



Diversity Mapping Report Indiana University Southeast (IU Southeast)

A) Diversity Mapping Project Undertaken:

Through a methodology known as “diversity mapping,” Halualani & Associates examined all of the diversity efforts created and implemented by Indiana University Southeast (hereafter IU Southeast) from January 1, 2010 through December 2015. Such a mapping is similar to “asset mapping” or an analytical process through which a past record of activity is examined in order to identify strengths, resources, and untapped opportunities. In such a mapping, a “diversity effort” was defined as “any activity or program that promotes the active appreciation of all campus members in terms of their backgrounds, identities and experiences, as constituted by gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation and language, among others, as well as any activity or program that brings together any of these aspects.”

B) Key Findings:

Through the diversity mapping analysis, we conclude that **IU Southeast has produced a significant record of activity in diversity, equity, and inclusion efforts in the last five years.** Specifically, we found the following:

- **IU Southeast has demonstrated a commitment to diversity through completed diversity efforts and activities.** More specifically, IU Southeast has engaged in 220 diversity efforts over the last five years. This amount is equivalent to what we have typically found in the last eight years for larger-sized colleges and universities that house approximately 18,000 - 25,000 students. While the quantity of efforts reflects on IU Southeast’s diversity and inclusion “work,” the fact that 95% (209) of these diversity efforts are primarily focused on diversity or centrally designed to promote and address diversity, inclusion, and or equity, indicates that IU Southeast’s diversity efforts are of higher quality and represent much more than “diversity window-dressings.”
- **All of IU Southeast’s main divisions are involved to some degree in its diversity efforts.** We note that the examined diversity efforts were distributed across all campus divisions but with the “heavy lifting” from the Office of the Chancellor (46%, 102) and Enrollment Management & Student Affairs (34%, 75), followed by Academic Affairs (14%, 31). Moreover, 41% (89) of IU Southeast’s diversity efforts are initiated by its main division offices and its next level units. This indicates that the diversity efforts originated at the larger or close-to-the main division structure (Office of the Chancellor, Enrollment Management & Student Affairs, Academic

Affairs) and thus, means that diversity efforts are being centrally enacted and institutionalized.

- IU Southeast has contributed a multitude of diversity effort types while also pursuing a diversity-centered strategic focus.** Our diversity mapping analysis revealed that over the last five years, IU Southeast's diversity efforts are mostly events (30%, 66), financial aid/scholarships (16%, 36), student organizations (13%, 28), and trainings/workshops (12%, 26). The remaining 29% of diversity efforts are spread out across 18 different themes. So, while there has been a variety of diversity efforts engaged in, IU Southeast has not approached diversity and inclusion work in the same way as many other campuses or through "activity-itis," or a state when diversity efforts and practices are implemented but without any target goals or designated directions. Instead, IU Southeast has contributed diversity efforts through a specific diversity vision as reflected in its university-wide strategic plan's (IU Southeast's Strategic Plan, 2010 - 2015, The Key to Continued Educational Quality and Growth with Distinction) Goal 3 ("Embracing Diversity") which prioritizes the following: a commitment to diversity, equity, and internationalization (Objective 3.1), curriculum (Objective 3.2), and climate (Objective 3.3). We find the strategic focus and set of actions to be impressive and laudable within the last five years. (Although it is not fully clear as to what has been achieved through that diversity-centered strategic goal and thus, there needs to be a conclusive assessment of achieved actions with regard to that goal.) Our time series analysis did identify that there was a significant amount of diversity efforts that recurred and were institutionalized from 2010 to 2015 and there were more diversity efforts that highlighted sexual orientation and internationalization from 2010 to 2015.
- IU Southeast's commitment to and action towards diversity and inclusion over the last five years, has been internally motivated.** 98% (215) of IU Southeast's diversity efforts derive from an intrinsic and proactive impetus; meaning, that IU Southeast has indeed taken the initiative to implement diversity efforts on its own volition and because of its declared importance.
- IU Southeast is strongly positioned in a diversity action stage with an "eye" towards diversity impact assessment.** 94% (207) of IU Southeast's diversity efforts are squarely located in a diversity action (second order) stage (as opposed to being in just a diversity declaration or first-order stage). In order to reach the next level or third-order stage, IU Southeast should make sure that the aforementioned 94% (207) (second-order efforts) are actually assessed with concrete evidence so as to determine the impact of such efforts and that these efforts are linked to its desired strategic priority or goal (such as its most recent strategic plan's Goal 3 - Embracing Diversity). Given its attention to diversity strategy in the last five years (and a goal to make such impact assessment in its 2010-2015 plan), IU Southeast is well-positioned to achieve this and or bring such impact assessment to fruition.
- IU Southeast's diversity efforts are mostly specific group-focused as opposed to being overly "broad."** Approximately 68% (150) of IU Southeast's diversity efforts focused on and addressed the needs of specific groups (female students, students of color, historically underrepresented students, first-generation

students, students from low-income backgrounds, among others) while 32% (70) highlighted general, mainstream audiences (all students, all campus members). While diversity is inclusive and important for ALL students and campus members (and may often need to be framed in this way), it is also important for a portion of an institution's diversity efforts to speak to the specific needs of diverse groups given barriers to access and structured inequalities in that surrounding society that seep onto higher educational environments. IU Southeast has contributed diversity efforts that are inclusive of all campus members and speak specifically to the needs of diverse groups. However, we noted that these specific group-focused diversity efforts were mostly diversity-related student organizations and some campus resources. Thus, given the considerably low overall graduation rate (27.7%) at IU Southeast and the 10.9% graduation rate for African American students, we urge IU Southeast to create specific group-focused diversity efforts for diverse student retention-graduation (college completion) areas especially for African American students.

- **As a unique finding, IU Southeast's diversity efforts define and frame diversity in more complex and advanced ways than other campuses.** For example, IU Southeast's diversity efforts frame diversity mostly in terms of intersectionalities (22%, 166), race/ethnicity (21%, 155), international/global (11%, 84), and gender status (11%, 83). We typically see campuses framing diversity exclusively in terms of broad culture/diversity or international/global. In refreshing fashion, IU Southeast tops out its diversity effort framings in terms of intersectionalities (or the combination of multiple aspects of diversity in relation to one another — race/ethnicity, socioeconomic class, gender, sexual orientation) and race/ethnicity. Thus, IU Southeast stands in a unique position to feature complex constructions of diversity and culture outside of the classroom [which is highlighted by AACU (Association of American Colleges & Universities) as essential for students to experience a well-rounded education built around complex thinking, perspective-taking, and courageous dialogues around difference].
- **IU Southeast's efforts feature a blend of approaches to diversity with a major focus on the active appreciation of cultures and perspectives.** More specifically, 45% (98) of IU Southeast's diversity-related efforts represent active diversity, or efforts that develop, build, support, and promote the active appreciation of diversity at the university (programs, trainings/workshops, events, student clubs/organizations, strategic plans) while 38% (84) stand as inclusion-based efforts, or efforts that promote including and embracing all diverse groups into the campus doorways (Recruitment, Outreach, Hiring activities). Approximately 15% (32) of IU Southeast's diversity efforts highlighted a social justice lens or efforts that specifically name inequalities and power issues and work to address, examine, and dismantle these. These social-justice focused efforts engaged issues of sexual orientation and gender.
- **IU Southeast's diversity-related events mostly engage campus members (and students) on critical framings of diversity in terms of power differences, structured inequalities, and social injustices as well as perspective-taking.** For example, IU Southeast's diversity-related events mostly feature DELTA Level 5 - Evaluation-Critique of Power Differences (51%, 32) followed DELTA Level 4 - Advanced Analysis (40%, 25) as opposed to the lower DELTA levels. Thus, these

diversity-related events are having campus members participate in perspective-taking, the examination of cultural differences, and the identification of power differences and structured inequalities. This finding is extremely positive for IU Southeast given that most of the colleges and universities that we map, do not surpass the first three DELTA levels and usually feature only a small percentage of events that actually engage Levels 4 and 5. IU Southeast is therefore poised to powerfully shape an intellectually vibrant environment around topics and discussions of diversity on campus.

- **We highlight the following areas as optimal action zones for IU Southeast for the next five years:**
 - diverse undergraduate student recruitment (for all minority groups)
 - diverse graduate student recruitment (for all minority groups)
 - student retention and graduation for diverse groups
 - diverse faculty recruitment and retention
 - diverse staff recruitment and retention

C) Recommended Action Steps:

In terms of the delineated findings, we recommend the following next action steps:

Recommended Action Step	Target Population
1. Given the fact that its divisions and academic colleges have created individual stand-alone diversity plans (as evident from 2007) and that it has currently finished its most recent university-wide strategic plan, IU Southeast is at a crossroads at which it needs to decide if it should embark on creating and implementing a comprehensive stand-alone diversity strategic plan for the entire university and or if it create a diversity-goal area within its next university strategic plan.	All Campus Members
2. Identify key goals with set targets, milestones, and assessment outcomes (along with an assessment plan) for its next diversity strategy.	All Campus Members
3. Examine the extent to which IU Southeast's diversity strategy (through the most recent iteration of Goal 3 - Embracing Diversity) enables university-wide alignment and a centralized focus on diversity-related goals and objectives. If a more distributive model (through which individual divisions, programs, and units inhabit a diversity goal in their own ways) is at work, IU Southeast should ask itself what is the connective tissue among all divisions and units across the university. Is it a larger strategic vision or framework of broadly define goals? How will IU Southeast ensure that its varied diversity actions across all corners of its campus, are moving in the same direction and with the same momentum?	All Campus Members
4. Create incentives for more cross-divisional/cross-program collaborations on diversity efforts and activities in the next diversity strategic phase.	All Campus Members

Recommended Action Step	Target Population
5. Create more targeted diversity efforts for IU Southeast staff members in terms of their own diversity engagement and professional development.	Staff Members
6. Assess the key factors in the declining enrollment of diverse undergraduate and graduate students in the last five years (for e.g., in terms of surrounding regional declines, financial pressures, enrollment barriers).	Undergraduate Students, Graduate Students
7. Create a diversity strategic recruitment plan for undergraduate students and graduate students for the next five years.	Undergraduate Students, Graduate Students
8. Continue to focus on diversifying faculty for all minority and historically underrepresented groups. Such diverse faculty recruitment efforts should specify targets for each group and employ high-impact practices to diversify applicant pools and incentivize diverse faculty hires across departments and disciplines.	Faculty
9. Connect the rich and highly engaging array of diversity-related events to its curriculum (courses) so that students can experience meaningful diversity engagement inside and outside of the classroom in terms of perspective-taking, complex thinking, and courageous dialogues around difference and structured inequalities.	Students
10. Examine the extent to which diversity — as topic, core content, context, pedagogical approach, demographic — is incorporated throughout its undergraduate and graduate curricula (across all types of courses) and in terms of engagement and quality levels.	Students
11. Create specific, customized interventions for diverse student retention-graduation (college completion) that focus on academic support, social-emotional support, and belonging for first-generation and historically underrepresented students. High-impact practices should be incorporated for all diverse groups but especially those whose graduation rates are significantly below the overall graduation rate (27.7%) at IU Southeast for full-time beginners at the 6th-year graduation rate.	Undergraduate Students
12. Launch an analysis of why students leave IU Southeast before graduation through an exit survey, interview protocol, and or transcript analysis.	Students
13. Assess the campus climate at IU Southeast and the nature of campus inclusion and belonging via an annual, comprehensive, university-wide campus climate survey for all campus constituencies (students, staff, faculty, administrators) every two years.	All Campus Members

There is an accompanying infographic that is posted on the OVPDEMA website.

