

## **Executive Summary**

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

Few areas in higher education have received more attention than the issue of diversity. Institutions across the country struggle to create campus communities that reflect the rich cultures of our society. Indiana University is no exception. However, the university has made notable strides to address this issue. In May 2006, the IU Board of Trustees endorsed a comprehensive strategy to double Bloomington campus enrollment of underrepresented minority students by 2013-2014. A year later, the goal to increase the enrollment of underrepresented minorities was extended to all IU campuses. Still, there remains a need to examine diversity with particular attention to assessment and future actions. This report recounts the results of a self-study conducted by all eight IU campuses to assess diversity across four dimensions— institutional leadership and commitment, curricular and co-curricular transformation, campus climate, and representational diversity—and discusses the priorities for moving forward on issues of diversity and equity across the university. The diversity portfolio assessment was undertaken as part of IU’s Enhancing Minority Attainment (EMA) program.

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#### **The Current Context**

- Conversations with various constituents throughout the process revealed that campus climate is closely associated with the number of faculty, staff, and students of color and the challenges many campuses face in the recruitment and retention of underrepresented groups.
- In November 2006, the [\*Report on the Status of Minorities at Indiana University\*](#) documented the distribution and status of minority students, faculty, and staff with a particular focus on traditionally underrepresented racial or ethnic minorities: African Americans, Hispanics, and American Indians.
  - At every IU campus, the admissions rate for students from underrepresented racial/ethnic minorities is lower than the admissions rate for all other students. African Americans have the lowest admissions rate among students from underrepresented minorities across all IU campuses.
  - Between the fall of 2002 and the fall of 2005, 12% of all IU degree-seeking undergraduates were students of color with 10% representation of the traditionally underrepresented groups: African Americans, Hispanics, and Native Americans.
  - No matter which IU campus attended, students from underrepresented minorities graduate at a lower rate than students from other racial/ethnic backgrounds.
  - 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. Individuals from underrepresented minorities also comprised 7% of all non-tenure-track faculty members across the IU campuses. The increase in percentages at lower ranks suggests some recent gains but also reflects retention problems.

- Underrepresented minorities comprise 6% of executive-level staff, 7% of other professional staff, and 10% of all new professional staff hires. Staff members from underrepresented minorities also comprise 14% of non-professional staff (e.g., technical, clerical, and service maintenance staff) and 20% of all new non-professional staff hires.

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## Major Findings

- 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 constituents from their campus in the review process, particularly senior leadership, and move beyond traditional approaches to evaluation and use a self-study and peer review process to evaluate diversity efforts. The information gleaned from the project provided campus representatives with a better sense of the current state of diversity across the university and direction toward a more comprehensive and intentional plan to gauge institutional progress.
- The four dimensions of diversity employed in the EMA process (institutional leadership and commitment, curricular and co-curricular transformation, campus climate, and representational diversity) provided campuses with a common template for examining diversity across the university and facilitated the identification of emergent themes.
- Major themes and findings included:
  - **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. 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.
  - **Cultural Transformation:** Campuses were asked to reexamine the effect of current diversity and equity efforts on the campus climate and the extent to which faculty, staff, and administrators were held accountable for policy and practices related to diversity. Campus leaders expressed the need to improve accountability and prioritize and revamp less effective diversity programs through the use of both quantitative and qualitative assessment tools. By doing so, campuses could determine whether existing initiatives were in sync with the institutional mission and strategic plan.
  - **Recruitment and Retention:** Several campuses shared information about recruitment programs and collaborative efforts with Historically Black Colleges and Universities (HBCUs) in an attempt to increase the number of underrepresented minority faculty, students, and staff at IU. EMA participants

also encouraged greater use of the existing pool of individuals on the IU campuses and in surrounding communities.

- ***Leadership and Commitment:*** Although most campuses praised their administration for incorporating diversity into strategic plans and review processes, it was less clear as to how well distributed responsibility and accountability were throughout the university.

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## **Priorities for the IU Campuses**

- Specific recommended actions and strategies include:

### **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.
- ***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.