IU SOUTH BEND DIVERSITY PLAN

DIVERSITY VISION STATEMENT

Indiana University South Bend, an urban, public, comprehensive university strives to nurture and sustain a teaching, learning and working environment that fosters respect for each individual and honors the differences among all people. These include, but are not limited to, race, ethnicity, gender, age, socio-economic class, national and regional origin, disability, sexual orientation and religion. As an intellectual community of scholars and learners we recognize and appreciate the common humanity that each individual shares. In so doing we commit to the following principles:

- We will respect and appreciate all manifestations of diversity.
- We will develop a sense of community that is inclusive of all people.
- We will honor and celebrate the contributions of all groups as we create, disseminate, preserve, and apply knowledge.
- We will foster intercultural and cross-cultural dialogue among all groups.
- We will pursue a genuine understanding of the unique differences our shared humanity.
- We will work affirmatively in the recruitment and retention of faculty, staff and students from disadvantaged and underrepresented groups and develop quantifiable measures of success.
- We will commit to social justice and equality.

Gladly acknowledging that we live in a pluralistic society that is multi-racial and international and multi-faceted in lifestyle, we have a genuine desire to ensure that groups feel empowered to exercise their individuality. These principles underscore our central mission of teaching and learning and are vital to our liberal arts mission. They also serve as the foundation for promoting the economic, social and cultural well-being of our region.

Adopted by the Ad-Hoc EMA Diversity Committee/December 13, 2007

IU South Bend Diversity Plan Goals for Institution Leadership & Commitment

Indiana University South Bend draws from and has representation from a rich diversity of the population of north central Indiana and southwestern Michigan. This region has populations of Native Americans; African Americans; Hispanic -, Polish-, Italian-, Hungarian-, and Asian-Americans. In addition, the campus has about 200 international students each year, and the South Bend English Institute (housed on the IU South Bend campus) has up to thirty international students enrolled in each of several sessions throughout the calendar year. The campus has a history of drawing non-traditional age students, particularly to its General Studies undergraduate program and Business and Education graduate programs. Additionally, strong connections to the community have already been built around such programs as the annual *Conversations on Race*, and campus involvement in the South Bend Natatorium project. This regional and historical context can be leveraged to build campus diversity and highlight the campus' strengths.

Key elements of the development of diversity as part of the campus identity include drawing existing diversity initiatives together into a cohesive program through the re-organization of responsibilities and positions under an Office for Diversity, marketing of diversity as a key characteristic of the campus, and supporting curricular and non-curricular initiatives. Campus diversity efforts are many but diffuse and communication regarding programs and practices aimed at enhancing minority attainment is lacking. As a result, certain departments, programs, academic units, and individual faculty and staff may not be aware of what their colleagues are doing to enhance minority attainment on campus. This may lead to duplication of services, poor linkages between diversity initiatives, and unaddressed areas in our diversity efforts. There are no new funds for diversity efforts unless grants or philanthropic funds are received. Nonetheless, current programs can be identified and consolidated for greater efficiency while Public Affairs and University Development seeks additional funding.

Making diversity a priority on campus will benefit the campus and the community by drawing greater numbers of students with rich cultural backgrounds to a supportive academic environment, in which we seek to understand and celebrate diversity as a strength.

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GOALS, ACTION STRATEGIES, & OBJECTIVES	TIME FRAME	FISCAL NEEDS	CHALLENGES	ASSESSMENT STRATEGIES & PROCEDURES	PERFORMANCE INDICATORS & ACCOUNTABILITY					
	Institutional Leadership and Commitment									
	GOAL 1: Est	ablish divers	ity as a campus	priority.						
Objective 1.1: Public Affairs and University Development will make broader diversity part of the campus identity for marketing, including traditional students, diverse faculty & staff, international students, and using the campus website.	By June 30, 2008	No additional funds	Prioritizing funds	Check NSSE for questions related to campus climate and add, if necessary.	Increases in reported diversity; changes in NSSE results					
Objective 1.2: The Campus Directions Committee will include diversity in the campus Strategic Plan.	2009	None	Presenting and having accepted as part of the Strategic Plan	Completion of monitoring plan	Presence of diversity in the Strategic Plan					
Objective 1.3: The campus will support diversity awareness workshops for faculty, staff, and students through UCET, Student Services, Student Government, and Administrative & Fiscal Affairs.	2008 -	Varies	Various units must be willing to plan and present workshops on a continuing basis. Funds must be prioritized.	The number of diversity awareness workshops increases.	Year end reporting of activities by Affirmative Action					
Objective 1.4: The Office of Affirmative Action will communicate the annual report on affirmative action and diversity activities broadly.	Annually	No additional funds	None	Broader campus and community awareness of affirmative action and diversity activities	Year end reporting to Chancellor					



Institutional Leadership and Commitment

GOAL 2: Develop the appropriate adiministrative organization to lead, facilitate and monitor diversity initiatives on the IU South Bend campus, and coordinate with university initiatives.

Objective 2.1: The Chancellor's Cabinet will conduct a systems analysis on the support and initiatives we now have in place for diversity (checking against the Affirmative Action annual reports), determine the effectiveness of each, and use the results to guide diversity initiatives.	2008	None	None	Results included in Vice Chancellors' annual reports	Campus communication of results
Objective 2.2: The Chancellor's Cabinet will review the current administrative structure to consolidate positions and responsibilities into an Office for Diversity to facilitate diversity monitoring, activity, programs, initiatives, etc.	2008	None	Resistance to restructuring	Completion of plan	Assessment of diversity activities within a new structure



Institutional Leadership and Commitment

GOAL 3: Provide funding to recruitment and retention of minority faculty, staff and students; and to support programs on diversity.

Objective 3.1: Academic Affairs, Student Affairs, and Administrative & Fiscal Affairs will review funding and effectiveness of current diversity initiatives.	2008	Unknown	Resource constraints	Determine impact of instituted changes	Completion of task & communication to campus
Objective 3.2: The Chancellor will establish permanent funding for diversity programs having long-term commitments.	AY 2009-10	Unknown	Resource constraints	Completion of established budgets	Communication to campus
Objective 3.3: Public Affairs and University Development will seek grant or philanthropic funding sources for particular initiatives.	Ongoing	None	Prioritizing of fund development	Monitoring objectives	Increased numbers of funded activities

GOAL 4: Academic Affairs and Administrative & Fiscal Affairs will review recruitment, hiring, salary and promotions to determine the current status and areas in which there may be equity or diversity issues to address, or achievements to report.

2008-09	None	None	Evaluations of results	Implementation of changes in hiring as a result of findings
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GOALS, ACTION STRATEGIES, & OBJECTIVES	TIME FRAME	FISCAL NEEDS	CHALLENGES	ASSESSMENT STRATEGIES & PROCEDURES	PERFORMANCE INDICATORS & ACCOUNTABILITY
	Curricul	lar & Co cur	ricular Transfo	rmation	
Goal 1: Off	<mark>er courses focus</mark> e	d on diversity	and globalization	in the graduate	curriculum
Objective 1: Do an inventory of current coverage of diversity and globalization in the graduate curriculum.	By May 2008.	None.	None	Graduate Council will review the inventory.	Associate Vice Chancellor for Graduate Programs and Research will oversee this objective.
Objective 2: Target programs that don't have enough coverage and identify where development is needed. Begin discussions with Graduate Program Directors and faculty about how to remedy the situation.	Have a discussion in fall 2008. Develop initiatives in spring 2009.	None.	Faculty time. Limit on what one can be included because of curricula.	Students are demonstrating an awareness of diversity and globalization. Each targeted program has developed a plan.	Associate Vice Chancellor for Graduate Programs and Research will oversee this objective. 100% participation by graduate programs.
Objective 3: Ensure that ideas related to diversity and globalization permeate throughout programs. Encourage study abroad programs to help with this initiative.	Implement during 2008- 2009 academic year.	International Programs Chancellor's Grants and other grants secured by Vice Chancellor for Graduate Programs and Research.	Faculty time and funding.	Student learning outcomes are clear and supported. Students have learned about diversity and globalization which is then incorporated into various aspects of their knowledge, work, and life.	Associate Vice Chancellor for Graduate Programs and Research will oversee this objective. Each unit will successfully implement the plan.

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Goal 2: Offer courses for	cused on diversity and	globalization in the unde	ergraduate curriculum
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Objective 1: Do an inventory of current coverage of diversity and globalization in the undergraduate curriculum.

Objective 2: Target programs that don't have enough coverage and identify where development is needed. Begin discussions with deans and faculty about how to remedy the situation.

Objective 3: Ensure that ideas related to diversity and globalization permeate throughout programs. Encourage study abroad programs to help with this initiative.

By May 2008.

Have a discussion in fall 2008. Develop initiatives in spring 2009.

Implement

year.

during 2008-

2009 academic

None.

International

Chancellor's

Grants and

other grants

secured for

students.

undergraduate

Programs

None.

on what one can be included because of curricula.

Faculty time. Limit

None

Faculty time and funding.

Deans will review the inventory.

Students are demonstrating an awareness of diversity and globalization. Each targeted program has developed a plan.

Student learning outcomes are clear and supported.
Students have learned about diversity and globalization which is then incorporated into various aspects of their knowledge, work, and life.

Vice Chancellor for Academic Affairs will oversee this objective.

Vice Chancellor for Academic Affairs will oversee this objective. 100% participation by graduate programs.

Vice Chancellor for Academic Affairs will oversee this objective. Each unit will successfully implement the plan.

Goal 3: Strengthen campus infrastructure to fulfill the strategic planning goals of enhancing diversity and providing global perspective.

Objective 1: UCET needs to establish workshops and resources to enhance diversity and globalization, and provide faculty colloquia to better understand best practices and for faculty to share their experiences.

During the 2008-2009 academic year.

Funds to conduct focus groups and possibly bring in experts in different areas.

Assess current funding and assess needs and challenges with the help of the Director of UCET.

Level of attendance and participation; review of how faculty use workshops to implement curricular change

Faculty participation levels; number and quality of curricular initiatives. UCET Director will oversee this objective Objective 2: The Jordan International Center would work with programs to establish study abroad and exchange opportunities. This could proceed through several stages - review current opportunities; develop a plan; implement the plan.

During the 2008-2009 academic vear.

Unknown

Funding and staffing needs of the Jordan International Center. Lack of scholarships. Coordination between Jordan Center and various programs.

Regular review of how study abroad and exchange opportunities increase global perspectives on campus

Number and quality of new study abroad and exchange programs; Director of International Programs will oversee this objective.

Goal 4: Campus wide coordination of diversity events including student club activities. Improved planning, scheduling, and advertising in order to increase participation.

Objective 1: Create a student, faculty committee to audit current resources and practices in conjunction with the office of special events in order to develop a campus wide events coordination plan.

Objective 2: Enhance academic cocurricular activities in the area of diversity Representation from all divisions and relevant student service offices - Spring 2008. Audit: By May 2008. Coordination Plan: By

December 2008

Audit current practices and offerings by mid semester spring 2007 and develop plan for implementation fall 2008 None.

modest funding to help/ encourage departments to bring speakers to campus Challenges
associated with a
diverse group
coming together
and compromising
on certain things.
Diversity issues
cannot be
addressed without
addressing the
structure.
Diversity would be
served by a better
plan.

getting buy in from all schools/departments

In the year after implementation, faculty and staff will be surveyed about ease of use of coordination functions and survey will be done to see if all campus events are reflected on centralized calendar.

number of faculty that have made curricular changes, the increase in academic cocurricular activities, and event participation

Assess the

Vice Chancellor for Academic Affairs and Vice Chancellor for Student Affairs and Enrollment Management will oversee this objective. Efficient use of resources, including attendance.

Vice Chancellor for Academic Affairs will oversee this objective. Increase academic co-curricular activities in the area of diversity by 25%.

Objective 3: Improve coordination between curricular and cocurricular activities. Develop an adminstrativite structure in the various units for reporting events for posting on a centralized calendar

By December 2008.

Work-study funding to post signs, and advertising in the media and community. Last minute planning of events. Limited communication of various cocurricular activities. Monitor event attendance, monitor publicity rates (press coverage, websites, bulletin boards used, etc.), and monitor number of faculty making curricular connections.

Vice Chancellor for Academic Affairs and Vice Chancellor for Student Affairs and Enrollment Management will oversee this objective. Efficient use of resources, including attendance. Event attendance increases 5% and a 5% increase in faculty linking events to their syllabi.

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Campus Climate

Diversity sub-committee: Ivan Blount, Cathy Buckman, April Lidinsky (chair), Linda Lucas, John Novak, Charlotte Pfeifer, De' Bryant

Context: "Campus climate" might be less easy to define and evaluate than some other aspects of diversity. And it may, or may not, fall into the "I can't define it but I recognize it when I see it" category. With our charge to set specific coals for strengthening the campus climate in relation to diversity, our sub-committee has tried to point to some of the ways we can make the campus climate "visible" – to name some of the activities and manifestations in different parts of our campus of a healthy attitude toward diversity that many of us are likely to "feel," but may not yet be able to name.

We appreciate the richness of the definition of diversity set out in the 2005 *Strategic Plan*: "the variety created in any society by different social locations, different points of view, and different ways of making sense out of the world comprise 'diversity.' Diversity includes, but is not limited to: race, ethnicity, sexual orientation, age, (dis)ability, religion, social class, and status as a first generation college student." Our sub-committee's work has picked up on a number of these themes, but our conversations are really just the beginning of an important discussion that should take up all these categories, as well as thinking beyond them.

A desire for a healthy campus climate with regard to diversity is a strong thread running through the "Bridge to the Future" *Self-Study* report of fall 2007. This report notes, for example, "The Office of Campus Diversity has been in existence for over a dozen years and has arranged an impressive array of diversity programming for the campus during that time period, including the nationally recognized 'Conversations on Race'" events (4:12). Further, "the university also reaches out to the campus and community through the Midwest Black Man's Think Tank ... campus table talk sessions, town hall meetings, and lectures offered by the Office of Campus Diversity" (4:12). Global awareness is an important part of enriching consciousness of diversity on our campus, and the report details ways programming, curricula, and study-abroad opportunities enrich the campus climate.

The possibilities of campus housing to be a place that fosters an open and affirming attitude toward diversity is another theme in the *Self-Study* report, and plays a role in a number of the goals our committee set forth. Similarly, the *Self-Study* mentions the importance of student clubs "through the office of Student Life [which have] provided space for authorized special interest groups, including the Gay-Straight Alliance, to organize campus events" (7:49). Our goals reflect this interest in including students, staff, and faculty in engaging in diversity-fostering activities in all the campus spaces.

The EMA Partner Site Visit Evaluation largely praised the campus climate:

Overall campus climate is safe, accepting, and tolerant of diverse views. The presence of international students provides backgrounds, experiences, and cultural differences that are different and promotes new student learning opportunities.

IUSB vigorously engages the university and local community to dialogue on difficult and complex issues such as discrimination, religious conflict, gender issues, poverty and environmental concerns to foster better understanding and develop practical solutions.

The camaraderie among underrepresented student groups is strong and that bodes well for the campus.

The challenges they listed were the following:

Limited participation by administrators, deans and faculty in student events that are sponsored by underrepresented student groups.

Lack of exposure and limited understanding of diversity of entering freshmen.

Insufficient funds to develop, maintain, and support programs.

No Greek fraternities of sororities.

It was mentioned several times throughout the visit that South Bend is a conservative community, which can present a challenge related to diversity efforts.

Goals and Objectives

We wish to emphasize that while our discussions were rich and optimistic, they are preliminary. We began our discussions with the EMA Partner Site Evaluation. The "limited understanding of diversity of entering freshmen" led us to inquire into the ways Freshman Orientation addresses this topic, and indeed it is part of the orientation discussions. This is something a future group might return to, but we were reminded of how much information is thrown at incoming students, and wish to be cautious about seeing Orientation as a time for in-depth discussions of diversity.

While we are not likely to gain Greek fraternities or sororities any time soon, the new campus housing will provide opportunities for community, and could be places where service fraternities will further enrich campus life.

The goals we have begun to flesh out on the chart are as follows:

Goal 1: Increase participation by administrators, deans, faculty and students in campus events that promote diversity. Our objectives address the possible resistance to campus engagement and suggest a range of ways incentives might be offered for increased participation in university life. We feel strongly these must not be seen as mandates; carrots rather than sticks is our suggestion.

Goal 2: Establish a higher budget priority to diversity-promoting programs. Strengthen traditional and non-traditional funding sources for diversity initiatives. We have not yet fully developed this goal, but in such belt-tightening times for our university budget, it is essential to

think creatively about grants and other outside funding opportunities to support programming and initiatives.

Goal 3: Support groups on campus devoted to developing support networks for Gay, Lesbian, Bi-Sexual, Transgendered students, faculty, and staff. Given a current campus "Safe Zones" initiative by and for GLBT and allied straight faculty, staff, and students, this goal is already well on its way to being realized.

Goal 4: Ensure housing provides safety, support, and services necessary to foster opportunities for social interaction among diverse populations. This important goal will need attention from the new housing director, campus police, and possibly the counseling center and other resources on campus. We are optimistic about the possibilities of campus housing to provide enriching space for campus diversity.

Goal 5: Improve the integration of international students into the life of the university community. Increasing numbers of international students, increasing opportunities for our students to study abroad, and our increasingly global General Education requirements and other curricula make this a promising moment to design programming and activities to draw international students into the heart of the university community, and to provide opportunities for students to learn from one another's experiences and backgrounds.

Finally, our committee feels strongly that if we truly believe diversity is central to how we do business at IU South Bend, we need to give the Office of Diversity more resources and create a *full-time position* for the Director of the Office of Diversity, with an accompanying support staff. This important point is part of the Leadership and Commitment section of this report, but we wish to echo this crucial argument as our closing point, since a full time person in this position is essential to the success of the goals and objectives we have set out in these materials on campus climate.

Goals, Action Strategies, & Objectives	Time Frame	Fiscal Needs	Challenges	Assessment Strategies & Procedures	Performance Indicators & Accountability
	ase participations that promote	•	ators, deans, f	aculty and stud	ents in
Objectiv	e 1.1: Promote inc	entives for stude	nts, faculty and s	taff to attend such	events.
	Phased in after discussions with faculty and staff.	Perhaps none	Getting faculty and staff on board.	Feedback sheets from events.	NSSE data.
	e 1.2: Increase car lous privileges and	-	•	s that promote aw	vareness of
	Phased in after discussions with faculty and staff.	Unclear.	Getting faculty and staff on board.	Feedback sheets from events.	NSSE data.
Objectiv themes.	e 1.3: Draw on U	CET's willingnes	s to offer pedago	gy workshops with	n diversity
	Phased in after discussion with UCET.	Perhaps none	Perhaps none.	UCET's discretion.	UCET feedback sheets
	olish a higher bu aditional and n				
Objectiv	e 2.1: See above.				
	Begin discussions immediately about grant-writing and other sources of funding.	Not yet clear; it depends on programming, and willingness to share costs between internal and external university sources.	Everyone's budget is strapped.	Not yet developed.	NSSE data, perhaps collected at the sophomore year as well as for exiting seniors, may help measure the results of better funding of diversity programming.

Goal 3: Support groups on campus devoted to developing support networks for Gay, Lesbian, Bi-Sexual, Transgendered students, faculty, and staff.

Objective 3.1: Develop "Safe Zones" training and awareness programs on campus to create opportunities for dialogue about the diversity of sexual identities on campus.

	.		oj or sendur rucirer	ues on campus.	
	Training for trainers in Spring '08; by Fall '08 have trained, designated trainers for regular GLBT- awareness sessions.	Trainers from Ft. Wayne cost \$400.00. Further costs: travel, stickers and other publicity and training office supplies.	Willingness of staff, faculty, and students to exert leadership. (An ad-hoc committee is already leading this initiative with enormous energy; consider making this a more permanent campus committee.)	Develop a pre and post "Safe Zones" assessment tool.	NSSE and other assessment tools. Gather info from HR, Affirmative Action office, and other sources.
	e 3.2: Designate c e what this means.				
	By Fall '08.	Minimal – for publicity stickers and flyers.	Willingness of faculty and staff.	Develop a pre and post "Safe Zones" assessment tool.	NSSE and other assessment tools. Gather info from HR, Affirmative Action Office, and other sources.
Objectiv	e 3.3: Ensure GLF	BT identity is incl	uded in a range of	f course offerings	•
	Purview of curricular-co-curricular transformation.	Purview of curricular-co-curricular transformation.	Purview of curricular-co-curricular transformation.	Purview of curricular-co-curricular transformation.	Purview of curricular-co-curricular transformation.
Objectiv	e 3.4: Support the	student group th	e Gay-Straight al	liance	
	Now.	None.	Willingness of staff, faculty, and students to exert		Is club flourishing? Are other offices on

Goal 4: Ensure housing provides safety, support, and services necessary to foster
opportunities for social interaction among diverse populations.

Objective 41.	Emanua dimandi	y-minded safety	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		h
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Objective Till		y miniaca saicty	, bupport and	i bei viceb iii euii	ipus mousing.

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Have programs in place before housing opens. (See Hanover Research report of Oct. 2007 for ideas about accommodating and supporting diverse populations in housing.	To be developed by campus police, housing director, and related campus resources.	Training time and resources.	Purview of campus housing director, campus police, and others.	Not yet developed

Objective 4.2: Create initiatives for diversity-themed social, informational, and educational events housed in student residences.

	See 5.1, below.				
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GOAL 5: To improve integration of international students into the life of the university community.

Objective 5.1: Develop a plan to integrate international students under the auspices of housing programming.

Start-up the first semester campus housing opens. Utilize housing staff. Include training in staff and student RA orientation To identify both curricular and extracurricular goals.	evaluations for curricular goals.	Professor of Record to submit final evals of curricular goals.
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Objective 5.2: Develop an initiative using the arts (visual, music, theater, spoken word) to depict stories and images.

prior to startup of artist	rchase Identify a Professor of Record to develop and monitor curricular goals.	Standard class evaluations for curricular goals. Instruments to evaluate service- learning goals for extracurricular goals.	Housing staff and student RAs to facilitate public exhibit of creative works.
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	One semester	None	Coordination	Standard class	Professor of
	prior to startup of housing	None	with other campus diversity initiatives to avoid duplication of effort.	evaluations for curricular goals. Instruments to evaluate service- learning goals for extracurricular goals.	Record to submi final evals of curricular goals.
Objective compone	e 5.4: Identify intent.	ernational studen	ts to work with re	sidential students	s on the creative
	No later than Week #3 of the semester.	None	To organize opportunities for international and resident students to interact and build into these times opportunities for work on the artistic component.	Instruments to evaluate service-learning goals for extracurricular goals.	Housing staff and student RAs to facilitate public exhibit of creative works.
Objective	e 5.5: Establish lin	nks with local art	community, both	mainstream and	counterculture
	One semester prior to startup of housing	In-kind exchanges such as exhibits in the Gallery in exchange for commitment to arts initiative in housing.	Coordination and recruitment to ensure deep penetration into the marginalized arts community as well as the mainstream. Identifying international artists, thespians, singers, etc.	Monitor scope and depth of arts roster each semester. Identify areas of weakness and seek artists to bolster the network.	Housing staff and student RAS to facilitate public exhibit of creative works.
Objective	e 5.6: After a trial	period, incorpor	ate arts model int	o larger campus	initiative.
	Two years after implementation.	Unknown	Coordination with other campus diversity initiatives to avoid duplication of effort.	Adoption by other campus entities.	Professor of Record to monitor curricular goals.

Representational Diversity

PART II: GOALS, ACTION STRATEGIES & MEASURABLE OBJECTIVES

For each of the four dimensions of diversity and equity, identify campus-specific goals, action strategies, and measurable objectives addressing each of the following:

- A. Goals and Objectives
 - Short term (e.g., six months, one semester, one year)
 - Long-term (e.g., 3 years, 5 years)
- B. Challenges
 - Barriers
 - Points of intervention
- C. Time Frame/Chronology for Actions/Initiatives
 - Short term (e.g., six months, one semester, one year)
 - Long-term (e.g., 3 years, 5 years)
- D. <u>Fiscal Needs</u> (implications for campus level budget construction)
 - External
 - Internal (re-allocation of resources)
- E. <u>Assessment Strategies and Procedures</u>
 - Surveys, interviews, existing trends/patterns
 - Responsibility (office, department, specific personnel)
- F. <u>Performance Indicators and Accountability</u>
 - Desired results/patterns

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1. Representational Diversity

- Identify campus goal
- Document barriers (challenges) and identify points of intervention
- Develop measurable objectives with campus-specific benchmarks, strategies, performance indicators (outcomes), timelines, and accountability (across programs, departments and schools) for recruitment, retention (persistence), and advancement

Students

o Campus Leadership

o Faculty

Business Partners

- Staff
- Development methods for expanding the K-12 pipeline through local community outreach and support to schools and community-based organizations
- Develop methods to track and assess short/long-term campus performance
- Discuss fiscal needs and implications for campus level budget constructio

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GOALS, ACTION STRATEGIES, & OBJECTIVES	TIME FRAME	FISCAL NEEDS	CHALLENGES	ASSESSMENT STRATEGIES & PROCEDURES	PERFORMANCE INDICATORS & ACCOUNTABILITY	

Representational Diversity

GOAL 1: To increase representation of under-represented students by 5%, faculty by 7.5%, and staff by a number to be determined through the following retention objectives

GOAL 1: To increase representation of under-represented students by 5%, faculty by 7.5%, and staff by a number to be determined through the following retention objectives	5 years	Unknown	Salary competitiveness	Mentoring of faculty and students	Representation of under- represented students increases by 5%, faculty increases by 7.5%, and staff by a number to be determined
Objective 1.1: Restore functions of Making the Academic Connection Director/ African American Recruitment/ Retention position.	6 months	To be determined	Running a successful search that draws in a pool of highly qualified candidates	Position is filled and Director is running a program that is reaching significant numbers of students	Retention of underrepresented students rises to level of general population
Objective 1.2: Explore feasibility of obtaining Title 6 funding for retention.	1 year	Time from a staff member or possibly faculty	Competing responsibilities for Vice Chancellor for Research	Title 6 information is obtained and given to Diversity Committee	Title 6 funds are obtained for retention or it is determined that we are not eligible

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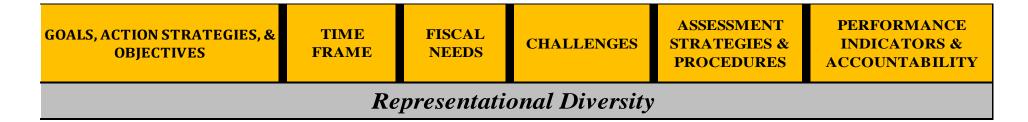
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GOALS, ACTION STRATEGIES, & OBJECTIVES	TIME FRAME	FISCAL NEEDS	CHALLENGES	ASSESSMENT STRATEGIES & PROCEDURES	PERFORMANCE INDICATORS & ACCOUNTABILITY	
Representational Diversity						

Objective 1.3: Educate faculty advisors and staff on cultural awareness on how to create a welcoming and inclusive climate (making personal contact and asking questions of students) through diversity training and student-focused service.	2 years	Time for trainer (could be professional staff) and for training	Competing responsibilities of faculty advisors and staff	The majority of faculty advisors and staff are trained in cultural awareness	Underrepresented students understand the advice of their advisors better and are more successful and therefore are retained at higher rates
Objective 1.4: Structured, goal-setting program for under-represented students. Could be modeled on program for student athletes and/or the model of linked classes.	2 years	Professional Staff time for coordinating such as program	Difficulty of coordinating student schedules with their work and family responsibilities	Majority of underrepresented students are in a structured, goalsetting program	Underrepresented students have higher GPAs and withdraw from fewer classes
Objective 1.5: Implement recommendations of Retention Task Force.	3 years	None	Difficulty of coordinating and assessing all recommendations	Retention Task Force recommendations have been carried out.	Retention of underrepresented students rises to level of general population

GOALS, ACTION STRATEGIES, & OBJECTIVES	TIME FRAME	FISCAL NEEDS	CHALLENGES	ASSESSMENT STRATEGIES & PROCEDURES	PERFORMANCE INDICATORS & ACCOUNTABILITY	
Representational Diversity						

Objective 1.6: The appropriate staff should communicate with faculty and staff regarding best practices for retention of underrepresented students.	2 years	None	Difficulty of reaching all faculty and staff	80% or more of faculty and staff are aware of MAC program and best practices for retention of underrepresented students	Chairs of departments and heads of staff report in meeting minutes or chairs meetings that information has been given
Objective 1.7: Mentoring and professional development of African American and Hispanic faculty and staff should be a priority.	2 years	Time of tenured faculty and experienced staff	Competing responsibilities of faculty	Underrepresented faculty are aware of step-by-step ways they can achieve publications and documentation of teaching excellence.	Underrepresented faculty receive tenure and promotion, and underrepresented staff are promoted or receive high evaluations for performance.
Objective 1.8: Look at withdrawal policy, training in how to apply for scholarships, early warning as areas where students could be assisted.	1 year	None	Difficulty of reaching students by email or phone	Underrepresented receive fewer unearned or earned Ds and Fs	Underrepresented students' gpas rise



GOAL 2: To increase representation of under-represented students by 5% and faculty by 7.5% and staff by a number to be determined through the following recruitment objectives

GOAL 2: To increase representation of under-represented students by 5% and faculty by 7.5% and staff by a number to be determined through the following recruitment objectives	5 years	Unknown	Salary competitiveness	Visits to Howard University, ads in minority publications, personal contacts	Achievement of goals
Objective 2.1: Study the recruitment process of students, faculty and staff and see how it could be improved.	1 year	Time of various Vice Chancellors	None	A report is done.	Vice Chancellors and administrators such as Deans and Directors have and read report and begin to implement its recommendations
Objective 2.2: Restore functions of Making the Academic Connection Director/African American Recruitment/Retention position.	6 months	See salary and benefits about (same position)	Same challenges as above	Position is filled by highly qualified person	Recruitment program is up and running in high schools, and African American recruitment officer visits them regularly.

GOALS, ACTION STRATEGIES, & OBJECTIVES	TIME FRAME	FISCAL NEEDS	CHALLENGES	ASSESSMENT STRATEGIES & PROCEDURES	PERFORMANCE INDICATORS & ACCOUNTABILITY	
Representational Diversity						
Objective 2.3: Make sure recruiters have an understanding of students and community in this region.	1 year	Staff time for research and training of out-of-town hires in underreprese nted student recruitment positions	Competing responsibilities of admissions staff	Briefings on local students and community are held with relevant staff	Recruiters are more at ease with local students, and more underrepresented students apply and are admitted.	