

## ***IUB's Enhancing Minority Attainment [EMA] work plan***

***December 18, 2007***

Indiana University Bloomington has had a long history of leadership in diversity and equity<sup>1</sup>. IUB has always maintained an admissions and education philosophy which defines its mission as serving the broadest range of talents 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.

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 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.

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 21<sup>st</sup> Century Scholars Covenant and the Pell Initiative which have potential for effecting underrepresented recruitment. At the same time, the primary vehicle of recruiting higher achieving underrepresented population undergraduates, the Hudson Holland Scholars Program, has plans for expansion.

The university and campus still face the challenge of limited accountability at both the staff and academic level of 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 annual Affirmative Action Plan for Minorities & Women and a report to the Bloomington Faculty Council on the status of women and minority. It is within this context that President Herbert and President-Elect McRobbie called for each IU campus to develop specific plans for addressing these challenges.<sup>2</sup>

Since 1998, several IUB reports and committees have built a foundation of resources from which the EMA team has crafted its recommendations<sup>3</sup>. The 20/20 Report in 1998 was an in-depth analysis conducted by an external Review Team that offered a number of recommendations for improving both "excellence" and "equity" through diversity initiatives. This report served as a benchmark for many later reports, as it articulated the need for

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<sup>1</sup> See **Appendix A** for EMA's working definitions of "diversity"

<sup>2</sup> "Increasing Diversity at Indiana University: a Statement from President Adam W. Herbert and President-Elect Michael A. McRobbie," May, 2, 2007.

<sup>3</sup> See **Appendix B** for a full list (with web links) of these "foundational" resources

improving campus climate, representational diversity, and diversity among leadership. In 2001, Katharine Byers (School of Social Work) wrote "*Infusion of Diversity into the IUB Curriculum: A Preliminary Report*" at the request of IUB's Vice President for Student Development and Diversity, Charlie Nelms. The assessment was conducted collaboratively with academic deans, undergraduate curriculum administrators, and representatives of campus offices concerned with diversity issues, and resulted in recommendations for specific stakeholders to address in order to incorporate diversity topics into the student learning experience. In 2003, Charlie Nelms' office reported on the "Status of Minorities at Indiana University," which provided valuable feedback and guidance for the Office of Affirmative Action's 2006 report titled "Affirmative Action Plan for Women and Minorities." Together, these reports highlight the need to plan diversity efforts around four principle components:

- **Leadership & Commitment**
- **Curricular/Co-Curricular Transformation**
- **Campus Climate**
- **Representational Diversity**

In 2006, IUB's EMA Team<sup>4</sup> created four sub-committees for each of the four diversity principles listed above. Each sub-committee met 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. Based on the results of the self-study (and a site visit from IUPUI's team), several observations and recommendations are appropriate for the four main focus areas.

The following document draws heavily upon the comprehensive self-study efforts and proceeding reports, in addition to incorporating discussions that took place during the 2007 EMA Conference ("Designing and Implementing Diversity Plans," November 30, 2007) at IU Kokomo. Ultimately, this draft plan will help identify long-term and short-term objectives to meet these goals, in addition to timeframes, responsible parties, strategies, performance indicators, fiscal needs, and potential challenges to implementing (or enhancing) these efforts.

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<sup>4</sup> See Appendix C for a list of IUB's EMA participants

### **Leadership & Commitment (Table A)**

IUB is currently building and sustaining several campus-wide diversity initiatives, but there is little central coordination of these efforts. The Leadership & Commitment recommendations are designed to help facilitate “next steps” for improving upon the existing leadership resources/structures we currently have at IUB. The recommendations generally speak to our need to coordinate a campus-wide evaluation plan, increase diversity among faculty & staff, and make campus-wide efforts more available (or visible) to the broader community. A special focus was paid to human resources needs, evaluation and assessment, and improving lines of communication both internally and externally. Accomplishing these goals will take time and shared responsibility among various parties, but they will serve as critical “next steps” for improving our commitment to diversity. The workgroup has also noted that some of the objectives listed in Leadership & Commitment overlap with Representational Diversity objectives, so there may be some natural synergy to combining efforts between these two groups.

### **Curricular & Co-Curricular Transformation (Table B)**

Curricular and Co-Curricular Transformation is viewed as a way to assess diversity-related learning outcomes, incorporate diversity efforts into the academic environment, and encourage faculty to infuse diversity efforts into their coursework. To achieve these goals, the work group has decided to focus on improving diversity among study abroad programs, provide incentives for faculty members to improve diversity efforts in the classroom, and build upon the current service capacity of student service programs at IUB. Each of these goals will take significant levels of collaboration among administrators, faculty, and students as we must work collaboratively to achieve these short-term and long-term goals. One of the first steps to accomplishing each of these objectives will be to determine to what extent IUB is already partaking in these efforts. By collecting historical data and records, a primary source of material will help guide the next steps for most of these objectives. These objectives aim at improving “diversity” in the broadest sense of the term including international diversity, cultural competency, and underrepresented student/faculty success.

### **Campus Climate (Table C)**

This section includes the widest array of objectives, with the main focus on improving cultural understanding/perceptions among the university community, improving conditions for students with disabilities, strengthening collaborations among various groups, and enhance the visibility of IUB’s efforts to accomplishing these goals. The potential of a system-wide survey (with some items specifically designed for IUB) provides an opportunity for the campus to gauge the overall “climate.” Some of the preliminary next steps include determining a baseline for the data and resources currently available, in addition to convening workgroups/committees to identify the current state of affairs. Documents such as the 20/20 report, annual diversity reports, and the EMA papers will help set these objectives in motion. Achieving these goals will require authentic collaboration among students, faculty, and staff.

### **Representational Diversity (Table D)**

Many of the objectives for Representational Diversity can be measured relatively easily through existing data and survey results. The challenge will arise when translating these objectives into action because they will require deliberate efforts from administrative and departmental leaders, in addition to students and staff. Furthermore, some of the goals may not be reached for several years, so it will take long-term efforts to achieve these objectives. In sum, the objectives focus on access and success for underrepresented students, tenure and promotion for underrepresented faculty members, representation among staff members (across all occupations), and sustaining relationships with external institutions/stakeholders. Collaboration seems to be a common theme among these objectives, as we move forward with improving the representational diversity of our campus. Collecting and reporting on the data/trends is the first “next step,” as we work toward these goals.

# Table A

LEADERSHIP & COMMITMENT	#	Objective	Timeframe	Responsibility	Strategy	Performance Indicators	Fiscal Needs	Challenges	Notes
	LC-1	Double minority enrollment by 2014, as made explicit by the IU Board of Trustees	Long-term						
	LC-2	Coordinate and consolidate a system of program and performance evaluation for campus diversity initiatives.	Fall, 2008	Office of Affirmative Action, Diversity Committee	Identify programs, use "system-wide" diversity survey when it's available	# of current programs (& students served) across campus			EMA Report, p. 44 Julie, Emilia, & Deloise will meet to discuss.
	LC-3	Increase diversity within major administrative support areas of the campus.	Long-term	HR, DEMA	Get historical data	TBD, UPIRA			EMA Report, p. 43
	LC-4	Recruit and retain minority faculty members, as is done through the Office of Strategic Hiring and Support (SHS), the Office of Academic Support and Diversity (OSAD), the Office of Affirmative Action.	Long-term	Academic Deans, Deans of Faculty, Office of Affirm. Action, Office of Strategic Hiring	Change current strategies – crafted specific to each school/unit	TBD, UPIRA			IU Self Study, p. 4
	LC-5	Make documents related to diversity efforts readily available to students, faculty, staff, and the broader community.	Fall, 2008	Office of Affirmative Action, Dean of Faculties, Provosts Office, DEMA, UPIRA	Identify relevant material, create website to host this material, appointed by Provost	Website traffic			IU Self Study, p. 5
	LC-6	Sharpen the campus' diversity vision by streamlining, coordinating, and organizing the way departments hire, support, and retain faculty members.	Long-term	Diversity Committee	Could segue with LC-2	Annual review of plan, annual report			IU Self Study, p. 7

# Table B

CURRICULAR & CO-CURRICULAR TRANSFORMATION	#	Objective	Timeframe	Responsibility	Strategy	Performance Indicators	Fiscal Needs	Challenges	Notes
	CCT-1	Increase enrollment of underrepresented students in study abroad programs.	Long-term	VP for International Programs, Academic Deans, Hutton Honors Program (Travel Awards)	TBD	# and % participating (plus historical data)			EMA Report, p. 44
	CCT-2	Increase visibility of diversity in curriculum.	On-going	Academic Deans, Dean of Faculties, BFC, Registrar	Registrar could "tag" classes that focus on diversity in curriculum (like service learning tags).	Enrollment trends			EMA Report, p. 44
	CCT-3	Continue to develop training/orientation programs and rewards for faculty members to include diversity in their curriculum	On-going	Academic Deans, Dean of Faculties, Dean of Students	Diversity Committee identifies and assess what is currently being done	# or % of faculty participation, survey of faculty attitudes			EMA Report, p. 44
	CCT-4	Increase the service capacity of programs (i.e. McNair Scholars, AGEP/SLAMP, and HHSP) directed toward preparing more underrepresented undergraduate students for graduate school.	Long-term	DEMA, Dean of Graduate School, Academic Deans	Identify potential collaborations with similar programs at IU and other academic institutions.	#, %, and \$ of these programs			EMA Report, p. 44 IU Self Study, p. 10

# Table C

	Objective	Timeframe	Responsibility	Strategy	Performance Indicators	Fiscal Needs	Challenges	Notes
CAMPUS CLIMATE	CC-1	Continue efforts to develop good working relations with the community through joint projects and co-sponsoring events.	On-going	Dean of Students, Provost's Office, DEMA, Diversity Committee, Academic Deans	Identify current state of practice	As assessed by the committee		EMA Report, p. 44
	CC-2	Encourage wider majority population to participate in various diversity activities.	Long-term	DEMA, Provost's Office, Dean of Faculty, Dean of Students, BFC	Active recruitment, faculty involvement, professional & support staff involvement	As assessed by the committee		EMA Report, p. 44
	CC-3	Ensure that reports and evaluations on the topic of campus diversity are utilized in ways that build awareness.	On-going	Provost's Office, Academic Deans, VP for Administration	See CC-8 and LC-5			EMA Report, p. 44
	CC-4	Broaden students' understanding of diversity beyond race & gender to include the many ways in which members of a group differ.	On-going	Dean of students, VP for International Programs, DEMA	Training seminars, workshops, experiential events			IU Self Study, p.16
	CC-5	Increase diversity among endowed faculty appointments	Long-term	Academic Deans, Dean of Faculty, Provost's Office	School & college specific			IU Self Study, p. 16
	CC-6	Enhance visibility of IUB's diversity efforts in order to overcome perception of being a non-diverse campus.	Short-term & Long-term	UPIRA, NSSE	Ongoing survey of students, faculty, & staff. IU system-wide survey?	Survey responses, UPIRA		IU Self Study, p. 16
	CC-7	Address accessibility issues for students with disabilities.	On-going	Disability Services, Space Mgt	Regular survey of inaccessibility	# accessible rooms/bldgs		IU Self Study, p. 16
	CC-8	Identify & establish methods for communicating campus-wide efforts, expectations, & results to entire campus.	Long-term	Diversity Committee	See CC-3 and LC-5; make a strategic marketing plan; webpage	Website traffic		IU Self Study, p. 16

# Table D

REPRESENTATIONAL DIVERSITY	#	Objective	Timeframe	Responsibility	Strategy	Performance Indicators	Fiscal Needs	Challenges	Notes
	RD-1	Expand relationships with HBCU's, HSI's, and Tribal Colleges.	On-going	Provost's Office, President's Office, Academic Deans	Campus & university initiatives	# coming from HBCU's etc (change over time)			EMA Report, p. 45
	RD-2	Promote the development of recruitment programs to increase the transfer rates among underrepresented students attending Ivy Tech.	On-going	Provost's Office, Enrollment Management	Identify programs, track historical data	TBD, UPIRA			EMA Report, p. 20
	RD-3	Examine the representation of minorities and women across all IUB occupations (clerical, maintenance, professional, skilled crafts, technical).	Fall, 2008	Office of Affirmative Action, Provost's Office, HR	Get data and then compare to local/state/ntl demographics (especially for service occupations)	TBD, UPIRA			IU Self Study, p. 19
	RD-4	Address tenure and promotion for underrepresented faculty members.	Long-term	Dean of Faculty, BFC, Academic Deans, Office of Affirmative Action	Identify current rates for these profs	TBD, UPIRA			EMA Report, p. 44
	RD-5	Increase retention and graduation rates of underrepresented students.	Long-term	Academic Deans, DEMA, Dean of Students	Get historical enrollment data	TBD, UPIRA			EMA Report, p. 45
	RD-6	Actively recruit and encourage retention of underrepresented professional and support staff.	On-going	HR, Provost's Office, Office of Affirmative Action	Get historical data	TBD, UPIRA			EMA Report, p. 45 IU Self Study, p. 23

## Summary

IUB has set forth an ambitious agenda for improving the quality of campus life for all students, faculty, and staff by embracing and encouraging a more diverse community. In no instance can any of the objectives be addressed independently of one another; they are all inter-related and require commitments from multiple stakeholders. Moving forward, *the most important “first step”* is to create a Diversity Committee charged with facilitating and coordinating the tasks set forth in this document. It will then be necessary to clarify our objectives in ways that increase the likelihood of short-term and long-term success. In that vein, the most pressing “next steps” for each of the four categories are to:

- Create an IUB Diversity Committee by February, 2008, as selected by Provost Hanson
- Identify stakeholders charged with addressing each objective
- Collect “baseline” information on each objective in order to avoid recreating any wheels
- Identify gaps where “new” data must be collected
- Identify potential synergy that exists among objectives in order to better articulate action plans that can accomplish multiple goals (i.e. CC-8, LC-5, and CC-3 may be a natural fit with each other)
- Identify the “top” objectives with the greatest level of need
- Identify the “top” objectives that can be achieved most quickly (the low hanging fruit)
- Create taskforces and sub-committees charged with seeing these objectives through to success

As we work toward a campus-wide plan, there will certainly be road blocks and limitations due to staff turnover, funding, scheduling logistics, and other competing interests. Therefore, it will be crucial that our team stays dedicated to setting benchmarks for success in efficient and effective ways. This draft serves as an overview of previous discussions combined with preliminary plans for moving forward. This draft is also a living document that is expected to change as the persons responsible for each task develop clearer understandings of how, when, and to what extent their strategies can be implemented. In the end, the best action plan is one that incorporates multiple perspectives, is actionable, and uses data to guide decision-making processes; this plan is built in a way that can help facilitate such an approach while working towards improving the quality of diversity on campus.

## **Appendix A: Working Definitions of Diversity**

As the EMA Team moves forward with articulating goals, objectives, and implementation, there will be a consistent need to ensure participants are working with a common understanding of the term “diversity.” Two definitions have been particularly useful for IUB’s EMA planning process; looking ahead, the planning process will require a common understanding of a word that has multiple meanings:

*“[Diversity] 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.”*

– IUB Self Study (2006)

*“A situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace. This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups, e.g. diversity within the Asian American culture includes Korean Americans and Japanese Americans. An emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another underlies the current usage of the term.”*

-- EMA “Useful Terms and Definitions” (2006)

## **Appendix B: Related Reports**

### **Leadership & Commitment**

1. [Indiana University Bloomington Affirmative Action Plan for Women and Minorities. The Office of Affirmative Action. October 2005-2006.](#)
2. [Board of Trustee Meeting May 5, 2006 Minutes](#)
3. [20/20: A Vision for Achieving Equity and Excellence at IU Bloomington. The Office of Academic Support and Diversity. 1998.](#)
4. [Indiana University Provost Michael McRobbie. Seven Directions of Change: The Next Decade at Indiana University. January 23, 2007.](#)
5. [Indiana University President Adam Herbert. Creating a New Era of Opportunity. September 26, 2006.](#)
6. [Collaborative on Academic Careers in Higher Education \(COACHE\) Survey. Harvard Graduate School of Education. 2006.](#)

### **Co-Curricular and Curricular Transformation**

1. [Bloomington Faculty Approve General Education Requirements. Indiana University Media Relations. October 4, 2006.](#)
2. [Infusion of Diversity into IUB Curriculum. Indiana University School of Social Work. 2000.](#)
3. [Multicultural Resource Guide. The Office on Multicultural Affairs Commission on Cultural Understanding. 2001.](#)
4. [Commission on Multicultural Understanding presents 2005-06 COMU awards. Indiana University Media Relations. April 12, 2006](#)
5. [Indiana University Bloomington Student Organizations](#)

### **Campus Climate**

1. [Collaborative on Academic Careers in Higher Education \(COACHE\) Survey. Harvard Graduate School of Education. 2006.](#)
2. [Board of Trustee Meeting May 5, 2006 Minutes](#)
3. [Indiana University Bloomington College of Arts and Sciences 2006-2008 Bulletin](#)

### **Representational Diversity**

1. [Indiana University Affirmative Action Plan for Women and Minorities. The Office of Affirmative Action, October 2005-2006.](#)
2. [Indiana University Factbook.](#)
3. [Indiana University Factbook, Gender and Ethnicity of Students, Fall 2005-06.](#)
4. [Indiana Profile](#)
5. [2005 American Community Survey Data Profile Highlights.](#)
6. [Indiana University Factbook, Resident and Non-Resident Enrollment, Fall 2004-05.](#)
7. [Indiana University Vice-President for Institutional Development and Student Affairs. A comprehensive strategy for increasing the enrollment of underrepresented minority students on the Bloomington campus, April 12, 2006.](#)

## **Appendix C: Bloomington Campus Team (2006)**

### Institutional Leadership & Commitment:

- Claude Clegg
- Kevin Brown
- Dean of Faculty Representative
- Alberto Torchinsky

### Curricular and Co-Curricular Transformation:

- Rachel Hill
- James Wimbush
- Carolyn Calloway-Thomas
- Luis Fuentes Rohwer

### Campus Climate

- Luis Davila
- Edwin Marshall
- Martin McCrory
- Gwen McCay
- Yolanda Trevino

### Representational Diversity

- Sue Gastony
- Kathy Byers
- Mary Ellen Anderson or Larry Gonzales
- David Hummons

Here are the various committee members from last year's study. Note that level of work by members is quite variable [per Edwardo]:

Gonzalez, Lawrence  
Rasmussen, Linda  
Hummons, David F  
Knost, Julie V  
Byers, Katharine V.  
Hill, Raquel Loran  
Wimbush, James C.  
Calloway-Thomas, Carolyn  
Fuentes-Rohwer, Luis E.  
Trevino, Yolanda  
Davila, Luis  
Marshall, Edwin C.  
McCrory, Martin Arthur

McCay, Gwendolyn E  
Aspy, Rob  
Clegg, Claude Andrew  
Brown, Kevin D.  
Torchinsky, Alberto  
Sept, Jeanne M.  
Daleke, David L  
McKaig, Richard  
Radford, Nicole E  
Johnson III, Eugene  
Connelley-Eskine, Cynthia L  
Dwigans, Yvonne Brooke  
Ross, Jane