Mission: Establish a campus-wide strategic plan to increase recruitment of underrepresented minority (URM) students to IU Bloomington.

We must utilize collaborative and innovative strategies to assist students and parents in their college search so that IUB is positioned for stronger consideration by the students we wish to enroll. What we learned has informed recommendations for the adoption of new strategic initiatives at IUB, as well as needed modifications to current communications and operations to increase collaboration and outreach with IU partners, community organizations and other external entities to deliver the best, most diverse student body. The following list of objectives, actions, and metrics/indicators of progress are recommended for adoption.

MARKETING OBJECTIVES:

We are committed to increasing the prospective pool of underrepresented minority students in all stages of the admissions process and will work to deliver a larger class of underrepresented minority students. We will grow the awareness and reputation of IU Bloomington among prospective out-of-state underrepresented minority students.

OBJECTIVE 1: Near Term

Enroll a larger class of URM students.

Actions:

1. We will work to increase URM representation in the 2014 class.
   a. Based on our research, personal relationships and financial support are key factors that encourage this pool of admitted students to choose IUB.
   b. During the next three months, all URM admitted students should be personally contacted, in addition to receiving targeted, personalized marketing materials such as email, letters, and printed materials.
2. We will scale up the most successful events for admitted students, which are Family Dinners and Campus Collage (an overnight campus visit) to reach more admitted URM students.
   a. We will hold more and larger events to accommodate more families.
   b. We will incorporate more faculty participation in these events.
   c. Resources should be provided to facilitate participation, such as transportation assistance.
3. We will expand other events and calling banks for URM admitted students, involving faculty to the fullest extent possible.
   a. We will contact every qualified Bloomington-area URM student.
4. We will develop a “Bottom Line” marketing campaign on comparative costs of IU and Bloomington area versus attending East/West Coast or urban-based institutions, building on “best value” rankings.
5. We will use digital media (direct email, YouTube, Facebook, Pinterest, blogs) to share personal success stories beginning with the moment of decision, i.e. “Why I Chose IU.” We will include students, alumni, and faculty in these YouTube stories.
6. We will ensure that all recruiting activities represent diversity in staff, faculty, and student and alumni volunteers.

OBJECTIVE 2: Medium Term

*Increase the number of underrepresented minority applicants.*

Actions:

1. We will develop geographically targeted online advertising campaigns (including Google, Facebook, and e-publications). This effort will utilize the recently purchased College Board segment analysis nationwide data on neighborhoods and high schools.
   a. This effort would be most effective as a Diversity, Equity, and Multicultural Affairs (DEMA), Office of Educational Inclusion and Diversity (OEID), Office of Enrollment Management (OEM) and IU Communications collaboration.
2. We will develop “Big School that Feels Small” campaign demonstrating the personal touch/attention/mentoring at IU Bloomington.
3. We will provide Spanish-language parent-focused sections of websites for Admissions, Scholarships, and First-Year Experience as well as Spanish-language print materials for parents.
4. We will extend our outreach with the new Associate Director, Community Relations and Outreach to expand relationships with organizations that influence student college choice in Indianapolis and around the state.
5. We will craft segmented marketing campaigns and strategies for in-state students (emphasizing value), out-of-state students (quality), and exceptionally high-achieving students (opportunities).
6. We will work with satisfied, enthusiastic current minority students and alumni to improve and expand recruitment visits and campaign videos.
7. We will expand the use of bio information and photos for faculty, staff, alumni and student attendees (“Who you’ll meet...”) in marketing materials for recruiting events.

OBJECTIVE 3: Long Term

*Improve awareness and build reputation of IU Bloomington among prospective URM students.*
Actions:
1. We will conduct market research to better understand brand awareness and reputation among out-of-state URM students.
2. We will increase early marketing to students and families and expand marketing during the sophomore year of high school.
3. We will emphasize IU Bloomington’s diversity and cultural assets across all marketing platforms, including print, digital, tours, visits, and events.
4. We will put in place marketing and coordination support for pre-college programs to create a pipeline of future students.
5. We will use the recently purchased College Board neighborhood and high school data to identify new out-of-state and in-state neighborhoods and high schools from which we can attract talented URM students.

ASSESSMENT METRICS:
1. Continue to track the number of underrepresented minority students who enroll from the applicant pool to determine if enrollment increases. Where possible, include analytics on each program to determine if specific programs contributed to increased enrollment.
2. Continue to track the number of underrepresented minority students who apply to determine if new programs are having the desired impact. Where possible, include analytics on each program to determine if specific programs contributed to increased applications.
3. Conduct marketing awareness research to determine whether campaigns and other recruitment activities resulted in improved awareness and favorable impression of IU.

INTERNAL/EXTERNAL COLLABORATION OBJECTIVES:

We aspire to explore partnerships with external entities with the goal of creating meaningful relationships and long-term pipelines of talented URM students. Internally, we aspire to utilize efforts and initiatives already in place to maximize our visibility and enrollment potential within our URM prospect pool.

OBJECTIVE 1: Explore partnerships with external entities.

Actions:
1. We will fully explore the feasibility of partnering with notable established feeder programs. Examples include: Chic Evans Scholars, Daniel Murphy Foundation, Prep for Prep, POSSE Foundation, Latinos Count, Jack and Jill of America, the Telluride Association, Indiana Latino Scholarship Fund, the Indiana Latino Institute, Gary Life Education Initiative, the Center for Leadership Development, and other Community Based Organizations.
2. We will use Outreach to Legal Literacy or Street Law programs as models for additional pipeline initiatives.
3. We will conduct presentations at area community colleges and technical schools for students in specific programs that might feed into IUB programs (e.g. a law school admissions presentation to paralegal studies students in a capstone course).

4. We will encourage IU professors from identified academic programs to guest lecture at different strategic URM high schools or teach semester-long courses for credit.

5. We will partner with test prep companies to provide practice SAT/ACTs at the IUB campus or at the local high schools; coordinate campus tours after students complete test; having a drawing for scholarships to a test prep course.

6. Explore partnerships between high schools and businesses (existing and new relationships).

OBJECTIVE 2: Maximize visibility and enrollment potential within our URM prospect pool.

Actions:

1. We will use the Discover Law Day model for pipeline programming for various degree programs or departments. Provides funding support for law schools to host programs for high school and early college students.

2. We will repurpose previous diversity outreach creative development to limit costs of creating URM specific materials across all IUB entities.

3. We will create a repository of materials used for URM recruitment that is accessible to all IUB employees.

4. We will utilize Neal Marshall alums and Latino alums to aid in recruitment and enrollment of URM students.

5. We will develop a calendar of URM specific recruitment events/special dates where various stakeholders can see all that is going on on-campus in one central location and engage if appropriate.

6. We will continue partnership and collaboration with our Multicultural Outreach Recruitment Educators Committee.

INDICATORS OF PROGRESS:

1. Increases in the number of admitted and enrolled URM students coming to IUB from the aforementioned external feeder programs.

2. Decreases in the amount of redundancies of URM recruitment efforts as awareness of all internal efforts grows and internal collaborations increase.

3. Increases in admitted and enrolled URM students to IUB.

SCIENCE, TECHNOLOGY, INFORMATICS, AND MATH (STIM) OBJECTIVES:

The percentage of under-represented minority students at IUB is unacceptably low. Those numbers are much worse in the science, informatics, technology, and mathematics areas; we include data-driven social sciences here. Given that most of the jobs of the future will increasingly require an understanding and proficiency in STIM areas it is more important than ever to increase the number of students and eventually professionals in these fields. The STIM recruitment
subcommittee has generated two main objectives along with action items to help increase these numbers.

OBJECTIVE 1: *Increase the percentage of under-represented minority students interested in STIM at every stage of the recruitment process including: (i) applicants, (ii) accepted, and (iii) newly enrolled students.*

Actions:
1. We will share the excitement, enthusiasm, and satisfaction that scientists feel about their work with middle and high school students.
   a. Participate in regional science events around the state at schools, libraries, youth events, and on IU campuses (Be visible at Celebrate Science Indiana, Science Olympiad (SO), jets/robotics/solar bike/math competitions, chess meets). Sponsor SO teams at minority serving middle and high schools. Send graduate students as coaches to support MS and HS teams.
   b. Identify other natural sources of STIM – interested high school students (schools offering math and science competitions; charters; chess/robotics/jets competitions; science olympiads)
   c. Develop travelling motor homes for STIM “road shows” around the state to connect to kids on a continuing basis to carry both important messages (STIM excitement and STIM careers). Road shows could be at schools during lunch/recess/before/after school for science demos and hands on activities in science.
   d. Disseminate information to middle and high school students about the varied career opportunities available to graduates in STIM disciplines, as well as information about employment rates and salaries.
   e. Communicate with parents of prospective students about careers in STIM.
   f. Engage non-academic, IU alumni as role models in STIM careers for middle and high school students at school career fairs. Provide these alumni with information about careers and about IU programs to share with students.
   g. Share information about opportunities and careers in STIM with teachers and counselors at Indiana schools with significant URM populations
   h. Communicate better the social value and contributions of STIM disciplines to communities, to economic stability, and to quality of life.
   i. Effectively implement the new S-STEM scholarship grant by following through on the initiatives outlined in the proposal. This includes close collaboration with the Office of Admissions to advertise the scholarship opportunities and provide contact information of potentially qualified applicants. Have undergrads, grads, advisors, faculty, alumni contact potential applicants personally (Facebook, Skype, or in person).
   j. Increase opportunities for participation in pre-College programs in STIM disciplines on the Bloomington Campus and elsewhere.
k. Expand existing summer science events – on campus and elsewhere; "summer science week"
l. Summer internships for high school students in STIM research programs. Engage past participants who come to IU as mentors and role models
m. Connect pre-college programs with Experiential Learning at IU.

INDICATORS OF PROGRESS:
1. Monitoring of, communication of, and increase in numerical data from Objectives.
2. Increase in number of URM applicants and students on campus in STIM majors.
3. Increase in number of Indiana students interested in STEM/STIM fields.
4. Increased presence of IUB STIM representatives in wider community.

OBJECTIVE 2: Retention is extremely important to recruitment. As such it is important to develop a community at IUB that nurtures as well as stimulates URM students in STIM.

Actions:
1. We will suggest that each STIM department should
   a. Have faculty make personal contact with direct-admit, prospective, and new declared URM majors.
   b. Study and act upon existing research on successful models of STIM curricula. These might suggest: incorporating teamwork, integration of students into the discipline, phased mentoring, developing community.
   c. Expand marketing of nonacademic STIM professions, e.g. departmentally sponsored career and networking clubs/events/courses.
2. We will use work-study to connect URM students to meaningful lab/professional experiences, e.g. interns/graders/assistants/mentors. Expand the work-study program on campus to include specific programs for URM students in STIM disciplines.
3. We will catalyze student organizations on campus, or provide an umbrella organization for disciplinary student groups like SACNAS or NOBCChE. An umbrella “STIM Scholars” program can bridge students to national organizations, and provide students with recognition and connection to their majors. Help recruiting efforts (see Objective 1) by helping those organizations to connect with HS students visiting campus.
   a. Via these organizations students can be encouraged to take classes in clusters, borrowing from the idea of cluster hires for faculty. In this way they have built-in study partners
   b. By connecting with national discipline specific organizations they can connect with individuals with similar career aspirations as well as possible mentors around the country.
4. We will communicate placement guidelines, expectations, campus resources more effectively. Decrease class sizes in STIM courses at 100- and 200-level, and increase mentoring networks for URM students in these courses. Focus first on gateway mathematics courses. Increase marketing of STIM careers in 200-level courses.
5. We will increase the fraction of URM students at IUB enrolled in STIM foundation (100-200 level) courses who successfully complete those courses.

INDICATORS OF PROGRESS:
1. Increase in the retention and graduation of URM STIM students.
2. Improved experience of URM students at IUB --- this is expected to lead to improved alumni relations and giving.
3. Demonstrated personal contact to URM STIM cohort by alumni, peers, undergrads, grads, and faculty as evidenced by sampling and phone surveys/personal visits of URM STIM cohort by DEMA, OEID, OEM, Admissions, or other staff.
4. Increase in awareness of above Objectives by faculty in STIM depts., as evidenced by regular phone surveys/personal visits from DEMA, OEID, OEM to faculty.
5. Decrease in class sizes in STIM foundation courses; increase in professional opportunities/networks/courses/events open to all STIM students.

HIGH IMPACT/EXPERIENTIAL LEARNING OBJECTIVES:

We will collaborate with students, alumni, faculty, and staff to share opportunities and targeted experiences with prospective students with the goal of increasing URM applications, admits, and enrolled students.

OBJECTIVE 1: Collaboration between DEMA, OEID, OEM, Admissions, schools and departments to share opportunities with prospective students around experiences such as research, internships, study abroad, and community service.

Actions:
1. We will create collaborations on experiential learning and recruitment efforts and provide training to students participating in recruitment activities. [Training for EL-Recruitment will focus on helping our students engage with people outside of their cultural background and value perspectives different than one’s own. Evidence collected by the Recruitment committee overwhelmingly point out to the need for a personal connection with prospective students that communicate that they are valued for who they are:]
2. We will create a list of URM students whose experiences speak most directly to URM prospective students and help them tell their stories.

OBJECTIVE 2: Create a web presence describing these opportunities and develop specific and targeted communications and programs to highlight these high impact/experiences.

Actions:
1. We will make use of existing campus resources to identify what IU does have now in relation to experiential learning opportunities in ROTC, Business, STIM, Music, Pre-professional, Education, etc.
2. We will create a list of experiential learning opportunities at IUB to be able to demonstrate what is here and departments can update the experiences through IU communications for web presence.
3. We will create a list of the convincing arguments/reasons that are most compelling to URM prospective students.
4. Showcase and market degree programs that serve URM students and pipeline schools.

**OBJECTIVE 3:** Engage students, alumni, faculty and staff in outreach focused on targeted experiences in areas such as STIM, Journalism, Debate, Law, Business, Public and Environmental Affairs, and Public Health and connect pre-college programs with experiential learning at IU.

**Actions:**
1. We will create a program offering incentive grants to IU student organizations to participate in URM recruitment and outreach activities.
2. We will use current IU URM students to reach out back to their own communities/schools with their stories.
3. We will establish system to advocate for more strategic outreach to high school counselors and teachers.
4. Connect high school students with collegiate experiences through various IUB academic departments.

**INDICATORS OF PROGRESS:**
1. Increase in number of students, organizations and centers here who are involved in recruitment efforts
2. Increase in number of URM applications, admits and enrolled students.
3. Increase in representation of apps from high schools with URM populations
4. Improved indicators of intra-cultural student engagement among IU students in surveys such as National Survey of Student Engagement (NSSE).
Diversity Student Recruitment Committee

Chair, Martin McCrory, Vice President for Diversity, Equity and Multicultural Affairs and Vice Provost for Educational Inclusion and Diversity
Chair, David Johnson, Vice Provost for Enrollment Management
Herman Aguinis, Kelley School of Business
Joyce Alexander, School of Education
Doug Anderson, Strategic Planning and Research, Office of the Vice Provost for Enrollment Management
Elisabeth Andrews, Office of the Provost
Claudia Avellaneda, School of Public and Environmental Affairs
Joe Boes, Recruitment and Student Services, School of Optometry
Juan Cano, Admissions, Office of the Vice Provost for Enrollment Management
Susan Carty, Overseas Study, Office of the Vice President for International Affairs
Freda Coleman-Jackson, Student Affairs, Maurer School of Law
Allyn Curry, Graduate Career Services, Kelley School of Business
Lynda Delph, Department of Biology, College of Arts and Sciences
Arlene Diaz, Department of History, College of Arts and Sciences
Jaqueline Fernette, Strategic Communications & Marketing, Office of the Vice Provost for Enrollment Management
Deb Getz, School of Public Health
Brian Gilley, Department of Anthropology, College of Arts and Sciences
Larry Gonzalez, Admissions, Office of the Vice Provost for Enrollment Management
Valerie Grim, Department of African American & African Diaspora Studies, College of Arts and Sciences
Allison Hill, Indiana University Student
Susan Klein, Department of Physics, College of Arts and Sciences
Luke Leftwich, Kelley School of Business
Jane McLeod, Department of Sociology, College of Arts and Sciences
Armin Moczek, Department of Biology, College of Arts and Sciences
Frank Motley, Maurer School of Law
Maresa Murray, School of Public Health
Sharlene Newman, Department of Psychological and Brain Sciences, College of Arts and Sciences
Caty Pilachowski, Department of Astronomy, College of Arts and Sciences
Kevin Pilgrim, Department of Mathematics, College of Arts and Sciences
Sara Pryor, Department of Geological Sciences, College of Arts and Sciences
Armando Razo, Department of Political Science, College of Arts and Sciences
Jack Schmit, Institutional Development & Student Affairs, Office of the Vice President for Diversity, Equity and Multicultural Affairs
Philip Seabrook, Office of the Vice President for Diversity, Equity and Multicultural Affairs
Linda Shepard, Bloomington Assessment and Research, Office of the Vice Provost for Undergraduate Education
Marietta Simpson, Jacobs School of Music
i Studies on Recruitment of URM agree that such cultural and personal connections are key in the successful recruitment and retention of minorities. See, for example: Lee Jones, Jeanett Castellanos and Darnell Cole, “Examining the Ethnic Minority Student Experience at Predominantly White Institutions: A Case Study,” *Journal of Hispanic Higher Education* 1 (January 2002):19-39; and Chalsa M. Loo and Garry Rolison, “Alienation of Ethnic Minority Students at a Predominantly White University,” *The Journal of Higher Education* 57 (Jan. - Feb., 1986): 58-77. In addition, students who positively perceive campuses as communities are more likely to engage in the type of intrapersonal and interpersonal dimensions required for intercultural knowledge, and social interaction whether here or abroad. These are important interactions that IU should foster on the whole campus to meet its internationalization goals as well.