

20

our vision

20/20: A VISION FOR ACHIEVING EQUITY AND EXCELLENCE

our progress



20

INDIANA UNIVERSITY
BLOOMINGTON

SEPTEMBER 2003

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“One of the rich opportunities
available to students in an institution
like Indiana University

is the **GREAT DIVERSITY**
to be found in the student body.”

— Herman B Wells
Indiana University President, 1937-1962
University Chancellor, 1962-2000



The background of the page is a faded, sepia-toned photograph of a university campus. On the left, a prominent white stone tower with a pointed roof and arched windows stands. A path leads from the foreground towards the tower. In the foreground, there are rows of green plants, possibly corn, in a field. The overall atmosphere is historical and academic.

one of the hallmarks of a great public university is the extent to which

excellence and diversity are reflected in its values and actions. Thanks to the leadership of University Chancellor Herman B Wells and those who followed him, Indiana University is nationally recognized today as a place where people from diverse backgrounds learn, teach, live, and work together. Writing about the distinguishing characteristics of IU in his memoir, *Being Lucky*, Chancellor Wells observed that "One of the rich opportunities available to students in an institution like Indiana University is the great diversity to be found in the student body." This core belief serves as the foundation upon which many of IU's diversity efforts are based.

In the pages that follow, we chronicle the progress made in implementing the recommendations for IU Bloomington offered in the 1998 report, *20/20: A Vision for Achieving Equity and Excellence*. As noted in this update, diversity is clearly on the radar screen of the Bloomington campus and of the university overall. Evidence to support this assertion is reflected by trustee approval of a special three-year commitment to funding student retention and diversity, and the recent appointment of Dr. Adam W. Herbert as the seventeenth president of Indiana University.

As the Bloomington campus pursues its goal of becoming a more excellent and diverse campus, three factors are clear. First, the challenges are too extensive and complex to expect those who work in the Office of Academic Support and Diversity to meet them alone. Second, without additional fiscal investments and the willingness to hold all members of the university community accountable, the university's full potential will not be realized. Third, and most important, the momentum created during the past four years can serve as an excellent foundation for achieving the goals articulated in the *20/20* report.

On behalf of current and future generations of IU Bloomington students, my colleagues and I in the Office of Academic Support and Diversity challenge and encourage each reader of this report to join us in helping to make the Bloomington campus a place where diversity is the embodiment of who we are and what we do. That's the measure of a great public university!

— Charlie Nelms

Indiana University Vice President for Student Development and Diversity
Bloomington Vice Chancellor

focusing on progress

This report begins with
reiteration of the key
recommendations
of “20/20”, as well as
description of the
action taken to meet
those challenges in
the past four years.

In 1998, then-IU Bloomington Chancellor Kenneth R. R. Gros Louis asked Charlie Nelms, then chancellor of the University of Michigan—Flint, to lead a national team of educators in evaluating the Indiana University Bloomington campus’s diversity climate, resources, organizational structures, goals, and objectives. The six-person review team of professional educators from institutions around the country, which conducted intensive interviews and visits to the campus, issued the original *20/20: A Vision for Achieving Equity and Excellence* report in the fall of 1998, and most of its organizational recommendations were accepted by Chancellor Gros Louis in the spring of 1999. Soon thereafter, the Office of Academic Support and Diversity was created, and Charlie Nelms was named Indiana University’s vice president for student development and diversity and IU Bloomington’s vice chancellor for academic support and diversity, responsible for overseeing the new division and leading the effort to make the report’s recommendations a reality.

The title of the original report, which is commonly referred to as the “20/20 report,” represents a commitment to nurturing a campus at which, 20 years hence, diversity and equity are fully interwoven into the institution. “20/20” also represents a clarity of vision and an opportunity to envision collaboration. This report provides an update on Indiana University Bloomington’s progress in achieving the *20/20* goals after four years of work, reiterates those goals that have not yet been met, chronicles the accomplishments of the Office of Academic Support and Diversity, and offers ideas for the future of the university.

RECOMMENDATION

"Create a senior-level administrative position by upgrading the associate vice chancellor of academic affairs post, which will be responsible for both academic support services and diversity. The vice chancellor for academic support and diversity... will have an enhanced portfolio, [including] a variety of functions that have direct relationships to achieving the benchmarks that have been identified in this report."

ACTION

- The joint position of university vice president for student development and diversity and Bloomington campus vice chancellor for academic support and diversity was created. However, two IU Bloomington units recommended for inclusion in the proposed structure were not: the Summer Research Opportunity Program and the McNair Scholars Program. Additionally, the recommendation to include University Division was dropped, and the Honors Division (now renamed the Honors College) was added.

RECOMMENDATION

"Develop an office of school/community partnerships that will work through school districts, community groups, and alumni to do outreach/interest development activities for prospective IU Bloomington students."

ACTION

- The Office of Community and School Partnerships has been established and is working effectively, both through creation of on-campus summer programs such as Pathfinders—which provides middle and high school students and their families the information and guidance they need to prepare for college—and through direct recruiting in schools throughout the state of Indiana. As recommended, current participants in the Groups Student Support Services Program, Faculty and Staff for Student Excellence (FASE) Mentoring Program, and 21st Century Scholars are actively involved in mentoring middle and high school students when they visit the campus.

RECOMMENDATION

"Expand the Minority Achievers Program/Math and Science Scholarships (MAP/MASS) to increase the number of high-achieving minority students at IU Bloomington."

ACTION

- The programs have been renamed the Herman C. Hudson Scholars Program and the James P. Holland Scholars Program, after the distinguished late IU administrator and IU biology professor, respectively.
- Funding is now available for 145 entering students per year.
- The scholarship amount per student has increased by \$1,000.
- Three full-time professional positions have been added: recruitment and marketing specialist, coordinator of academic and career services, and science advisor.
- A limited number of scholarships have been reserved for Groups Program students in their sophomore year at IU.

RECOMMENDATION

"Centralize coordination of campus mentoring and tutoring services under one office...in order to improve training, staff development, assessment, and delivery of services."

ACTION

- Tutorial programs previously administered by the ethnic culture centers are currently under the auspices of the Academic Support Centers.
- To meet student demand, a third academic support center has been established and is located in the Forest Quad residence halls.
- In recognition of the math and science needs of students in the Groups and Hudson/Holland Scholars programs, a new science advisor position has been added.
- To ensure the availability of tutoring and mathematics instructional support, additional funds have been allocated to the Groups Program.
- Base funds have been provided to institutionalize mathematics initiatives previously funded by the Lilly Endowment.

RECOMMENDATION

"Encourage student organizations, administrative units, and academic departments to work collaboratively with the various culture centers in scheduling speakers and campus events throughout the year."

ACTION

Much remains to be done, though excellent progress has been made:

- Mini-grants, up to \$500 each, are awarded to student clubs and organizations that are interested in cross-cultural and collaborative programming.
- Conversations on Race, a program that brings together students from different racial backgrounds to combat racism, is supported by the Office of Multicultural Affairs, Residential Programs and Services, and the Office of Orientation Programs, among others. Conversations on Race was recognized by the National Association of Student Personnel for its innovative approach to race relations.
- CultureFest is a collaborative program that attracts more than 5,000 students and involves more than a dozen campus offices.
- Programming through the Asian Culture Center, Latino Cultural Center/La Casa and Neal-Marshall Black Culture Center has expanded significantly.
- Union Board, the *Indiana Daily Student*, Indiana University Student Association, IU Student Foundation, Interfraternity Council, and other key student groups have taken an active interest in diversity programming.

RECOMMENDATION

"Develop strategies for utilizing the ethnic and cultural centers as vehicles for cross-cultural/multicultural educational experiences and collaborative activities, where possible, and establish an administrative fund to support collaborative activities."

ACTION

- The Marcellus Neal and Frances Marshall Black Culture Center, one of the nation's finest facilities for Black culture programs, was dedicated in January 2002. The center is named after Indiana University's first African American male and female graduates.
- Approximately \$120,000 in base funding has been added to the budgets of the university's culture centers, while non-base funds have been allocated for selected programs. Likewise, the budget for the African American Arts Institute, which is comprised of the African American Choral Ensemble, the IU Soul Revue, and the African American Dance Company, has been significantly enhanced.
- The Latino Cultural Center/La Casa program coordinator position has been upgraded to a full-time director.
- Equity adjustments in salary have been provided for the directors of the Latino Cultural Center/La Casa and the Asian Culture Center.
- The Asian Culture Center support staff position was increased from a part-time to a full-time position and a full-time support position was created for the Latino Cultural Center/La Casa.
- Computer workstations have been made available for student use in each of the culture centers. These machines are part of the university's lifecycle replacement program, which provides new equipment every three years.
- CultureFest, a celebration established in 2000 and held annually during IU Bloomington's Welcome Week for new students, is an excellent example of the culture centers working collaboratively to promote diversity.

"The Marcellus Neal and Frances Marshall Black Culture Center, one of the nation's finest facilities for Black **CULTURE** programs, was dedicated in January 2002.

The center is named after Indiana University's first African American male and female students."

RECOMMENDATION

"Distinguish between the reporting of women and minority hires under the senior women and minority program, and place greater emphasis on senior minority hires."

ACTION

- A memorandum of understanding was signed by the president, chancellor, and the vice president for student development and diversity, agreeing to hire 6 to 8 faculty of color per year and 2 to 4 women for senior faculty positions through the Strategic Hiring and Support program.
- During the past 5 years, 54 new faculty members have been hired through the Strategic Hiring and Support program: 33 females, 21 males; 28 African Americans, 16 Latinos, 8 Caucasians, and 2 American Indians. Ten of the hires were women for senior faculty positions.
- Retaining faculty of color continues to be a challenge in almost all academic units. More lucrative counteroffers have been made to almost all departing faculty of color. This problem has been partially addressed by making available travel funds and other faculty perquisites through the Strategic Hiring and Support program.



RECOMMENDATION

"Utilize sources such as the CIC directory to tender offers for summer employment and post-doctoral positions to minority scholars as a means of reviewing them for possible faculty appointments."

ACTION

- Except for the Faculty Fellowship Program administered by the Office of Strategic Hiring and Support, little progress has been made on implementing this recommendation. More support from senior faculty and administrative officials is essential. In the 1980s, IU Bloomington pioneered summer fellowships of this type and achieved significant new faculty hiring as a result.

RECOMMENDATION

"Support strategic faculty hires in selected departments over the next 10 years to increase diversity and equity, especially in departments where there are currently no African American or Latino faculty members."

ACTION

- The associate vice chancellor for strategic hiring and support and the director of the Office of Affirmative Action have worked closely with several deans (e.g., the College of Arts and Sciences, Education, HPER, Law, and SPEA) to target faculty hiring in selected areas.
- Plans are underway to collaborate with the dean of faculties to complete exit interviews on a consistent basis.
- Faculty retention is an area where major attention is needed.

RECOMMENDATION

"Develop a directory of university services and offices that promotes and facilitates diversity in the campus community."

ACTION

- In 2002 and 2003, an *Academic and Diversity Resource Guide* was published by the Office of Academic Support and Diversity.
- Numerous campus units are engaged in some form of diversity-related activities. Also, academic and administrative Web pages are appropriately linked to each other.



“We believe the climate will continue to improve if the enrollment of diverse students increases, not just in absolute numbers as it has in the past five years, but as a percentage of the student body overall.”

<p>RECOMMENDATION “Hold deans, chairs, and directors accountable for diversifying applicant pools and hiring decisions.”</p>	<p>ACTION</p> <ul style="list-style-type: none"> • Several departments are on the right track, but many others have yet to fully embrace the importance of diversifying applicant pools and hiring people of color. Few, if any, incentives and disincentives are in place to leverage behavioral changes; nor is it clear that deans and department chairs are held accountable. 	
	<p>RECOMMENDATION “Expand racial and ethnic diversification of the IU Bloomington faculty, administrative, and staff ranks at all levels.”</p>	<p>ACTION</p> <ul style="list-style-type: none"> • Deans of color have been hired in the College of Arts and Sciences and the School of Education, but faculty from underrepresented groups are still completely absent in several key departments. • Noteworthy progress has been made in diversifying the faculty in the schools of Education, Law, HPER, Public and Environmental Affairs, and selected departments in the College of Arts and Sciences.
<p>RECOMMENDATION “Develop early identification and ‘grow-your-own’ faculty programs that will monitor the graduate student pool in various areas at selected institutions to correlate anticipated faculty openings with new minority doctoral recipients.”</p>	<p>ACTION</p> <ul style="list-style-type: none"> • Academic units need to do more to embrace this initiative. The School of Health, Physical Education, and Recreation is an excellent example of an academic unit making consistent use of this approach. • The leadership of the chancellor, dean of the faculties, academic deans, and department chairs is essential if this recommendation is to become a reality. 	

Observing changes

In addition to the specific recommendations outlined in the original 20/20 report, the visiting review team noted several areas of concern about the Bloomington campus. Following is a recap of those areas and comment on the progress that has been made in each.

Coordination of programs

1998

The current programs and activities that dealt with the recruitment, retention, and graduation of students of color operated as silos with little or no cooperation or collaboration. Respondents suggested greater support could be realized if these units worked together, as necessary and appropriate, to achieve their goals.

2003

While not perfect, the coordination of these efforts is strong and growing stronger each year. Even those units such as Enrollment Services, Community Outreach and Partnerships in Service-Learning, and University Division, which are not part of the unified Academic Support and Diversity effort, are cooperating thanks to an increased commitment, joint reporting lines, and a greater campus understanding of the mission and programs of the Office of Academic Support and Diversity. Recent creation of the cross-disciplinary Retention Council and the campuswide Diversity Cabinet will further enhance this cooperation and collaboration. The hiring of diversity representatives by academic units and in some non-academic units such as the Office of Communications and Marketing, Residential Programs and Services, and the Dean of Students' office are helping.

Campus climate

1998

The review team cited this area as perhaps the most critical challenge facing the campus. Concern was raised not only about the percentage of students of color but also about a generally indifferent, even "chilly" climate, and a lack of progress toward warming it.

2003

Out of two tragedies—the racist murder of IU student Won-Joon Yoon in 1999 and the terrorist attacks of September 11—a heightened sense of awareness of the need for greater respect for diverse populations grew on campus. The institution of the Won-



Joon Yoon Memorial Scholarship and Conversations on Race, a variety of grassroots initiatives in units like Residential Programs and Services, and a series of campuswide forums and conversations related to the two major incidents brought a change in attitude

to the campus. Even though there have been further racially charged issues surrounding the Benton Mural in 2001–02 and Team Major Taylor's participation in the 2002 Little 500, the resolution of both those issues has shown that our climate has improved. Finally, the hiring of Adam W. Herbert as president of Indiana University indicates that we have made a great deal of progress in changing the climate. Ultimately, we believe, the climate will continue to improve if the enrollment of diverse students increases, not just in absolute numbers as it has in the past five years, but as a percentage of the student body overall.

Student financial aid

1998

With the costs of attending college rising faster than almost any other good or service in the American economy, financial aid was noted as a critical factor in the attendance and continued enrollment of many students who come from families whose incomes are at the low to lower-middle socioeconomic levels. The review team said that the financial aid packaging process needs to take into account the fact that low-income students, who are disproportionately minority group members, do not have family resources that they can draw upon.

2003

Institutional resources for need-based aid have improved, but the increases in tuition have drastically lessened the positive impact of these changes. We are encouraged by the IU trustees' tuition set-aside for student retention,



which has increased the value of Hudson/Holland scholarships and Groups Program funding. In addition, there has been a welcome infusion from the IU Bloomington chancellor

of \$120,000 in new aid. The campus has also incremented financial aid, when possible, to offset some of the tuition increases.

Communication by senior-level administrators

1998

Several references were made to an absence of visible leadership on issues dealing with equity and diversity and a failure by senior-level campus administrators to address such matters, except in a reactive manner. There did not seem to be proactive communication by campus administrative officers that diversity was valued on the Bloomington campus, and that all members of the campus community were expected to be treated with respect and dignity at all times. Some individuals expressed the view that such proclamations, when they have been made, have usually followed a racial incident on the campus in which someone of color was disrespected or abused.

2003

Senior administration has exhibited a new willingness to take a stand. Evidence of this includes the IU President's

Cabinet's unprecedented participation in a diversity retreat facilitated by Sylvia Hurtado of the University of Michigan and Philip Jones of the University of Iowa, the handling of the 2002 Little 500 controversy, the endorsement of the Jimmy Ross Endowment Fund for Diversity Initiatives, the trustees' creation of the tuition set-aside for diversity and student retention, the establishment of the One for Diversity committee and fund, the chancellor's State of Diversity address in 2003, and the university's *amicus curae* brief in support of the University of Michigan's admissions process.

Clearly, diversity is now a priority of Indiana University, in deeds as well as in words, and is on the radar screen at the highest levels in Bloomington.

Overall, we believe that the time has come for the campus to review its entire position on financial aid, encompassing all sources, from the Wells scholarships to emergency need-based loans. On the faculty award program alone, the campus spends millions of dollars each year but directs this aid almost entirely toward attracting out-of-state students to Bloomington. This model, designed to enhance tuition revenue, has worked very well for the campus, as freshman classes have increased since 1998 from 5,800 to about 7,000, but both in-state students and students of color have been left behind.

Our lack of need-based, in-state, and minority financial aid has damaged our reputation in the African American and Latino communities, along with other

in-state populations, and has sent individuals who would have been outstanding alumni to competing schools. At the same time that the campus is engaging in an intensive new outreach and marketing campaign toward prospective minority students, we urgently call for a financial aid component of this campaign that will alleviate some of the above problems and truly improve access to Indiana University. Finally, we note the promise of the new scholarship/endowment campaign by the chancellor's office, with the support of the IU Foundation. This program will enable the university to attract and support a diverse array of students.

“We believe that the time has come for the campus to review its entire position on financial aid, encompassing all sources, from the Wells scholarships to emergency need-based loans.”

Expressions of support from faculty council members

1998

Members of the IU Bloomington Faculty Council and its affirmative action committee who met with the review team members voiced strong support for increased numbers of faculty and students from minority groups and improvement of their retention. These Faculty Council members offered their support for ethnic and racial diversity and equity as an important institutional priority, and they voiced their disappointment in what they perceived as reductions in the proportion of African American faculty and administrators from the levels reached in previous years.

2003

Faculty support remains “orally and morally” strong, though there seems a dearth of grassroots faculty activism toward diversifying the faculty and the administration. We hope that our frequent conversations with deans and members of various faculty bodies will raise awareness and motivation levels. At the individual department level, diversification of the student body, faculty, and staff cannot occur without intervention from department chairs, deans, and the chancellor. To achieve desired results in faculty diversity, search committees must make a stronger commitment to diversifying applicant pools.





“Our Strategic Hiring and Support program has brought record numbers of **minority faculty** to campus.”

Diversity in administrative and faculty ranks

1998

Outside the student minority services programs and the African American Studies program, there was too little representation of nonwhites among the IU Bloomington faculty and staff. This glaring omission was cited by large numbers of African American, Latino, and other minority students as a fundamental cause of alienation from the university. This paucity of academic professionals from the various racial and cultural groups was perceived by some to be one of the primary reasons for the need to maintain advocacy deans—despite feelings that the positions are not effective enough.

2003

Though we continue to face serious challenges, improvements have been significant. IU has appointed an African American president, a woman chancellor on the Bloomington campus, two deans of color in major units (the School of Education and the College of Arts and Sciences), and women as deans of Law, SPEA, Honors, and Faculties, among other appointments. Still, there are very few departments and support units headed by people of color. Senior staff positions seem almost invariably to be occupied by white candidates, despite efforts from the offices of Academic Support and Diversity and Affirmative Action to diversify pools of candidates. Qualifications for senior positions are often stated so restrictively that access to these positions is limited to a small pool of candidates, most of whom are not minorities. We see little initiative on the part of the units, academic and nondegree-granting alike, to create diverse pools of finalists for leadership positions. However, our Strategic Hiring and Support program has brought record numbers of minority



faculty to campus, and some deans and units are enthusiastic in embracing the benefits of a diverse faculty. Such developments lead almost invariably to a more diverse student body in those subject areas. However, we see the units as still too dependent on the Office of Academic Support and Diversity to bring in all or most of the diverse faculty on campus, and we urge the deans to consider matching our diverse hires at least one-to-one in each of the next five years.

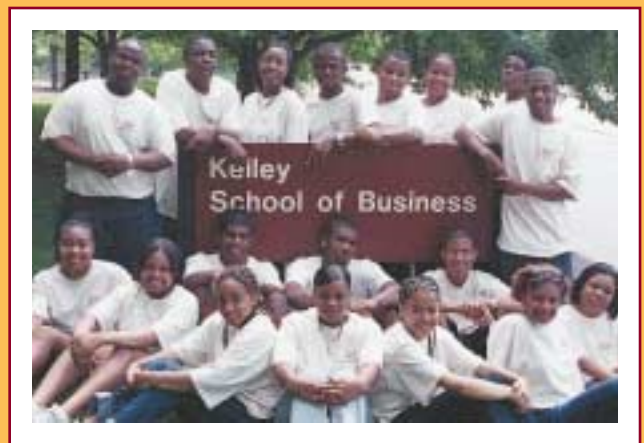
“We have expanded the existing feeder system to create
New opportunities
for middle and high school students
to become acquainted
with Indiana University.”



Feeder system for prospective IU Bloomington students 1998

The review team said that in order to assure its continued status as one of Indiana’s flagship university campuses, IU Bloomington needed to encourage the enrollment of academically prepared students from all racial and ethnic groups. One suggested means to this end was the development of an effective feeder system for future students that would identify prospective students as early as middle school and encourage them to think about attending IU Bloomington when the time came for them to make their college selection.

This feeder system, it was noted, should reach into communities where significant populations of young people from underrepresented groups are located. Students who are from these areas and already enrolled at IU Bloomington should be made a part of the effort to find additional students from underrepresented groups. Several individuals



expressed concern that the Office of Admissions did not employ an African American staff member who could play a key role in recruiting in African American communities. They added that the development of a feeder system should not be used as a replacement for such a person. It was not clear who was responsible for recruiting minority students, and there did not appear to be a plan or coordinated effort that addressed this need.

Benchmarks for success

1998

The benchmarks of “20/20” are precise and specific: minority student enrollment levels that are equal to the state’s minority high school graduation rate, and minority graduation rates from Indiana University those are equal to that of other student groups.

2003

Toward those ends, the race is only half-won. We remain a very long way from realizing the goals articulated in the 20/20 report, though we believe that with continued effort, the structure we now have in place—provided the necessary fiscal resources are available—will enable us to achieve the second benchmark. In 1998, the review team identified the less-tangible goal of diversity becoming as accepted and interwoven into the campus framework

as are international programs. We are not there yet, as the value of overall diversity—its preparation for living in a pluralistic country, its enhancement to critical thinking and cognitive development, the vibrancy it brings to faculty and staff work and thought as well as to student life—has not been as universally embraced on campus as has the concept of international diversity.

There are great differences, of course, between international programs and our efforts, but the model of universal acceptance across the campus is one we strive to emulate. Diversity is not something special or separate from the university’s success as a whole; it and should be part of the central ideal of the university. We believe that our own work in the Office of Academic Support and Diversity to communicate

and advocate for greater progress, along with the campus’s increasing commitment to diversity, will enable us to achieve our overall goal.

IU Bloomington has accomplished much in the areas of diversity and equity over the years. However, there has to be continued recognition that much more needs to be done, and that it will require the full participation and commitment of the entire campus community. IU Bloomington’s future success with diversity and equity will be measured not by what is outlined in this report, but by how well the campus community achieves the recommendations presented. IU Bloomington will have to evaluate its successes by promises kept, not promises made.

2003

Significant progress has been made on this front. Thanks to joint funding from the Office of Academic Support and Diversity, the Office of Admissions has in place a multicultural recruitment strategist and a task force directed toward implementing a minority outreach and recruitment plan. The Office of Communications and Marketing, which created a new set of brochures with a unified design for the units within the Office of Academic Support and Diversity, is now working intensively with Admissions on a new minority outreach and marketing campaign.

Finally, we have expanded the existing feeder system to create new opportunities for middle and high school students to become acquainted with Indiana University. Upward Bound, Pathfinders, the Jim Holland



Summer Enrichment Program in Biology, the Kelley School of Business Junior Executive Institute, the School of Education’s Project TEAM, McNair Scholars, and other programs serve hundreds of middle and high school students of color each year and are creating the kind of networked, coordinated feeder system to which we aspired five years ago. More resources are needed to provide participants in the feeder programs full access to the campus, including musical performances, the Student Recreational Sports Center, and other facilities. The number of participants in and disciplines represented by the campus feeder system also must increase. Academic units must take an active leadership role to create and sustain the outstanding, diverse future student bodies that a great IU Bloomington will need.

Recognizing

SELECTED EXAMPLES OF CAMPUS ACCOMPLISHMENTS, 1998–2003

achievements

Perhaps the single most profound accomplishment in the first four years of “20/20” has been the raising of diversity and student retention to a high central priority of the university. Diversity is now publicly articulated as an institutional value, and a series of actions—key hires, the *amicus curae* brief supporting the University of Michigan’s defense of affirmative action enrollment policies in the recent Supreme Court case, and others—have followed from that raised level of awareness.

Additionally, the structure of the Office of Academic Support and Diversity has made possible much new idea- and program generation. No longer do diversity and student support groups and programs battle each other for resources; instead, there are now significant collaborations between these and other offices. More students are being reached, and challenges are being faced, by the Academic Support and Diversity units collectively. New ideas have a home for implementation in a dynamic, progressive environment. The difference is felt every day in terms of campus climate, outreach to students, and maximizing of students’ abilities to succeed at Indiana University.

COLLABORATION

Collaboration with academic and student services units has increased. This is due in part to the strategies of the Office of Academic Support and Diversity to put permanent resources in place to ensure the broadening and deepening of campus diversity, and in part to the increasing willingness and awareness of other units.

- Junior Executive Leadership Institute established under the auspices of diversity coordinator in the Kelley School of Business.
- Multicultural recruitment strategist position created in partnership with the Office of Admissions.
- Partnership between the Dean of Faculties office and Academic Support and Diversity strengthened with the appointment of associate vice chancellor for academic affairs and retention.
- Multicultural marketing strategist position created in partnership with Office of Communications and Marketing.
- Collaboration between University Division and office of Academic Support and Diversity strengthened with the appointment of advisor for students on academic probation.
- Senior development officer appointed in conjunction with the IU Foundation.
- School of Education diversity position created.
- Louis Stokes Alliance for Minority Participation (LSAMP), a collaborative effort between IU Bloomington, Purdue West Lafayette, Purdue Calumet, Ball State, and IUPUI, established with a \$5 million National Science Foundation grant for underrepresented students in the sciences.
- Diversity Education Office restructured to reach more students, faculty, and staff. This is a joint effort between the offices of Multicultural Affairs and Affirmative Action.
- Jim Holland Summer Enrichment Program in Biology (formerly the Biology Summer Enrichment Program) expanded significantly with the assistance of the Office of Academic Support and Diversity.
- CultureFest inaugurated in 2000; now a significant campus tradition involving thousands of students.



- Sociology Outreach Project established in partnership with Spelman College and other historically Black colleges and universities; designed to enhance minority graduate student enrollment.
- Approval of the Asian American Studies Program by the College of Arts and Sciences, with strong support from the Asian Culture Center and the vice president for student development and diversity.
- \$10 million dollar International Experiences gift received by Honors College.
- FACET Diversity Infusion Initiative won the 2003 John L. Blackburn Award for an Exemplary Model of Administrative Leadership.
- Indiana University's presence at Indiana Black Expo significantly expanded in 2002–2003.
- Two associate athletic directors of color appointed.
- Significant improvements shown in first-year persistence rates for Latino and African American students.
- In naming IU Bloomington research university of the year, *Time* magazine cited three Office of Academic Support and Diversity programs.
- State-of-the-art Neal-Marshall Black Culture Center dedicated in 2002.
- Honors Division upgraded to Honors College.
- One for Diversity fund and committee established.
- Groups and FASE Technology & Academic Support (GAFTAS) Program expanded to provide computers for needy students.
- New computers purchased for all Academic Support and Diversity units.
- New publications with a unified design created for all Academic Support and Diversity units.
- *Realizing the Dream: The Black Experience at Indiana University* exhibit created; won national award and traveled to all eight campuses.
- *Latino Experience at Indiana University* exhibit in progress and due to debut in 2003–2004.
- Graduate student support for the Minority Education Association (MEA) included in the Office of Academic Support and Diversity budget.
- Travel support for faculty members hired through the Strategic Hiring and Support program made available for research projects and presentations at conferences.
- Diversity Cabinet created in 2002–2003.
- Retention Council also created in 2002–2003.
- School of Education's Project TEAM expanded to prepare more future teachers of color.
- Latino Leadership Conference hosted annually at IU Bloomington.
- 2003 Midwest Asian American Student Union Conference hosted at IU Bloomington.
- 2004 National Black Culture Center Conference to be held at IU Bloomington.

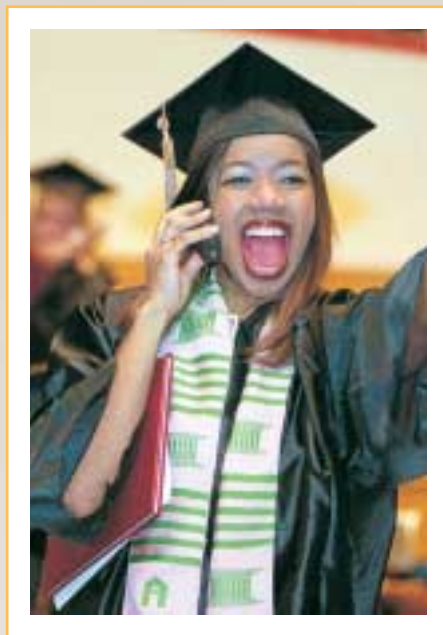
OTHER ACCOMPLISHMENTS

The visibility of a vice president/vice chancellor position and the new structure of the Office of Academic Support and Diversity created an opportunity to implement new ideas and projects, some of which are listed below.

INSTITUTIONAL HIGHLIGHTS

Following are a few major highlights accomplished at Indiana University in the past five years, which demonstrate an increasing institutional commitment to diversity.

- Seventeenth president of Indiana University, Adam W. Herbert, is a person of color.
- Sharon Stephens Brehm is first woman appointed chancellor of the Bloomington campus.
- Three women deans appointed to lead the Honors College, School of Law—Bloomington, and School of Public and Environmental Affairs.
- Deans of color appointed in the College of Arts and Sciences and School of Education.
- First African American head coach at IU appointed; took team to the championship NCAA game in his second year in the position.
- Diversity education and awareness retreat held for members of the IU president's cabinet.
- Communications coordinator position created in the Office of Academic Support and Diversity; promotions intern hired.





FUNDING

Major infusions of new resources, both internal and external, are helping those in the student services and diversity fields to make a real difference in the quality of the institution and in the lives of students. Some examples:

- *Crimson* record label established by African American Arts Institute to feature IU Soul Revue, African American Choral Ensemble, other performers.
- IU Soul Revue celebrated thirtieth anniversary with weekend gala, including taped reminiscences at Bloomington's Buskirk-Chumley Theater.
- Study Abroad programs established in Ghana and Mauritius; offices of Academic Support and Diversity and International Programs work on a similar program in Namibia.
- HPER Advanced Leadership Council established in cooperation with the Office of Academic Support and Diversity for the purpose of creating graduate and professional opportunities for students graduating from historically Black colleges and universities.
- Diversity mini-grant fund established to support student groups.
- Financial support for American Indian students provided through Academic Support and Diversity.
- Pow Wow inaugurated in 2002 by American Indian faculty member Wesley Thomas and student group First Nations at Indiana University; second First Nations at Indiana University Pow Wow held in 2003.
- Strategic Mentoring Program approved, creating links to academic units that provide enhanced mentoring opportunities for students.
- Trustee approval of a tuition set-aside program to support retention and diversity resulted in the addition of \$2.5 million in base funds over four years. The bulk of these funds have been used to continue and enhance the retention programs created in 1997–98 with a grant from the Lilly Endowment. They also have enabled new ideas, serving a variety of students from prospective freshmen to graduate students, to become reality.
- Received \$100,000 Lumina Foundation for Education grant for involving students of color in service learning.
- Received grant of \$150,000 from the Lumina Foundation for Education; application for \$2 million retention research and action project now being reviewed by Lumina officials.
- Jimmy Ross Endowment Fund for Diversity Initiatives launched in collaboration with IU Foundation, with a goal exceeding \$1 million.
- Incentive program to reduce loan indebtedness for Groups students expanded.
- IU Bloomington chancellor created a new award program of \$120,000 to support minority admittees.
- Louis Stokes Alliance for Minority Participation (LSAMP) established with a \$5 million National Science Foundation grant.
- \$10 million International Experiences gift received by Honors College.
- \$1,080,000 Upward Bound Project funded by federal government grant.



Foreseeing CONTINUING TO ACHIEVE THE VISION challenges

Since the issuance of the 20/20 report in 1998, the context in which the academy operates has changed. There is a heightened awareness of the importance of diversity, but also controversy surrounding how it is achieved. The Supreme Court rendered perhaps its most significant and controversial decision in nearly 50 years by supporting the University of Michigan's consideration of race as a criterion for admission, while cautioning that point systems and quotas were illegal. The state and national economy is challenged. The changing context suggests that the next five years will present us with new opportunities for program alignment, consolidation, and investment, and highlights the importance of communicating more effectively and widely the need for equity and excellence at IU. What follows is a brief overview of the coming challenges.

“The next five years will present us with new opportunities for program alignment, consolidation, and investment.”

- Attracting and retaining faculty of color in all academic departments.
- Translating first- to second-year persistence gains into increased graduation rates for students of color.
- Recruiting and retaining a critical mass of administrators and staff of color in nondiversity-related offices.
- Expanding and sustaining outreach to K–12 school districts with significant concentrations of minority students.
- Securing the necessary financial resources to enhance the competitiveness of scholarship awards.
- Infusing diversity throughout the undergraduate curriculum.
- Developing and implementing incentives and disincentives for holding department chairs, deans, directors, and others accountable for achieving the university's diversity agenda.
- Securing adequate financial resources to expand programs that support student retention and graduation.
- Ensuring that students of color gain greater access to high-demand majors, e.g., business, informatics, education, and health areas, among others.
- Maintaining a climate in which faculty, staff, and students of color are valued, respected, and supported.
- Communicating the IU Bloomington diversity and excellence story more consistently, enthusiastically, and effectively to internal constituents, alumni, legislators, and educators throughout the country.

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