

IU SOUTHEAST DIVERSITY PLAN

December 21, 2007

CAMPUS MISSION AND VISION

Indiana University Southeast (IUS) is the regional campus of Indiana University that serves Southern Indiana and the Greater Louisville metropolitan area. As a public comprehensive university, its mission is to provide high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society, and to contribute to the intellectual, cultural, and economic development of the region. Its academic programs include a comprehensive array of baccalaureate degrees, a limited number of associate degrees, and a selected set of master's programs. The campus is committed to offering educational programs and services which promote and support diversity in all its aspects.

IUS Southeast's vision to be an outstanding, top-tier regional university is based on its core values, including a nurturing environment that fosters a caring campus community which honors diversity, innovation, teamwork, mutual respect, and fair play. Its long-term vision for diversity is to be an inclusive and equitable campus with innovative and exemplary efforts and to become a model for the support of diversity in Southern Indiana. By working together to create and sustain a culture of inclusion and dignity for all and respect for difference, the campus will gain an edge in educational and research opportunities for all faculty and staff and in preparing students for living and working in an increasingly diverse and global society.

PURPOSE AND SCOPE OF DIVERSITY PLANNING

The purpose of developing campus diversity plans at Indiana University is to develop ambitious, institutionally integrated, campus-specific approaches toward advancing the broad context of diversity (race, ethnicity, gender, age, geography, social class, religion, sexual orientation, disability), equity, and multiculturalism, and to increase the presence of underrepresented minorities in the enrollments of students, recruitment of faculty and professional staff, and utilization of minority and women-owned businesses.

IUS Southeast is committed to the intellectual and social growth of students, to the cultural and economic well-being of Southern Indiana and the greater Louisville metropolitan region, and to the advancement of knowledge in the context of a global society. Creating a diverse campus in population, programming, and environment is essential to fulfilling its academic mission. The campus's Strategic Plan articulated a general goal for enhanced diversity, that is, IUS will strengthen and improve diversity in its programming, hiring, student recruitment, business practices, and outreach. Included in the definition of diversity are characteristics including age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, veteran status, and socio-economic status.

Access to Higher Education: Indiana's Blueprint for Policy and Planning Development in Higher Education notes that "higher education is a key component to a diverse, strong and growing economy for Indiana." It further states that those with bachelor's degrees will not only acquire nearly twice the lifetime earnings of high school graduates but that they tend to more fully contribute to their communities both financially and through involvement as citizens. Although Southern Indiana has a relatively small minority population, it remains significantly underserved, even though it is growing quickly, primarily through Hispanic

immigration to the area. In addition, the urban population in Metro Louisville and surrounding counties has significant minority, immigrant, and adult populations that would benefit from increased access to college. IUS also has a large enrollment imbalance in gender because of fewer male students.¹ The entire community would benefit from rising college enrollment and graduation rates for these citizens, and the campus has made some improvement in minority student enrollment.

Preparation to Enter the Workforce: Approximately 90% of IUS's students remain in the region and engage in professional activity in an area that spans rural, suburban, and urban environments which include populations with a breadth of economic, social, ethnic, racial, and religious backgrounds. Those entering health professions, business, industry, criminal justice, education, the arts, or other sectors of the workforce in the region, as well as students moving elsewhere for jobs or graduate school, will undoubtedly work with and serve a diversity of clientele. Current census information estimates that by 2050 approximately 47% of the national population will be minorities, and many of those minorities are choosing to live in rural as well as urban communities.² Awareness of varying cultural perspectives and language is vital to professional success and communal well-being, as is the ability to communicate and work effectively with persons of diverse age, ethnicity, disabilities, religion, gender, sexual orientation and socio-economic status. An undergraduate education should not only prepare students for the specific skills of their disciplines but should also help develop them as successful practitioners in their fields when confronted with an ever-changing and increasingly diverse world.

Education in the Context of a Global Society: Interdependence in the global village is a reality. Modern technology has ensured that each person is affected by events around the world, whether through professional activities or as individuals dependent politically and financially on world events. Higher education needs to provide students with a foundation for understanding other societies and appreciating both the similarities and differences in world-view of diverse communities. Implicit in this task is providing a learning environment that gives campus community members an opportunity to interact with students, faculty, staff, and administrators of diverse ethnicity, faith, age, gender, socio-economic status, race, and sexual orientation. Such experience will enhance the knowledge acquired by working together and, especially in the case of students, will provide mentors and role models in various professions that mirror a diverse population. Academic programming should include opportunities for broader and greater in-depth knowledge of, and experiences with, diverse societies, in order to create a learning environment that prepares students for the world at large.

IUS's long-range goal is to become a model for the support of diversity in Southern Indiana; however, the campus recognizes that achieving this goal will require a long-term plan extending beyond its first five-year strategic plan. Improved diversity and equity at the university require: a) a commitment from all its constituencies, b) curricular and co-curricular alignment with these principles, c) a pluralistic and welcoming campus climate, and d) a consistent and steady effort to ensure increased diversity of students, faculty, staff, and administrators.

Consequently, the following goals, objectives, and action strategies are geared towards establishing a foundation for continued improvement in diversity and equity that will be based on and extend beyond the campus's 2005–2009 Strategic Plan. In order to be successful, IUS's diversity efforts will need to be embraced by the campus at large, energized by the leadership, and systematically evaluated. Like the Strategic Plan itself, diversity planning will be an ongoing process and this will be a working document to be refined and updated as

¹ IUS Fall 2007 enrollment was made up by 61.5% of female students and 38.5% male students.

² Minority Business Development Agency of the U.S. Department of Commerce, see www.MBDA.gov.

we move forward. The value of improved internationalization in the curriculum and the campus population as a facet of diversity is included in several of the objectives below. However, internationalization of the campus is a major undertaking which spans several strategic goals and merits careful consideration as a topic in its own right.

DIVERSITY GOALS, OBJECTIVES, AND ACTION STRATEGIES

I. Institutional Leadership and Commitment

This dimension of the diversity plan aims at the clarity of expectations, investment of human and fiscal resources, and accountability as demonstrated through the words and actions of campus leadership at all levels. In articulating IUS's strategic objective regarding its commitment, the Strategic Plan states that "Diversity and equity will be among the guiding principles of IUS and will be the responsibility of the entire campus community. Such principles must be infused into all activities and programs of the campus and cannot be perceived as the responsibility of one person or office. Change will occur only if these principles are overtly championed by those in leadership positions, academic and nonacademic. Evidence of progress in accomplishing the goals of diversity and equity in the light of available resources should be an important consideration in the overall evaluation of the campus leadership and those responsible for particular initiatives."

Goal 1: Enhanced Commitment with Accountability

Objective 1.1: Campus leaders will develop incentives to encourage success in meeting diversity and equity objectives (e.g., awards and special recognition, resources for special recruitment efforts, and support for developing diversity and international initiatives in the curriculum).

Barriers/challenges: Limitation of financial resources and buy-in of the campus at every level.

Action strategy: Develop a slate of possible incentives for diversity and international activity. Build the infrastructure necessary to support diversity and internationalization throughout the campus. Increase resources for special recruitment efforts and support for developing diversity and international initiatives in the curriculum and co-curricular programming.

Responsibility: Chancellor, vice chancellors (VCs), associate/assistant vice chancellors (AVCs), deans/directors, affirmative action officer (AAO), and diversity council.

Benchmark/performance indicators/outcome measures: Number of proposals (from none to at least one major award with a number of other incentives), as well as gradual change of the more fundamental compensation system and rewarding mechanism. Flourishing of diversity and international perspectives at every level of the campus.

Timelines: First diversity awards to be given at the end of AY 2007-08. In three to five years, contributions to diversity efforts at the campus and unit level will be integrated in annual performance evaluation, promotion consideration, and tenure decisions, taking into consideration disciplinary differences. Resources for special recruitment efforts and support for developing diversity and international initiatives in the curriculum will be increased during the five-year period of 2008-2013, depending on the campus's budget situation.

Fiscal needs and implications: Depending on type and number of incentives.

Objective 1.2: IUS will evaluate annually all aspects of its diversity and equity objectives, particularly in regard to the effectiveness of its initiatives.

Barriers/challenges: Time constraints vs. manpower required for comprehensive and thorough evaluation projects; buy-in of the campus at every level.

Action strategies: Use multiple methods and approaches including institutional records, unit reports, surveys, interviews, and financial cost-benefit analysis. Include diversity-related outcomes in plans to assess student learning. Dovetail with institutional self-study for North Central Association of Colleges and Schools (NCA) accreditation in 2009-10. Participate in university-wide projects and collaborate with other campuses (e.g., EMA diversity assessment, IU business plan for utilization of minority and women-owned businesses in purchasing, etc.).

Responsibilities: Institutional Research & Assessment Office, Equity & Diversity Office, Accounting, diversity assessment taskforces, faculty senate committees on general education and academic assessment, unit heads.

Benchmark/performance indicators/outcome measures: Use 2006-07 IU diversity assessment reports as a baseline. Update statistical and other data annually. Provide progress report and disseminate information via campus publications, chancellor's reports, and annual IU EMA conference presentations by IUS assessment teams.

Timelines: See above. Regularize annual reporting categories for campus units and develop list of things deans could do within 12 months. Campus self-study reports follow IU diversity assessment and NCA accreditation timelines.

Fiscal needs and implications: Funding is needed for conference travel by diversity assessment *ad hoc* teams or taskforces.

Goal 2: Enhanced Leadership with Resources

Objective 2.1: IUS will review the efforts of those offices and/or parties engaged in diversity, equity, and international activities and develop an effective coordination mechanism.

Barriers/challenges: Lack of communication and need to enhance coordination.

Action strategies: Re-appoint the diversity council annually. Hire new affirmative action officer/trainer by spring 2008 and continue to refine the three-pronged (i.e., academic affairs, student affairs, and affirmative action/training) approach to diversity coordination. Periodically take inventory of campus efforts and initiatives as a basis for long-term and on-going planning.

Responsibility: Chancellor, vice chancellors, Human Resources (HR), Diversity & Equity Office, diversity and international coordinators.

Benchmark/performance indicator/outcome measures: Diversity resources inventory (from none to one being constantly updated); written plans (from Strategic Plan Goal 3 to campus-wide and unit diversity plans; from separate events lists to a consolidated diversity calendar); quantity and quality of collaborative projects; IU diversity assessment reports.

Timelines: See above.

Fiscal needs and implications: The affirmative action officer/trainer is a budgeted position. Other needs depend on type and number of projects to be carried out, including continuing evaluation of diversity efforts.

Objective 2.2: The administration will seek out adequate human and financial resources for achieving diversity and equity goals.

Barriers/challenges: Budget constraints.

Action strategies: Identify and appoint active, contributing members for the diversity council. Recruit and retain competent diversity coordinators. Organize, recognize, and encourage various action teams/taskforces and pro-diversity organizations. Enhance salary for minority faculty/staff candidates and more

minority scholarships for students. Special recruitment funding. Funding for major diversity undertakings, which might include curriculum offerings, academic services, and international programs (e.g., staff and space). Encourage campus units and individuals for fund-raising including grants writing and diverse course offerings to generate tuition revenue.

Responsibilities: Chancellor's Cabinet, Campus Budgetary Advisory Committee, Financial Aid Office.

Benchmark/performance indicators/outcome measures: Maintenance of an active diversity council and effective functioning of a diversity coordinators' team. Number of recognized diversity action teams/taskforces and minority/pro-diversity organizations. Annual report of effort, including budget allocation and special/additional spending.

Timelines: See above (benchmark for action teams/taskforces and minority/pro-diversity organizations depending on an update of the inventory).

Fiscal needs and implications: Depend on action projects and budget proposals submitted/approved.

II. Curricular and Co-Curricular Transformation

This dimension of the diversity plan focuses on the extent to which principles of multiculturalism, pluralism, equity and diversity are incorporated/infused into the curriculum and co-curriculum with ongoing efforts. In articulating IUS's strategic objective regarding curriculum, the Strategic Plan states that "IUS will prepare students to function effectively in a culturally diverse community and a global society by infusing principles of diversity and equity throughout the curriculum. To some extent, IUS's goal of strengthening diversity will be addressed by creating an overall environment that exposes students to 'other voices' and requires functioning in a university community with tolerance to difference. However, successful learning will also require increased attention to diversity in academic programming."

Goal 1: Infusing Diversity throughout the Curriculum

Objective 1.1: Faculty will be encouraged to broaden the perspective of current courses to include unaddressed issues and/or populations related to diversity and international matters.

Barriers/challenges: Faculty buy-in; nature of math and natural science courses.

Action strategies: General education at IUS already requires one diversity course and has defined student learning outcomes for diversity. The various disciplines will follow-up this general education requirement in the curriculum by mapping advanced courses for their majors that address diversity issues. Meetings and workshops may be conducted to encourage and help faculty with curriculum renovation. Incorporate diversity and alternative delivery in the criteria for teaching awards and in annual evaluation of teaching performance, with consideration of disciplinary differences. Improve course descriptions to reflect diversity where appropriate. Develop priorities that enhance global education opportunities for faculty and students. Encourage and utilize contributions from special education, religious studies, ethnic studies, foreign languages, international business, international studies, and other specialty courses and programs. The Women and Gender Studies program has also been very active in organizing Women's History Month events and student conferences and addressing issues of sexual orientation, age, ethnicity, class, etc.

Responsibilities: Vice chancellor and associate vice chancellor for academic affairs, deans, program coordinators, faculty senate, Institute for Teaching and Learning Excellence (ILTE).

Benchmark/performance indicators/outcome measures: Number of diversity-related curriculum proposals, revision of course syllabi and catalog descriptions, academic affairs/faculty senate/school/ILTE updates, faculty annual reports, program reviews, accreditation self-studies.

Timelines: See above. Campus self-study reports follow IU diversity assessment and NCA accreditation timelines.

Fiscal needs and implications: Depend on proposals/incentives developed. Learning Enrichment Fund may support faculty development activities.

Objective 1.2: Throughout the curriculum faculty will be encouraged to use texts, instructional materials, and learning activities that reflect pluralistic and multicultural perspectives.

Barriers/challenges: Faculty buy-in; nature of math and natural science courses.

Action strategies: Disciplinary differences will be heeded in evaluating the choice of texts. Where feasible, create a compilation of diversity-related education resources that have been or are currently being used by faculty at IUS. Access to these resources may be implemented by posting them on the websites of the library, ILTE, and/or the office of equity and diversity. Collaborate with the Center for Cultural Resources (CCR, nonprofit organization housed in IUS library). Encourage student access to national newspapers and publications through the Internet. Consider bringing the Collegiate Readership program to campus. Develop alternative course delivery, including online learning, alternative scheduling, and short-term academic programs for sponsored international students.

Responsibilities: Deans, program coordinators, academic policy and general education committees, ILTE, Library.

Benchmark/performance indicators/outcome measures: Quantity and quality of diversity-related texts and teaching materials used in the classrooms, resources posted on the web and held learning resources centers including the library, progress in alternative delivery, faculty annual reports.

Timelines: Ongoing improvement.

Fiscal needs and implications: Normal costs to be absorbed by course fees; special funding depends on the type and amount of special teaching materials and tools requested (via teaching units, ILTE, and the library), including faculty training for alternative delivery.

Objective 1.3: The faculty will consider a requirement that students have a service learning or travel abroad experience related to diversity prior to graduation (see Strategic Plan 1.4.3).

Barriers/challenges: Faculty buy-in; availability of faculty to supervise service learning projects; international capacity to support service/travel learning and international education; limited program credit hours for timely completion by students.

Action strategies: This initiative does not suggest that more credits would be added to the majors or to general education, but creation of some additional service learning courses as options for diversity courses. Many currently taught courses may appropriately include additional service learning components. Faculty may also wish to explore distance learning/international team-teaching opportunities through videoconferencing. Other possible strategies include:

- Building a global network of student and faculty exchanges and study abroad opportunities via appropriate institutional affiliations and agreements;
- Development of internship opportunities with organizations and businesses that have significant diverse populations or an international presence;
- Promotion of ILTE workshops on the importance and ways of internationalizing the curriculum and promoting diversity and civic engagement as part of courses and extra-curricular activities;
- Encouragement and support for student applications for Fulbright, Rotary, and other international grants;
- Explore the possibility of establishing a language, culture, and area research center/institute; and
- Expand international service by coordinating the activities of International Programs, international recruitment, Adult Student Center, Center for Cultural Resources, etc.

Responsibilities: Deans, program coordinators, academic policy and general education committees, vice chancellors for academic and student affairs, Applied Research and Education Center (AREC) and International Programs. Campus life may also help with service learning and international service.

Benchmark/performance indicators/outcome measures: Quantity and quality of service/travel learning options. International content in the curriculum and “global competency” included in assessment. Affiliation with international institutions, with a new focus on Asia and other countries outside Western Europe. Apply for IU International Strategic Partner Development Grants. Explore off-shore academic programs via distance education. Incentives to both faculty and students for participation in study abroad.

Timelines: Submit curriculum mapping within 12 months. Ongoing improvement.

Fiscal needs and implications: Normal costs to be absorbed by operational budget and course fees; stipends or scholarships depend on needs and funding made available to the campus.

Goal 2: Effecting Co-Curricular Transformation with Diverse Academic Support and Career Services

Objective 2.1: IUS faculty, staff, and the office of career services will provide increased support, career counseling, and employment search activities to encourage exploration of a broad range of careers beyond those considered traditional for certain groups.

Barriers/challenges: Economic outlook of the region and job market fluctuation; limited faculty time; faculty and staff buy-in.

Action strategies: The curriculum for S200: Career Choices and Competencies contains assignments for job research and shadowing. Career Services staff also collaborates with the School of Nursing to offer a credit class titled “Hospital Shadowing” to enable students to gain a broad perspective of the healthcare career fields. Career Services in concert with the Academic Success Center offers three types of workshops for students seeking alternate career possibilities. The first is designed for undecided students, the second for pre-business majors, and the third for pre-nursing majors. Students utilize specialty Internet programs (Bridges Transitions programs titled: “Choices Explorer” and “Choices Planner”) to research careers. Co-curricular transcripts may be explored with relevant campus units. Career Services outreach to employers stresses innovative career paths for non-traditional students, relocating for displaced workers, new career opportunities for students with disabilities and consideration of emerging careers for traditional and non-traditional students and alumni. Another new program (MAP for Success) has begun to serve high school students who have expressed an interest in attending IU Southeast but are undecided about career choice. This program will be promoted through the admission office and the chancellor’s High School Visitation program.

Responsibilities: Career services, Alumni Affairs, Academic Success Center, Mentoring Center, school advisors.

Benchmark/performance indicators/outcome measures: Statistical data on placement rates in nontraditional job categories for targeted groups. Alumni job survey results. Career Services activities reports. Academic Success Center and school advisors’ reports.

Timelines: Ongoing exploration and improvement.

Fiscal needs and implications: Activities will be supported by regular operational funding allocations.

Objective 2.2: IUS will investigate increasing specialized academic support for nontraditional, minority, and international students in order to promote their overall academic success (see Strategic Plan 6.2.6).

Barriers/challenges: Budget constraints; regional demographics; limited number of international students and lack of on-campus international service facilities.

Action strategies: First Year Seminars (FYS) may explore special academic support via multicultural learning communities. Strengthened tutorial and supplemental instruction programs for targeted groups. Math

and computer technology basic skills for nontraditional students. ESL and writing skills for international and immigrant populations. Cultural and diversity leadership program offerings via Noncredit Programs. Faculty training on sensitivity to diverse needs and mentoring of minority students. College readiness programs for conditionally accepted new students. Summer and/or weekend academic enrichment programs for middle and high school students at targeted schools. Partner with high schools in such educational activities as the Model United Nations Security Council Conference. Partner with Men of Quality (Alliance of Minority Brotherhood) to mentor African American males at IUS. Mentoring and Academic Success Centers charter XAE Honor Society to promote high academic standards for "at-risk" students. Enrich extracurricular activities by enhancing and coordinating nontraditional, minority, and international student services.

Responsibilities: Academic Affairs, First Year Seminars, Student Development Center, math lab, computer dept./help desk, Noncredit Programs, School of Education ESL offerings, Writing Help Center, Academic Success Center, Mentoring Center, 21st Century Scholars programs, International Programs, Adult/Nontraditional Student Center, Japan Center.

Benchmark/performance indicators/outcome measures: Numbers of special course offerings, student utilization and success data generated by special programming and services (e.g., FYS, math lab, etc.), reports of related centers and programs. Track academic success for major programs that are implemented or funded.

Timelines: Ongoing exploration and improvement.

Fiscal needs and implications: Significant funding is needed to increase FYS offerings, expand tutoring and supplemental instruction, start college readiness programs, provide ESL subsidy, and establish an office for international education/service.

III. Campus Climate

This dimension of the diversity plan focuses on the degree to which the events, messages, symbols, and values of the campus make it a welcoming and inclusive environment for all students, faculty, staff, and members of the broader community. In articulating IUS's strategic objective regarding campus climate, the Strategic Plan states that "IUS will improve the campus climate so that it reflects, respects, and is inviting for a diverse campus community, as well as the community at large. IUS recognizes that establishing a critical mass of staff, students, and faculty from underrepresented groups is essential for creating a campus climate both accepting and welcoming. At all times the campus environment should reflect the high value IUS places on diversity, equity, and global awareness."

Goal 1: Improved Engagement and Participation

Objective 1.1: The IUS strategic goals and plan on diversity will be presented at new faculty and staff orientations and meetings of current employees. All members of the IUS community should be made aware of the university's diversity and equity goals and of their own central role in achieving them.

Barriers/challenges: Faculty and staff buy-in; limited faculty time vs. multiple demands of teaching, research, and other services.

Action strategies: Incorporate diversity in the agendas of campus annual meetings, ILTE new faculty orientation, HR new staff orientation, and campus life new student orientation. Hold diversity town hall meetings. Explore other forms of discussion such as workshops and brownbag colloquial. Encourage grass-root diversity efforts (e.g., T-FED) and diversity events attendance by faculty, staff, and students. Conduct systematic diversity and legal compliance training. Use multiple means for communication including e-publications and websites. Create an inclusive and supportive environment ranging from academic instruction to catering, to media services, and to law enforcement against hate crimes.

Responsibilities: Chancellor, Academic Affairs, ILTE, Human Resources, Equity & Diversity Office, deans and unit heads, Campus Life.

Benchmark/performance indicators/outcome measures: Equity and Diversity Office and other unit reports, types and numbers of various discussion meetings, plan of training sessions. Annual reviews by deans and directors.

Timelines: Diversity and compliance training will be resumed as soon as the new affirmative action officer/trainer is hired and settled in office. Diversity will be incorporated in all kinds of orientation agendas by Fall 2008. Town hall meetings and/or other kinds of discussion will be held each semester.

Fiscal needs and implications: Orientation and training will be supported by regular operational funding allocations. Additional funding will be needed for special events.

Objective 1.2: IUS will review and strengthen professional development programs that include issues of diversity and equity for staff, faculty, students, and administration.

Barriers/challenges: Data on effectiveness of professional development programs and approaches; competing agenda items for limited time available for all.

Action strategies: Incorporate diversity in the plans of chancellor's leadership retreat, ILTE faculty development programs, HR staff development sessions, and campus life student leaders meetings. Conduct systematic diversity and legal compliance training, including anti-discrimination policies, hate crime reporting procedures, and expectations for respect and tolerance.

Responsibilities: Chancellor, ILTE, Human Resources, Equity & Diversity Office, VCs, deans and unit heads, Campus Life.

Benchmark/performance indicators/outcome measures: Equity and diversity office and other unit reports, plans of leadership/faculty/staff development and training sessions.

Timelines: Diversity and compliance training will be resumed as soon as the new affirmative action officer/trainer is hired and settled in office. Diversity will be incorporated in administrative/faculty/staff/student leader development agendas by Fall 2008.

Fiscal needs and implications: Professional development and training will be supported by regular operational funding allocations.

Objective 1.3: Student organizations representing diverse populations will be encouraged to actively and publicly participate in and create academic, cultural, and social activities that connect them to the campus at large.

Barriers/challenges: Competing demands in the lives of students, academic workloads, and the need to graduate in time; buy-in of students and their concerns about being tokenized; difficulty in communication with students in the age of information explosion.

Action strategies: Campus Life, Residence Life, Student Government Association (SGA), SPC, student organizations, Athletics, and other offices plan a wide range of programs for students and market them in multiple and innovative ways. Coordinate the planning and organization to avoid too many events competing for the same, small groups of participants. Programs/activities may include: Safe Zone Project for GLBT students, staff, and faculty; Freshfusion; Hoosiers for Higher Education; Week of Welcome; Non-traditional Student Recognition Week; Mentalist Show; Hypnotist Show; School Spirit Committee; Homecoming; Mad Scientist Show, Herp's Alive Reptile Show; International Festival; Radio Disney; Health & Wellness Fair; Student Recognition Reception; Hip Hop Fest; Wulfe Brothers Rockin' History Show; Campus Beautification; Cleveland Contemporary Dance Theatre; Mix It Up Day; Stress Free Zones; Student Involvement Board Unity in the Community Lunch; Fall Fizzle; Drive-In Movie; numerous student orgs coordinated their own programs that were academic, cultural, recreational, and social in nature; Legacy Leadership Programs; Kick Off

Luncheon; Sell Yourself (to employers); Chatting with Confidence; It's Your World Too; Global Grounds; Creating Positive Change; Mind, Body, and Soul of a Leader. Athletics' Equity and Diversity Days at sports games. Create a chapter of Delta Sigma Theta, a historically African American female sorority. Campus Life continues to stress the need for diversity in programming. Disability Services' "Perspective/Expectation" program. "Spirituality and Spice," "Soul Food Day," and the International Festival; specific support given to GSA; Campus Life co-sponsors "Mix IT Up Day" with Equity & Diversity. Extensive children's programming. Annual Minority Student Graduation reception.

Responsibilities: VC Student Affairs, Campus Life.

Benchmark/performance indicators/outcome measures: Number of diverse student organizations and list of events sponsored. Data on campus participation. Student affairs reports.

Timelines: Ongoing improvement.

Fiscal needs and implications: Student activities will be funded by student activity fees.

Goal 2: Improved Programming with Wider Impact

Objective 2.1: The campus will review and coordinate current cultural activities (concerts, lectures, art exhibits, theatrical productions, fairs, etc.) featuring peoples of diverse and international voices and use these current activities as a foundation for an enriched program of diverse cultural programming that is available to the campus and the community at large. Efforts will be made to publicize these events widely in the community (see Strategic Plan 1.6.1, 6.2.6, and 6.5.3).

Barriers/challenges: Competing demands on faculty, staff, and students and their limited time for participation; buy-in of campus.

Action strategies: Diversity displays in University Center breezeway and the library. Diversity topics for common experience series. Disability awareness month, international education week, international festival, world music series, and other celebration activities. Collaboration with ethnic and community organizations such as the World Affairs Council.

The Ogle Center is an excellent venue for such events and should increase its participation in these cultural programs, but for maximum outreach these activities should be planned across campus and not be limited to this facility (see Strategic Plan 6.5). For example, the university might:

- Create a recurring regional forum on diversity, broader than that currently offered;
- Present community or university awards for work in diversity; and
- Host a series of lectures by prominent authors, artists, etc., who are representative of diversity or have diversity as a topic.

Responsibilities: Common Experience Committee, Disability and International Programs coordinators, Campus Life, VC University Advancement, Ogle Center director, and Japan Center director.

Benchmark/performance indicators/outcome measures: Number of diversity events. Data on campus participation. Reports of responsible parties.

Timelines: Ongoing improvement.

Fiscal needs and implications: Special funding will be needed for major events.

Objective 2.2: Campus Life will encourage the Student Programming Council (SPC) to broaden its programming and activities to include entertainers, music, and events that reflect the interests of diverse student groups.

Barriers/challenges: Buy-in of students; competing demands on faculty, staff, and students and their limited time for participation.

Action strategies: Campus Life advising of SPC stresses diversity, with best practice examples of diversity programs on campus.

Responsibilities: Campus Life, VC Student Affairs.

Benchmark/performance indicators/outcome measures: Number of SPC diversity events. Data on campus participation. Reports from SPC/Campus Life.

Timelines: Ongoing improvement.

Fiscal needs and implications: Costs are covered by SPC and student affairs budget allocations. Special funding may be requested for major events.

Objective 2.3: IUS will increase participation by clerical, technical, and service maintenance staff in campus committees where it is appropriate.

Barriers/challenges: Buy-in of staff; competing demands and their limited time for participation.

Action strategies: VCs routinely identify a variety of candidates for important committees.

Responsibilities: Chancellor, VCs.

Benchmark/performance indicators/outcome measures: Report from Staff Council.

Timelines: Ongoing maintenance and improvement.

Fiscal needs and implications: None for special funding.

Objective 2.4: In organizing social and holiday events on campus, IUS will continue to encourage focus on the richness of diverse viewpoints.

Barriers/challenges: Buy-in of campus; need for creative ways of celebrating diversity.

Action strategies: Annual message from the chancellor encouraging diversity in holiday celebrations. Diversity representation in decorations/music. Other campus-wide messages at appropriate times to encourage diversity considerations.

Responsibilities: Chancellor, Equity & Diversity Office, Campus Life and other campus event organizers.

Benchmark/performance indicators/outcome measures: Reports from Equity & Diversity Office, Campus Life, and other campus organizations/units.

Timelines: Ongoing maintenance and improvement.

Fiscal needs and implications: None for special funding.

Objective 2.5: Consistent with principles of academic freedom, faculty and staff will periodically address the effects of language, attitudes, issues, and classroom and general campus interactions as they relate to diverse student and employee populations. Students and employees need a friendly, supportive environment in which to pursue success without expectations of representing entire populations.

Barriers/challenges: Buy-in of campus; students' concern about being tokenized.

Action strategies: Current faculty and staff address these issues in school and departmental meetings. New faculty and staff have these issues addressed in orientations (see Strategic Plan 3.3.1). Recognize and appreciate affinity organizations and other minority support groups.

Responsibilities: The Cabinet, deans, directors, Equity & Diversity Office, HR, ILTE, Campus Life.

Benchmark/performance indicators/outcome measures: Reports from Equity & Diversity Office, deans and directors. Number of affinity groups and minority events. Campus surveys to include campus organizations regarding presence of incidents.

Timelines: Ongoing maintenance and improvement.

Fiscal needs and implications: None for special funding.

Objective 2.6: IUS will periodically conduct a campus climate survey.

Barriers/challenges: Multiple data needs vs. limited time for campus participation and research analysis.

Action strategies: Include campus organizations in special surveys regarding presence of incidents. Utilize NSSE data and incorporate diversity in various existing survey tools. Employ multiple methods (e.g., email and web-based questionnaire survey, focus groups, etc.), in conducting the campus climate surveys.

Responsibilities: Institutional Research & Assessment, Equity & Diversity Office, Campus Life, diversity assessment team.

Benchmark/performance indicators/outcome measures: Data accumulated, analyses performed, recommendations made and implemented.

Timelines: Periodical surveys may be conducted annually and according to other routine survey/assessment cycles.

Fiscal needs and implications: Costs will be absorbed by operational budget allocated to related units. Special funding may be needed for sharing results at IU-wide and other conferences.

IV. Representational Diversity

This dimension of the diversity plan focuses on the degree to which the campus attracts, retains, and develops students, faculty, and staff of color, commensurate with the campus mission and service region. In articulating IUS's strategic objective regarding population, the Strategic Plan states that "IUS will become a model for diversity and equity in Southern Indiana by increasing the diversity of the campus community to at least that which reflects the population of our service area in appropriate proportions, including Southern Indiana and the Greater Metro Louisville region. We will create a pluralistic and equitable learning environment that prepares students for the world at large and reflects the values of diversity, equity, and global awareness professed by the campus."

Goal 1: Increased Diversity in Students

Objective 1.1: IUS will increase the enrollment and retention of a diverse student population to be reflective of the counties it serves and also its share in the university-wide international initiative.

Barriers/challenges: Demographics of the region; lack of on-campus international service facilities (e.g., an international education center/office).

Action strategies: Highlight diversity in IUS enrollment management plan. Take full advantage of the Kentuckiana Metroversity arrangement. Include an international student enrollment component targeting main growth areas such as Asia and such groups as sponsored students by taking advantage of new student housing. Advertise IUS widely to reach underrepresented student populations in the counties it serves, including Louisville metropolitan areas. Include affirmative action language in all ads. Outreach by admissions and career services offices to minority students and communities. Provide affirmative action training, guidance, and monitoring to admissions committees. Seek funding for more minority scholarships and financial aid for international students. Recruit minority athletics and improve facilities (see Strategic Plan 4.3.6 and 2.11.1). Maintain an alumni recruitment program. Include Disability Services, Equity and Diversity, student mentoring and outreach, Multicultural Student Union, GSA, Adult Student Center, and other student organizations in recruitment functions and during student orientations. Mentor and support minority students. Continue multicultural open house, collegiate summer institute, international high school student summer camps, and access to success programs.

Responsibilities: VC Student Affairs, enrollment management, minority student and other admissions counselors, retention-related campus units (e.g., Mentoring Center, Academic Success Center, And Career Services).

Benchmark/performance indicators/outcome measures: Numbers and percentages of students of minority status and other protected categories. Number of international students. Annual reports of recruitment and retention efforts.

Timelines: Ongoing.

Fiscal needs and implications: Based on operational budget allocated. Special funding may be needed for special recruitment expenses and incentives.

Objective 1.2: The Office of Admissions will ensure that IUS has recruiting materials and activities which attract targeted populations (e.g., African-American, Hispanic, male, non-traditional, and international students) (see Strategic Plan 2.4.4).

Barriers/challenges: Demographics of the region; lack of international presence.

Action strategies: Develop recruitment materials in Spanish and other languages as needed. Design and distribute non-traditional and minority student search pieces at various in- and off-campus functions. Update international student fact sheet. Hold International Festival and "Seeing is Believing" information night for non-traditional students. Enhance international recruitment by taking advantage of new campus housing. Make use of minority newsletter and other publications. Additional family recruitment activities on campus (see Strategic Plan 6.2.6) since many minority populations (particularly African-American and Hispanic) are highly influenced by family opinion with regard to school choice (particularly for potential first-generation college students). Timing of recruiting activities should avoid interfering with the working day (see Strategic Plan 6.2.6). Contact with community-based organizations associated with diverse populations (e.g., community centers and churches), as well as schools, for student recruitment activities. Strengthen contacts with minority alumni and including them in recruitment and retention programs. Promote student exchanges in coordination with international higher education institutions.

Responsibilities: Enrollment Management, Admissions, International Programs.

Benchmark/performance indicators/outcome measures: Quantity, quality, and diversity of recruiting materials and activities. Annual reports of recruitment efforts.

Timelines: Ongoing.

Fiscal needs and implications: Based on operational budget allocated. Special funding may be needed for special advertisement and recruitment.

Objective 1.3: IUS will strengthen its retention efforts for underrepresented students.

Barriers/challenges: Buy-in of campus; need for innovative and effective retention programs.

Action strategies: Periodically review methods of providing support for and improving retention of minority students. Increase opportunities for diverse student populations to meet each other in academic, co-curricular, and social activities. Increase communication about services available to students, especially those students who would make use of offices/organizations such as disability services, equity and diversity, student mentoring and outreach, multicultural student union, adult student center, and other student organizations supportive of minority students. Continue to publish minority newsletters and host celebrations for graduating minority students. Increase awareness of available resources such as academic support services, student activities, student organizations, and extra-curricular activities. Increase participation of all offices and organizations in recruitment and orientation sessions such as Week of Welcome, Fresh Fusion, Map Your Course, and Big Red Fest.

Responsibilities: Enrollment Management, academic and student service units (e.g., Campus Life, Mentoring Center, Academic Success Center, And Career Services), deans, and faculty.

Benchmark/performance indicators/outcome measures: Retention figures from Institutional Research. Annual reports of recruitment and retention efforts with an emphasis on diversity.

Timelines: Ongoing.

Fiscal needs and implications: Based on operational budget allocated. Special funding may be needed for special initiatives aimed at minority student persistence and success.

Objective 1.4: IUS will seek to increase scholarships and other financial aid opportunities for underserved student populations. IUS should engage the business community in increasing these awards (see Strategic Plan 2.7).

Barriers/challenges: Budget constraints; competing charities in the region vs. scarce potential sources of donations.

Action strategies: Seek funding for increasing scholarship awards with innovative approaches. Categorize scholarships and increase minority awards. Expand the utilization of the student Work Study program and create additional programs by which minority and financially at-risk students would have an opportunity to earn support for school. Create and maintain a searchable database of all external agency scholarships with searchable criteria to help minority students identify opportunities. Enhance institutional grants writing support.

Responsibilities: The Chancellor's Cabinet, Financial Aid, University Advancement.

Benchmark/performance indicators/outcome measures: Types and amount of scholarship awards. Volume of participation in the Work Study program. Institutional grants and other external funding received for supporting diverse student needs. Additional reports from Financial Aid, University Advancement, and other related units.

Timelines: Ongoing.

Fiscal needs and implications: Budget allocation and fundraising (including grants writing) for financial aid will directly impact progress in this area. Consider re-establishing the Grants Support Specialist position (part time or full time) would require a budget of \$20,000-40,000 a year.

Objective 1.5: IUS will improve access to campus to help all students, in particular minority and international students.

Barriers/challenges: IUS's relatively disadvantaged location for diversity; inconvenient bus services.

Action strategies: Work with Transit Authority of River City (TARC) to improve transportation to the campus to meet academic and co-curricular needs of students and include the materials in orientation packets. Develop and fully utilize student housing (see Strategic Plan 2.8, 3.4.6 and 4.3.5) to improve regional and international recruitment, retention, and diversity. Continuously improve IUS's presence and accessibility on the worldwide web.

Responsibilities: VC Administrative Affairs, VC University Advancement, VC Student Affairs.

Benchmark/performance indicators/outcome measures: Campus housing capacity. Bus service schedule. Website assessment. Residence Life and Media Services reports.

Timelines: Ongoing.

Fiscal needs and implications: Future housing developments will depend on capital budget planning.

Goal 2: Increased Diversity in Employees

(1) Leadership

Objective 2.1: IUS will endeavor to increase diversity at all levels of administration, including the Board of Advisors.

Barriers/challenges: Demographics of the region.

Action strategies: Advertise jobs widely to reach underrepresented candidate populations. Include affirmative action language in all job ads. Provide affirmative action training, guidance, and monitoring to search committees. Provide funding for special recruitment incentives. Support minority and women administrators.

Responsibilities: Chancellor, VCs.

Benchmark/performance indicators/outcome measures: Numbers and percentages of minority and women administrators. Annual report of recruitment and retention efforts.

Timelines: Ongoing improvement. Recruitment based on position openings.

Fiscal needs and implications: Based on administrative personnel budget allocated. Special funding may be needed for recruitment expenses and incentives.

(2) Faculty

Objective 2.2: IUS will increase the diversity of its faculty according to available degrees in the discipline, both in regard to minority populations and gender as underrepresented in various academic fields. A substantial number of faculty retirements over the next decade will provide IUS with an opportunity to pursue diversity goals in faculty employment. The campus should strengthen its efforts to attract a diverse faculty for all new positions that become available.

Barriers/challenges: Demographics of the region and need for greater international presence.

Action strategies: Advertise jobs widely to reach underrepresented candidate populations. Recruit outstanding faculty from around the world. Include affirmative action language in all job ads. Provide affirmative action training, guidance, and monitoring to search committees. Provide funding for special recruitment incentives. Support minority and women faculty.

Responsibilities: VC Academic Affairs, deans, search committees, HR, AAO/Trainer.

Benchmark/performance indicators/outcome measures: Numbers and percentages of minority and women faculty. Annual reports of faculty recruitment and retention efforts.

Timelines: Ongoing improvement. Recruitment based on position openings.

Fiscal needs and implications: Based on academic personnel budget allocated. Special funding may be needed for recruitment expenses and incentives.

Objective 2.3: Each academic school and the Library will create a plan for achieving diversity within its faculty as suggested by annual IU data on employee diversity with various academic disciplines. Efforts to improve diversity will be evaluated annually, and the administration will recognize, encourage, and reward successful practices and promote their use by other schools.

Barriers/challenges: Buy-in of faculty and staff. Demographics of the region.

Action strategies: Help academic units with diversity planning reference materials and samples. Share diversity data, unit plans, and assessment results. Engage unit representatives in campus-wide diversity planning and dialog. Provide diversity incentives and rewards. Develop a visiting faculty/faculty exchange program that would bring diverse faculty temporarily to campus while longer-term hiring is in progress.

Responsibilities: VC and Associate VC for Academic Affairs, deans and library director, search committees, HR, AAO/Trainer.

Benchmark/performance indicators/outcome measures: Academic unit/school diversity plans. Annual reports of diversity efforts. Outcomes of diversity assessment.

Timelines: The majority of academic unit diversity planning will be done by the end of year 2007. First diversity grants will be given at the end of AY 2007-08. A Diversity Teaching Fellows program will be developed by the end of 2008.

Fiscal needs and implications: Depend on type and number of diversity grants to be given. The Diversity Teaching Fellows program being developed may use funding from unfilled faculty positions. Special funding may be needed for recruitment expenses and incentives.

Objective 2.4: The administration and academic search committees will work together to identify and to utilize innovative means of attracting pools with a diversity of applicants.

Barriers/challenges: Demographics of the region and limited supply of candidates in certain disciplines.

Action strategies: Explore and use the best advertisement strategies to reach underrepresented candidate populations. Include affirmative action language in all job ads. Provide affirmative action training, guidance, and monitoring to search committees. Provide funding for special recruitment incentives. Take extra steps with additional networking activities, announcements of positions in nontraditional media, and distribution of position announcements to directors of graduate studies at schools with high minority and female enrollments in targeted fields. Encourage and support existing faculty to pursue doctoral or terminal degrees.

Responsibilities: VC Academic Affairs, deans, search committees, HR, AAO/Trainer.

Benchmark/performance indicators/outcome measures: Types of advertising/communication channels used. Creative diversity training and special funding provided. Minority and women candidate pools generated and qualified finalists hired. Annual reports of faculty recruitment efforts.

Timelines: Ongoing improvement. Recruitment based on position openings.

Fiscal needs and implications: Based on advertising and recruitment budget allocated. Special funding will be needed for targeted recruitment expenses and incentives. Consider providing support to faculty pursuing doctoral/terminal degrees who agree to return to teach at IU Southeast.

Objective 2.5: IUS will create additional opportunities to help new faculty make connections on campus and in the community. Having a social support system and developing a connection to others at the University and in the community play an important role in faculty retention. Single faculty who might feel particularly isolated on campus could benefit from association with others at the University.

Barriers/challenges: Demographics and buy-in of campus.

Action strategies: Incorporate diversity in faculty mentoring and orientation. Support minority and women faculty with teaching and research assistance. Take affirmative action in faculty promotion and tenure and incorporate diversity where appropriate in awards selection. Engage minority and women faculty in shared governance. Provide opportunities for faculty to socialize and encourage faculty affinity groups. Investigate ways to take advantage of recently designated faculty dining space to enhance sense of community among faculty. Investigate the potential benefits of initiating a chapter of the American Association of University Women or other organizations that could increase support and communication among faculty.

Responsibilities: Chancellor's Cabinet, Academic Affairs, deans, promotion and tenure committees, faculty senate, HR, AAO/Trainer, ILTE, dean for research.

Benchmark/performance indicators/outcome measures: Diversity content in ILTE activities. Numbers and percentages of minority and women faculty promoted/tenured. Representation of minority and women faculty in administrative and faculty senate committees/taskforces. Minority and women faculty utilization of/participation in socialization and support activities. Survey of new faculty at the end of their first and third years (by deans); faculty exit interviews. Annual reports of faculty development, support, and retention efforts.

Timelines: Ongoing improvement.

Fiscal needs and implications: Use faculty development and support funding for teaching and learning improvement, research, and conference travel funding budgeted. Additional funding may be needed for special support needs.

(3) Staff

Objective 2.6: IUS will increase the diversity of its professional and support staff to reflect the region it serves (support staff) or to reflect available degrees in areas of specialization (professional staff) as appropriate.

Barriers/challenges: Demographics of the region.

Action strategies: Advertise jobs widely (including various websites) to reach under-represented candidate populations. Include affirmative action language in all job ads. Provide affirmative action training, guidance, and monitoring to search committees/hiring unit heads. Provide funding for special recruitment incentives. Support minority and women staff. Specific efforts may include the following:

- Contact can be made with employees at a variety of businesses in the region that attract numbers of diverse staff (e.g., city and state government), as well as professional organizations with diverse membership, to determine what factors are important in accepting employment and what qualities would encourage them to work for the University. Although traditional advertisement of staff positions in regional media continues to be important, networking and personal contact are an effective means of diversifying employment.

- Alternative means of effectively advertising positions to underrepresented classes could be considered and utilized by search committees or hiring supervisors upon the advice of the Human Resources director according to available resources.

- The campus could encourage use of its facilities (i.e. meeting rooms, grounds, etc.) for professional retreats and professional development seminars for employee groups in the region that feature populations akin to those we would like to recruit at IUS. Opportunities to make more active connections with campus offices and faculty in presenting professional seminars could also be sought.

- Opportunities for employment, information about nontraditional students, scholarship opportunities, and sports, cultural, and academic co-curricular activities could be posted prominently in public spaces where visitors to campus will see them. A benefit of working for a university lies in the environment itself and the opportunities it presents for continued learning and personal development.

Responsibilities: HR, Equity & Diversity Office, hiring authorities/units.

Benchmark/performance indicators/outcome measures: Numbers and percentages of minority and women staff. Minority and women candidate pools generated for staff positions. Annual reports of staff recruitment and retention efforts.

Timelines: Ongoing improvement. Recruitment based on position openings.

Fiscal needs and implications: Based on personnel budget allocated. Special funding may be needed for recruitment expenses and incentives.

Objective 2.7: IUS will create additional opportunities to help new staff make connections with others on campus and in the community. Although support staff will most likely come from this region, professional staff may very well be recruited from outside the region.

Barriers/challenges: Demographics of the region.

Action strategies: Incorporate diversity in staff mentoring and orientation. Support minority and women staff with assistance they may need. Incorporate diversity where appropriate in awards selection. Provide opportunities for staff to socialize and encourage staff affinity groups. Investigate the potential benefits of

initiating a chapter of the American Association of University Women or other organizations that could increase support and communication among staff.

Responsibilities: HR, AAO/Trainer, Staff Council, unit supervisors.

Benchmark/performance indicators/outcome measures: Representation of minority and women staff on campus committees/taskforces. Minority and women staff utilization/participation in socialization and support activities. Staff exit interviews. Annual reports of staff development, support, and retention efforts.

Timelines: Ongoing improvement.

Fiscal needs and implications: Use normal operational budget allocated. Additional funding may be needed for special support needs.

Objective 2.8: The office of human resources and/or the office of equity and diversity will report annually on programs designed to improve diversity among the staff.

Barriers/challenges: Demographics of the region; buy-in of campus.

Action strategies: Periodically take inventory of campus efforts and initiatives as a basis for long-term and on-going planning. Follow IU plan for diversity assessment. Create consistent reporting format.

Responsibility: HR, Equity & Diversity Office, diversity assessment team.

Benchmark/performance indicator/outcome measures: Annual reports.

Timelines: Periodical - annual.

Fiscal needs and implications: None.

DIVERSITY PLANNING BY CAMPUS UNITS

(Ctrl-click the links below to access the files)

School of Arts & Letters

- [School of Arts & Letters Diversity Plan](#) (PDF)

School of Education

- [School of Education Diversity Plan](#) (PDF)

School of Natural Sciences

- [School of Natural Sciences Diversity Plan](#) (PDF)

School of Nursing

- [School of Nursing Diversity Plan Addendum 2006](#) (PDF)

School of Social Sciences

- [School of Social Sciences Diversity Plan](#) (PDF)

Student Affairs

- [Division of Student Affairs Diversity Plan](#) (PDF)