resource needs for recruiting and retaining a more diverse faculty by creating a fund to support hiring faculty of color. These actions and new strategies for improving diversity at IUPUI will continue to be developed as the campus moves forward in implementing its new mission, vision, and goals for diversity.

Appendix I
IU South Bend EMA Summary

Introduction
As an urban public, comprehensive university, Indiana University is deeply committed to serving the citizens of North Central Indiana and the outlying communities of the Michiana area. Through the IU Mission Differentiation Project, IU South Bend underscored diversity as one of its areas of excellence. The university's commitment to achieving academic excellence is embedded in robust affirmation of diversity in its mission statement, which reads in part that "The campus is committed to excellence in teaching, learning, research, and creative activity; to strong liberal arts and sciences programs and professional disciplines; to acclaimed programs in the arts and nursing/health professions; and to diversity, civic, engagement, and a global perspective. IU South Bend supports student learning, access and success for a diverse residential and non-residential student body that include under-represented and international students." (source: www.chancellor.iusb.edu/MissionStatement). The Enhanced Minority Achievement assessment of diversity has allowed the university to make an introspective examination of what we are doing well and to take full stock of things that could be done better. The external visit by IU Southeast has given us further insights and our team's visit to their campus has given us fresh ideas. The summary that follows gives a snapshot of strengths and areas to be developed. We are grateful for the opportunity afforded by the EMA Assessment of Diversity on IU Campuses.

Leadership and Commitment
The campus enjoys strong commitment from the executive and academic leadership. Faculty commitment and engagement are reflected in the departmental curriculum and through general education. The chancellor has made diversity a high priority through its inclusion in the Strategic Plan. For each of the five years, the university has demonstrated modest gains in enrollment of Latino and African American students. Faculty hiring of ethnic, international and women faculty has shown inched upwards, yet we are lagging in the hiring of African American faculty. Highlights of that diversity follow:

Strengths
- At the chancellor's cabinet level there are four women and one African American male
- The Academic Cabinet level comprises five women deans and directors and one African American male
- The Strategic Plan, the Missions Differentiation Project, the Mission Statement, General Education and International Programs have a defined focus on diversity and/or global education
- IU South Bend has over two hundred international students
- The student population is 13% minority and has consistently increased annually within the last five years

Challenges
- There are no dedicated funds to attract minority faculty candidates. Additional funding for recruitment, hiring, and faculty development is needed if the university wishes to be competitive with peer institutions
- There is a national shortage of doctorally-prepared faculty in key areas of science and math
- Low graduation and retention rate of minorities in area K-12 school corporations. The university needs to take a more active role in K-12 partnerships in addressing the high attrition rate of high school students, in particular
- Lack of support programs for low achieving students in K-12 and at the university level
- The university needs to continue its forward progress in promoting women to full professors
- Currently, the black professional staff is confined to Student Services.

Curricular and Co-curricular Transformation

The university has taken a number of critical initiatives to promote broader understanding of diverse cultures and global awareness and responsibility. The American Democracy Project has become a national model with a host of activities attached to classroom learning that engage students in civic responsibility such as participation in state and local elections, voter registration, Table Talk debates on current topics of national and international interest, to name a few. Every other year, the Civil Rights Heritage Center conducts a six week study tour of the Civil Rights Movement in the south. The general education curriculum has a global perspective requirement. Curricular and co-curricular activities abound.

Strengths
- General education curriculum
- Civil Rights Heritage Center and affiliation with the Engman Natatorium (once a segregated city landmark that will now be a center of programming for the Civil Rights Heritage Center)
- The Summer Leadership Academy (a summer program for high school students focusing on the lessons of leadership learned from the Civil Rights Movement)
- Conversations on Race (a community-wide partnership that brings together town and gown in a colloquia format to discuss issues of class, race and gender)
- The Black Man's Think Tank (similar format as above)
- Unsung Latina Heroine Awards Dinner and Ceremony
- Women and Children of Color Conferences
- Women's Studies Program
- Black History Month Programs and Activities
- Asian Heritage Month Program and Activities

- Disabilities Awareness Month Programs and Activities
- Center for Global Education (housed in the School of Education)
- Social Action Project (project of engagement with children of South Africa)
- International Food Festival and Student Organization
- Vagina Monologues (annual production)
- Queer Eye for the Straight Girl (an annual presentation)
- Candlelight Vigil Against Violence
- The American Democracy Project
- The One Book, One Campus (campus reading associated with a campus theme)
- Curriculum: art and culture across the curriculum

Challenges
- Insufficient funds to maintain and develop new programming
- Need for increased collaboration of UCET (University Center for Excellence in Teaching) and the Center for Global Education
- Lack of diversity and focused courses in graduate curriculum
- Lack of funding to support overseas travel and study for students

Campus Climate for Diversity
Issues of diversity have become commonly addressed in meetings at the chancellor's cabinet level, at the academic cabinet's level and among schools/colleges and academic departments. Much of the programming for diversity occurs within Student Affairs through the Office of Campus Diversity. Student groups such as the Black Student Union, the Latino Student Association and the Gay/Lesbian Alliance are also actively involved in promoting understanding and an acceptance that goes beyond tolerance to welcoming. These clubs, as well as others, provide an opportunity for students with like interests and background to gather together in solidarity and in support of each other. There are few reported incidents of racism, ethnic or gender discrimination, and when there are the university has established policies and procedures to deal with them. The university strives forthrightly to be a welcoming campus. The Office of Affirmative Action offers routinely workshops and training for faculty and staff in sexual harassment and affirmative action practices.

Strengths
- Numerous extra-curricular activities that promote understanding and tolerance
- Active external community participation in diversity activities
- NSSE (National Survey of Student Engagement) provides a snapshot and assessment of student experience in diversity
- Lumina Grant
- 21st Century Scholars
- Multi-cultural events throughout the academic year
- Civil Tights Heritage Center (CRHC)
- The Summer Leadership Academy

- The Engman Natatorium

Challenges
- Lack of publication board to review all publications on campus for diversity content and images
- Students coming to the university with limited exposure to and understanding of diversity
- More support for development and maintenance of internet resources for promotion of materials and activities surrounding diversity
- More support for development of instruction and diversity programming
- Develop a tool for assessment of campus climate

Representational Diversity
At the highest administrative level of the university, diversity is visibly apparent with four women and one person of color. With the retirement of the vice chancellor of student affairs, a woman of color has been added as an interim replacement thus increasing the representational diversity on the chancellor's cabinet to two persons of color. The academic leadership is comprised of five women and one person of color. Gains are being made in increasing the diversity of people of color on the faculty.

Strengths
- Just under 50% of the faculty are women and 17% of tenure track faculty are international and minority
- The visible representational diversity at the executive and academic leadership

Challenges
- Hiring more native born faculty of color and professional staff
- Continue improvement in student representation and retention of underrepresented minorities
- Provide a climate that is safe for GLBTQ (Gay, Lesbian, B-sexual Transgender, Queer)

NEXT STEPS
- The university will continue its efforts to promote diversity at all levels on the campus
- In response to a Indiana University initiative, the campus is engaged in developing a plan to enhance diversity
- Seek external funding to include middle, junior high and high school students in summer academic programs such as the TRIO grants
- Develop partnerships through our School of Education with local school corporations that focus on academic preparation, such as Pathways to Success

- Develop training programs with our faculty to identify and be able to work with the unique learning difficulties faced by under-prepared students and students of color
- Identify women and minority faculty for participation in IULead to develop a leadership cohort for the university
- Participate more actively with other regional campuses in partnering with Howard University Graduate School to identify potential minority faculty hires

Appendix J
IU Southeast EMA Summary

Demographic Profile
On the IU Southeast campus, 44% of our full-time administrators, faculty, and lecturers are female and 13% are minority. Among minorities there are 7 African Americans, no American Indians, 15 Asian Americans, and 3 Hispanics. IU Southeast as a whole is improving in numbers when it comes to our full-time administrators, faculty, and lecturers by ethnicity, but we still have room to grow. As for our student enrollment, 10.4% of our undergraduates and 9.1% of our grads are from an ethnic minority background. In all, there are 19 American Indians, 48 Asians, 250 African Americans, and 67 Hispanics in our undergraduate programs and 1 American Indian, 9 Asian Americans, 44 African Americans, and 4 Hispanics in our graduate programs. There are 248 minority students who are enrolled on a full-time basis and 217 who are enrolled part-time. Additionally, there are more female students (both undergraduate and graduate) enrolled on the IU Southeast campus than male students.

One area in which IUS is very diverse is on our mix of traditional and non-traditional students. Fifty-three percent of our students are in the traditional college age group of 24 and under; 20 percent are 25 through 29; 17 percent are in their 30's; 7 percent of our students are in their 40's; and 3 percent range in the 50's, 60's, 70's and 80's. As you can see from these statistics on the IU Southeast campus, approximately half of our students are from a traditional background and half are non-traditional.

IUS Approach to Diversity & Equity on Campus
Diversity and equity is taken seriously on the Southeast Campus. To ensure that both were continually evaluated and advanced, the campus leadership included them in the campus strategic plan, goal 3. This initiative includes the following objectives:

- Strategic Objective 3.1: *"Commitment - Diversity and equity will be among the guiding principles of IUS and will be the responsibility of the entire campus community."*
- Strategic Initiative 3.1.2: *"IUS will review the efforts of those offices and/or parties currently engaged in diversity, equity, and international activities and develop an effective coordination mechanism."*
- Strategic Initiative 3.1.3: *"The administration will seek adequate human and financial resources for achieving diversity and equity goals."*

In an effort to assign responsibility for the advancement of strategic goal three, Chancellor Patterson-Randles set in motion the development of an effective coordination mechanism by capitalizing on the tremendous diversity resources on campus. The mechanism now in place encompasses different levels and all lines of participation to form a coalition for diversity that covers four major layers in this extensive and inclusive coalition:

- Leadership: the Chancellor and the Vice Chancellors, to provide direction and strategic decision;
- Diversity Coordinators: Academic Affairs, Student Affairs, and Equity & Diversity/Affirmative Action personnel, to function as a bridge between the

central leadership and various task forces and participants, with the responsibility to help facilitate communication and coordination on diversity-related projects and activities;

- Diversity Advisory Council: a broadly representative *think-tank*, composed of selected volunteers committed to a comprehensive concept of diversity and able to bring experience, expertise or insights to bear on campus-wide planning on diversity initiatives;
- Diversity task forces: various *action teams* on campus working with other individuals and interest groups to implement IUS strategic goals and school/division/unit plans on diversity and reach out to the community (e.g., ESL and additional foreign language/culture offerings via Continuing Studies).

This concept comprises and supports many moving parts with various roles and functions to realize IUS' commitment to diversity to the fullest extent with good and constant guidance, thinking, action, and coordination. Various communication channels will be utilized, including e-publication, town hall meetings, focus groups, websites and conferences/trainings, for promoting diversity and informing the community.

IUS Approach to Project
The Southeast campus viewed the Diversity Self Portfolio assignment given to the EMA conference participants in November 2006 as an opportunity to document current campus efforts as well as gaps and/or challenges to campus efforts related to diversity and equity by developing supporting evidence. The complete self-portfolio, all supporting evidence, and the South Bend peer report can be obtained by contacting the IUS Office of Equity and Diversity at eqdiv@ius.edu or 812-941-2306.

Through the direction of Dr. Gil Atnip, Vice Chancellor of Academic Affairs, a Diversity Assessment Task Force was created to ensure the completion of this project. This project was tackled from a campus-wide perspective and input was received from all levels of the campus community. Two main groups of individuals were charged by the Chancellor to ensure the completion and review of the Diversity Self-Portfolio. They were the Diversity Assessment Task Force and the Diversity Council. As a group, the task force decided that the completed portfolio would be used in the following ways:

- As a snap shot of where we currently are in terms of diversity & equity on campus
- As the baseline in which future success or challenges are measured against
- To assist in future program/school reviews and accreditation processes
- The portfolio would be approached as a living document, meaning that it would never be completed but rather continually reviewed, added to and modified as different approaches to diversity and equity are attempted on campus

Major Findings
The following are the major successes and challenges highlighted in the self-study grouped by main category:

<u>Summary of Successes</u>
Leadership and Commitment
- Incorporating the value of diversity in the strategic plan and embracing a broad inclusive definition of diversity by senior leadership, which directly led to increasing the scope of diversity and equity initiatives on campus.
- Multiple IUS schools have already incorporated diversity into their annual review and goal setting process (i.e. School of Education, School of Nursing, and School of Arts & Letters) and their work will be used as a template to roll a formal process out to all schools/programs by August 2008.
- There is currently an annual campus-wide evaluation of the overall diversity related goal in the strategic plan. All Vice Chancellors are asked to review progress on strategic goal 3 and submit progress reports to the Chancellor. The Chancellor combines and submits them as part of the annual report to IU Central Administration.
- Important efforts have been made to build the partnership with and serve the surrounding community, such as SOE's collaboration with public schools including Children's Academy and the New Neighbors project, SOB's center and endowed chair for regional economic development, etc.

Curricular and Co-curricular Transformation
- The CAS (Council for the Advancement of Standards in Higher Education) system has been implemented and utilized on the Southeast campus in Student Affairs as a neutral approach to inclusion and assessment.
- The Chancellor's Council on Diversity is currently in the process of developing a series of rewards / positive feedback to highlight diversity efforts on campus by faculty and staff. The program's targeted implementation is in the next academic year, 2008.
- An established Student Involvement Center that houses offices for recognized student organizations as well as areas for students to congregate.
- Presence of an International Studies Bachelor's degree.

Campus Climate for Diversity
- The development of an adaptive technology center on campus ensures electronic access to all IU Southeast community members and visitors.
- The Diversity Coalition website and the Diversity Coalition e-publication are two new mechanisms for communicating with and continually accepting input from the campus community.
- According to the South Bend evaluation team, *"...underrepresented students stated that they felt safe and supported as individuals on campus."*

Representational Diversity
- Established procedure of testing web pages to ensure they not only meet the national standards for access but exceed them. A specific emphasis is made on

ensuring that the pages can easily upload with a dial up connection as many of the rural students still go through a slower connection and that those with visual impairments can view the pages.

- The approval process has already been initiated and plans drawn up for on campus student housing by 2008.
- The campus uses members of the community for promotional materials to ensure that not only is there a diverse representation of the population shown, but also, that the percentages are an accurate reflection of the campus community.
- Obtaining and maintaining a reciprocity agreement with multiple Counties in Kentucky.

Summary of Challenges

Leadership and Commitment
- Insufficient process for including diversity into all schools yearly goals and all faculty/staff annual reviews.
- Disconnect between program/initiative assessment and follow-up due to the lack of a formal process in place for overall review or evaluation of diversity related program effectiveness (i.e. program performance measures/outcome indicators). It was recommended by the evaluation team that the campus incorporates an assessment of current diversity initiatives into the next environmental scan to determine the most effective efforts in which to concentrate limited resources.
- Deficit in broadly-based participation (i.e. always see the same people) of administration and faculty representation at student activities or programs. One recommendation of the South Bend team to address this was to "give recognition to administration and faculty for attending underrepresented students events.

Curricular and Co-curricular Transformation
- Insufficient process or formal structure in place to promote/encourage undergraduate students from underrepresented groups to pursue graduate education.
- Formal campus recognition for contributing towards diversity attainment is not yet established.
- Currently no uniform approach for each major to consider developing subject specific diversity requirements/goals.
- A disconnect between what courses should/should not be listed as a diversity courses under the General Education studies.
- Sufficient programming is in place to meet the needs of students from underrepresented student groups however, linking the students to the programs is a challenge.

Campus Climate for Diversity
- A need for a system to receive continual feedback on diversity related efforts from the entire campus community and the community at large at all levels of the institution.
- Difficulty creating greater acceptance of certain groups (student and/or other), i.e. gay/ straight alliance, etc. The South Bend evaluation team recommended a series

of round tables or discussions to help close the gap between what is happening regarding diversity on the campus and what students perceive to be the case
- Scarcity in community participation/partnership offering diversity related initiatives/programming to link the campus and the community.
- General challenges that a commuter campus finds involving students in programs.

Representational Diversity
- Immediate area determines student representation. There is a shortfall of certain representative groups in these demographics, making diversity goals harder to achieve.
- Intense competition and smaller pool of qualified minority candidates makes it harder to recruit and retain faculty and professional staff. The desirability to relocate to IU Southeast is also limited due to pay restrictions and the inability to pay relocation fees. These limitations hinder IU Southeast's ability to diversify the staff makeup beyond the service area's general make up (i.e. people of color at all staff levels).
- Lack of campus housing – limits student programming and limits opportunities to attract international student population. One recommendation for addressing this issue offered by the South Bend evaluation team was the "continued pursuit of student housing to equalize the playing field with local competitors."

IU Southeast Priorities
- Solidify the new leadership model for diversity (the Diversity Coalition) to ensure a strong structure/foundation is in place to advance current and future initiatives to move forward goal 3 of the strategic plan;
- Find and/or develop appropriate assessment mechanisms for determining effectiveness of campus diversity initiatives.

Action Steps
IUS has yet to advance to the stage in this process where all gaps have been reviewed, priorities set and action plans finalized. To bring the campus closer to that point, the following will be executed in the next 12-24 months:
1. Diversity Task Force to merge baseline report with Strategic Plan Goal 3 review to ensure all issues are addressed/included in recommendation and also in preparation for NCA reaccreditation visit
2. Present the merged baseline overview, the strategic plan review goals and the campus "diversity plan" to Chancellor's Diversity Council in order develop and make a recommendation to the Chancellor on addressing identified gaps
3. Submit recommendation of plan of action to Chancellor for review/approval and in order for her to determine/set the priorities
4. Take approved recommendation list from Chancellor to the Diversity Council in order to develop a detailed plan of action for each priority as well as divide up tasks
5. Simultaneous to the above, continue to update and gather evidence toward the baseline portfolio
6. Work with the Chancellor's Diversity Council to develop a summary and historical perspective to add to the baseline portfolio

7. Hold a town hall meeting on campus to present the gaps/action steps and request input
8. Revise action steps with campus input
9. Review resources and funding options and decide how to allocate both to priorities
10. Apply for additional funding/resources where appropriate to address priorities
11. Develop or decide on outcome measures and assessment tools for each program/initiative outside of mere number collection to ensure effectiveness of program can be determined & evaluated
12. Implement recommendations based on priorities as set by the Chancellor and the Diversity Council once resources for each are determined
13. Evaluate progress every 6 months and modify where indicated through the evaluation process.