

2007 Enhancing Minority Attainment Conference:  
**Designing and Implementing  
Campus Diversity Plans**

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Indiana University Kokomo  
November 30, 2007



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**The Dimensions of Diversity**  
With Target Outcomes

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## Dimensions of Diversity and Equity

- ▶ **Institutional Leadership and Commitment**
  - 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
- ▶ **Curricular and Co-Curricular Transformation**
  - The extent to which principles of multiculturalism, pluralism, equity and diversity are currently incorporated into the curriculum and co-curriculum, as well as ongoing efforts to further infuse them into same
- ▶ **Campus Climate**
  - The degree to which the events, messages, symbols, values, etc., of the campus make it a welcoming and inclusive environment for all students, faculty, staff, and members of the broader community
- ▶ **Representational Diversity**
  - The degree to which the campus attracts, retains, and develops students, faculty, and staff of color, commensurate with the campus mission and service region

## Leadership and Commitment

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**Infused throughout the institution: A shared responsibility**



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## Leadership

- ▶ Empower others so that the infusion of diversity and equity throughout the institution is a shared responsibility for all campus citizens/leaders.
- ▶ Collaboratively establish principles, structures, and processes that create an institutional culture that guarantees that diversity and equity become and remain institutional priorities.
- ▶ Initiate change at every level so institutional transformation is pervasive rather than localized.



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## Commitment

- ▶ Communicate clearly that diversity and equity are central to the values of the institution.
- ▶ Demonstrate commitment by holding everyone accountable through program reviews and personnel reviews.
- ▶ Support diversity and equity goals explicitly in the campus budget (recruitment, retention, development, etc.)

# Curricular & Co-Curricular Transformation

**Educating Students to Live and Work Effectively in a Diverse, Global Society**



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## **Priorities from Portfolio Assessment**

- ▶ **Assessment of Diversity-Related Learning Outcomes**
  - ◆ Internal grant to support the development of assessments demonstrating the attainment of diversity learning outcomes
  - ◆ General education and major programs
- ▶ **Accountability for Diversity and Equity Efforts**
  - ◆ Annual reports
  - ◆ Tenure and promotion
- ▶ **Faculty Mentoring**
  - ◆ Cross-campus exchange
  - ◆ Training faculty on ways to infuse diversity and equity into the curriculum



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## Measures and Targets

- ▶ **Assessments of Diversity-Related Learning Outcomes**
  - Recognition of personal cultural traditions and appreciation of other cultures
  - NSSE and other existing surveys with designated diversity items
  - Study abroad program evaluation
- ▶ **Accountability for Diversity and Equity Efforts**
  - Incorporation and connection of student organizations representing diverse populations with the campus-at-large
  - Revisions to tenure and promotion process
  - Rewards for strides to include diverse perspectives in and out of the classroom
- ▶ **Faculty Mentoring**
  - Extent and use of diversity-related resources for faculty
  - Quantity and quality of meetings and workshops used to encourage curriculum review and change
  - Training future faculty (graduate students) via cross-campus exchange

## Improving Campus Climate

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A welcoming and inclusive environment for all students, faculty, staff, and members of the broader community



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## Campus Climate Defined

Students, faculty, & administrators perception of the institutional climate for different populations, and their experiences with campus diversity, and their own attitudes and interactions with various diverse groups (Hurtado, et al., 1998).



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## Perceptual Models

- ▶ Perceptual models are related to the individual students' perception and interpretation of the external world or environment (Pascarella & Terenzini, 1991; Walsh, 1978).
- ▶ Studies continue to show that Black students still report the most negative perceptions of the campus climate at PWIs (Ancis, Sedlacek & Mohr, 2000; Fisher & Hartmann, 1995; Reid & Radhakrishnan, 2003).
- ▶ Furthermore, Reid & Radhakrishnan (2003) agreed that individuals can and do experience the same school in dramatically different ways because of race. While the individual perceptions are subjective, collectively they can define the culture or environment.



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## Factors Contributing to Diverse Campus Climate

- ▶ Historical Legacy of Inclusion or Exclusion
  - ▶ Structural Diversity
  - ▶ Psychological Climate
  - ▶ Behavioral Dimension
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- ▶ Hurtado, S., Milem, J.F., Clayton-Pederson, A.R., & Allen, W. R. (1998). Enhancing campus Climates for Racial/Diversity: Educational policy and practice. *The Review of Higher Education* 21, 279-302.



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## Historical Legacy of Inclusion or Exclusion

- ▶ Was there resistance to segregation?
- ▶ What is the mission of the institution and how inclusive is it today?
- ▶ Are policies conducive to attracting, retaining and graduating students of color, women, etc...?
- ▶ These questions help define the legacy of an institution.



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## Structural Diversity

- ▶ Structural diversity refers primarily to the numerical representation of various diverse groups on campus
- ▶ Environments with high proportions of majority students provide limited opportunities for interaction with diverse groups limit students' learning experiences with diverse groups.



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## Psychological Climate

- ▶ The ability to assess individual views of group relations, gauge institutional responses to diversity, understand perceptions of discrimination or conflict and attitudes held toward others from diverse backgrounds are important to understanding the psyche of campus climate.



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## Psychological Climate

- ▶ In addition, it is important to develop positive campus attitudes and reduce prejudices on college campuses. Students may often exhibit greater openness to change in social and political attitudes while in college, so colleges have an excellent opportunity to affect change in students' attitudes through student peers, faculty influence, and structured education programs



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## Behavioral Dimension

- ▶ Social interaction across diverse groups, campus involvement and class room diversity influence the behavioral dimension

# Representational Diversity

## Influencing the Human Landscape of our Campuses



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### Priorities from Portfolio Assessment

- ▶ Recruitment, academic achievement, persistence and graduation of a diverse student body
  - ◆ Innovative recruitment strategies
  - ◆ Increased equity and access
  - ◆ Mentoring and support programs
- ▶ Recruitment, retention, advancement, recognition and promotion of faculty, staff, and senior level administrators from less represented populations
  - ◆ Do business “unusually” (C. Turner, 2002)
  - ◆ Partnerships/collaborations
  - ◆ Support for career enhancement and advancement
- ▶ Increased access and use of women and minority owned businesses



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## Measures and Targets

- ▶ Recruitment, academic achievement, persistence and graduation of a diverse student body
  - ◆ Increase number of scholarships and other financial aid programs
  - ◆ Reflective of service areas
- ▶ Recruitment, retention, advancement, recognition and promotion of faculty, staff and senior level administrators from less represented populations
  - ◆ Review hiring practices, policies and procedures
  - ◆ Revamp search processes
  - ◆ Landscape of the professoriate and senior level leadership is altered to reflect the student population
- ▶ Increased access and use of women and minority owned businesses