



Diversity Mapping Report Indiana University Northwest (IU Northwest)

A) Diversity Mapping Project Undertaken:

From Fall 2015 through Spring 2016, Halualani & Associates conducted a diversity mapping of Indiana University Northwest (hereafter IU Northwest) that examined its diversity activities and efforts that were completed from January 1, 2010 through December 2015. This diversity mapping represents an evidence-based methodology through which to analyze an institution's record of action in relation to diversity and inclusion. In this mapping analysis, 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 Northwest has produced a solid record of diversity activity and efforts in the last five years, which constitutes a foundational base from which to take more strategic action on diversity and inclusion.** Specifically, we found the following:

- **IU Northwest has produced a solid record of *meaningful* diversity activity in the last five years.** More specifically, IU Northwest has produced 259 active diversity efforts. This amount is equivalent to the amount that we typically see for campuses with 18,000-25,000 students. Thus, IU Northwest has completed a record of diversity activity that is characteristic for a campus three times its undergraduate student size (5,848 as of Fall 2015). But, quantity is not the only important measure with regard to diversity efforts. Instead, the quality of these diversity efforts must be gauged in terms of the extent to which diversity plays a primary role in these efforts. 95% (245) of IU Northwest's diversity efforts were primarily focused on and centrally designed to achieve an aspect of diversity (i.e., diversification of students, faculty, staff; inclusion and belonging of specific diverse groups, and exposure to diverse perspectives and identities).
- **IU Northwest's diversity efforts demonstrate that IU Northwest approaches diversity and inclusion through a larger "team" or campus wide approach.** Meaning, all of the main campus divisions have contributed to the diversity activity within the last five years, with the Office of the Chancellor, IU Northwest (47%, 123), Academic Affairs (23%, 60), and Student Affairs/Student Services (22%, 57) as leading the efforts.

- **A significant portion of IU Northwest's diversity efforts are institutionalized and operated from the higher divisional/organizational levels .** For example, 46% (119) of diversity efforts have been permanent, recurring, and therefore, institutionalized over the last five years. 66% (170) of IU Northwest's diversity efforts are initiated by its main divisions and its next level units. This indicates that there is a level of institutionalization and resource investment on diversity and inclusion at the core power levels of the university.
- **IU Northwest's diversity efforts reflect a true, genuine, and self-imposed commitment to diversity and inclusion.** 98% (255) of the diversity efforts derive from an intrinsic/proactive source of motivation as opposed to an external/compliance or reactive/crisis source of motivation. This means that IU Northwest engages in diversity work because it is important to its community and mission as a university.
- **IU Northwest has engaged in diversity and inclusion efforts that are connected to larger Indiana University diversity efforts and initiatives.** Approximately 47 (18%) of the diversity efforts at IU Northwest were connected to larger Indiana University diversity efforts [driven by the Office of the President and Office of the Vice President of Diversity, Equity, & Multicultural Affairs (OVPDEMA)]. This finding indicates that IU Northwest has linked itself to Indiana University's larger diversity infrastructure (OVPDEMA) while also crafting its own record of diversity activity.
- **In the last five years, IU Northwest's diversity efforts have mostly been diversity-related events and programming.** In terms of type of diversity effort, we found that IU Northwest had mostly events (56%, 145) followed by financial aid/scholarships (12%, 32), student organizations (7%, 19), and directives/policies (4%, 11). The remaining 20% of diversity efforts are spread out across 14 different themes. Such a finding reveals that there has not been a strategic logic or vision in the last five years in relation to the university's diversity activities. However, IU Northwest's current strategic plan, IU Northwest's Strategic Priorities & Objectives: 2015 - 2020, has four diversity-related strategic priorities (student academic success, diversifying faculty in the larger goal of educational excellence, diverse community engagement, and diversity as a learning outcome in terms of student citizenship). These strategic priorities will help to change this pattern and create a diversity-receptive organizational structure.
- **In terms of its strategic sequence in relation to diversity and inclusion (or Halualani & Associates' Change Order sequence), IU Northwest is clearly located in a second order stage, or the stage through which the institution has demonstrated its commitment to diversity and inclusion by embarking on and completing diversity actions, efforts, programs, and activities.** 96% (249) of the diversity efforts are second order efforts while 4% (10) stand as first order efforts (or those that declare the institution's commitment to diversity). Because we found ample recurrence and institutionalization of these efforts, we locate IU Northwest in a firm second order stage position. In order to make it to a third order stage (through which a strategic framework anchors and organizes the diversity activities and there is impact determination of such efforts), IU

Northwest needs to create mechanisms to assess or identify the impact of its diversity efforts. By doing so, it will be able to determine if it is moving in the desired strategic direction and or to be more intentional and purposeful about its diversity efforts.

- **IU Northwest’s diversity efforts are predominantly specific group-focused as opposed to a mainstream/generalized target audience.** For example, 73% (189) of the diversity efforts hone in on and target specific diverse groups while only 27% (70) engage an amorphous diverse audience. However, we note that these specific group-focused efforts are predominantly diversity-related events and student organizations as opposed to targeted interventions for college completion and retention-graduation. Given the lower overall graduation rate of graduation rate (28.4%) at IU Northwest and the 9.7% graduation rate for African American students, we urge the university to implement customized interventions for specific diverse groups.
- **IU Northwest’s diversity efforts frame “diversity” in terms of important, highly relevant, and complex constructions of culture.** For instance, IU Northwest’s diversity efforts mostly define diversity in terms of gender (25%, 204), race/ethnicity (22%, 183), socioeconomic status (15%, 125), and intersectionalities (13%, 109). Taken together, these framings of diversity represent important points of learning about diversity and difference at the university. More, however, can be done with regard to disabilities, active duty/veterans, region, political ideology, and age/generation. In terms of the time series analysis, there has been a steady stream of diversity efforts that focus on race/ethnicity and gender in the last five years.
- **IU Northwest’s diversity efforts engage diversity in terms of fostering an active appreciation of cultural groups and perspectives as well as creating entry points for historically underrepresented groups.** For example,. 59% (154) of IU Northwest’s diversity-related efforts represent active diversity, or efforts that develop, build, support, and promote diversity in general and of specific cultural groups through programs, trainings/workshops, events, and student clubs/organizations. 28% (72) of the diversity efforts work towards creating conditions and structures (especially in the areas of recruitment, hiring, retention) to help include historically underrepresented and marginalized groups (in terms of gender, religion, sexual orientation, and race/ethnicity) in higher education. 27 (10%) of diversity efforts highlight social justice or those that identify power differences and inequalities and works to dismantle such disproportionate power relations. Within these efforts, gender and sexual orientation are engaged the most through a social justice approach.
- **IU Northwest’s diversity efforts employ language that mostly highlights pluralism and historical underrepresentation.** 53% (136) of its diversity efforts used language and terms when referring to diversity in terms of the acceptance and appreciation of various cultural groups and their unique identities in its overall campus community. 32% (82) of IU Northwest’s diversity efforts employed language related to historical underrepresentation and the importance of ensuring that specific racial/ethnic and gender (namely women) groups are provided the fullest access to a quality education. There were even 41 efforts that used the

language of a “critical approach” or a perspective that examines culture and identity as intricately linked to power, structures, and societal inequalities.

- **IU Northwest’s diversity-related events and programming primarily exposes campus members to diversity issues and perspective-taking.** These diversity-related events mostly feature DELTA Level 1 - Knowledge Awareness (35%, 51) followed by DELTA Level 4 - Advanced Analysis (28%, 40). Only 17% (24) of these events engage DELTA Level 5 - Evaluation-Critique of Power Differences and these specific events focus on race/ethnicity, sexual orientation, and gender. Thus, diversity efforts are mostly exposing campus members to diversity perspectives and issues and having campus members participate in perspective-taking. The diversity-related events that recur, provide more exposure to political ideology, disability, and race/ethnicity. We urge IU Northwest to create events and programs that engage the higher DELTA levels more (for e.g., Level 5 - Evaluation-Critique of Power Differences, Level 6 - Social Agency & Action, Level 7 - Innovative Problem Solving).
- **Halualani & Associates identifies the following areas as urgent areas for action by IU Northwest 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
<p>1. Elaborate on the strategic vision related to diversity and inclusion in its current university strategic plan, IU Northwest’s Strategic Priorities & Objectives: 2015 - 2020 (finalized in June 2015). Answer the following vision questions in terms of crafting a diversity aspiration: What will IU Northwest be like and feel like as a transformative, diversity-centered and committed university in the next five years? What is the larger end goal/vision? These questions may in part be answered by how diversity is framed as an embedded commitment in the university strategic plan. However, we ask: What does it mean to strive for the “the fulfillment of the promise of diversity, equity and inclusion in student and employee recruitment, retention and success by leveraging the advantage of being Indiana University’s most demographically diverse campus”?</p>	<p>All Campus Members</p>

Recommended Action Step	Target Population
<p>2. As IU Northwest works on its diversity-related strategic priorities (Strategic Priority 1-Student Academic Success; Strategic Priority 2-Educational Experience; Strategic Priority 3-Community Based Engagement; Strategic Priority 4 - Student Citizenship), it needs to determine which approach to diversity and inclusion it is pursuing in relation to these priority and goal areas. The approach to diversity determines how the institution will conceptualize and operationalize the framing and end goal of where it wants to go. For example, will it pursue an approach based on inclusive excellence? Or equity and educational achievement gaps? Or social justice? Or cultural competencies? Or a combination of all of these?</p>	All Campus Members
<p>3. Detail diversity-related goal targets, milestones, action steps, benchmarks, and outcomes for all four diversity-related strategic priorities: Strategic Priority 1-Student Academic Success; Strategic Priority 2-Educational Experience; Strategic Priority 3-Community Based Engagement; Strategic Priority 4 - Student Citizenship.</p>	All Campus Members
<p>4. Ensure that there is an assessment schedule as well as accountability mechanisms for each of the four diversity-related strategic priorities.</p>	All Campus Members
<p>5. Make sure that the current university strategic plan builds in the alignment structure among divisions on the diversity-related strategic priorities. Meaning, how will all divisions, programs, and units bring these strategic priorities and goals into being? Are certain diversity-related strategic priorities assigned to the most relevant units? Do all divisions and units pursue each diversity-related strategic priority or a few of them? Will the diversity-related strategic priorities be centralized throughout all divisions and units or de-centralized and inhabited in different ways depending on the nature of the division or unit? How will the Diversity, Equity, and Multi-cultural Affairs office facilitate such alignment?</p>	All Campus Members
<p>6. Examine the recruitment obstacles for diverse undergraduate students and especially for diverse graduate students, and implement responsive strategies.</p>	Undergraduate Students, Graduate Students
<p>7. Examine its main mission statements across the university and throughout its divisions and units to see which aspects of diversity and difference (race, ethnicity, disability, gender, sexual orientation, nationality, language, socioeconomic class, political ideology, religion, region, Veteran's status, and age/generation) are named and highlighted as significant to IU Northwest. There should be a reflection to make sure that there is inclusion or reference to a wide variety of identities, backgrounds, and differences.</p>	All Campus Members

Recommended Action Step	Target Population
8. Create more customized diversity efforts for faculty and staff members in terms of their diversity professional development. Trainings and workshops that are scaffolded and developmentally sequenced, could focus on diversity pedagogy, implicit bias, and micro affirmations and micro aggressions for faculty. Trainings for staff members could highlight implicit bias, cultural competency skills, and leading for inclusion.	Faculty, Staff
9. Design and implement customized, high-impact retention-graduation interventions for specific diverse groups especially African American students. Identify retention-graduation targets for specific groups along with key action steps and outcome measures that will help to achieve college completion goals for diverse students.	Students
10. Engage the larger array of framings of diversity such as disabilities, active duty/veterans, region, political ideology, and age/generation through campus resources, academic support services, trainings/workshops, events, and initiatives.	All Campus Members
11. Create additional programming and or diversity-related events that engage social justice and critical (or power-based) approaches to diversity and culture.	All Campus Members
12. Design diversity-related events and programming that targets the higher DELTA engagement levels such as DELTA Level 5 - Evaluation-Critique of Power Differences, Level 6 - Social Agency & Action, and Level 7 - Innovative Problem-Solving.	All Campus Members
13. Connect the various diversity-related events and programming to specific courses, student learning objectives, and assignments for maximum diversity learning at IU Northwest. A committee of faculty can help identify ways to connect the co-curricular with the curricular (or create meaningful and integrated in-the-classroom and out-of-the-classroom diversity experiences).	Students
14. Conduct a campus climate assessment every two years in order to take stock of campus members' experiences of IU Northwest (in terms of structures of inclusion and belonging, the learning environment, the workplace environment).	All Campus Members
15. Create an assessment or impact determination protocol for all major types of diversity and inclusion efforts from this point forward so as to ascertain if IU Northwest's diversity goals are being achieved.	All Campus Members

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