

Assessing Diversity: Useful Strategies and Tools for Fostering Substantive Change

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Overview & Session Outcomes

- ◆ Shaping the Conversation
 - ◆ Conceptual Framework
 - ◆ Assessment Dimensions
 - ◆ Session Outcomes
 - Understanding the importance of creating an atmosphere conducive to university-wide conversations regarding diversity
 - Developing a paradigm for assessing equity and diversity
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Indiana University

- ◆ Indiana University is a public research university comprised of a residential campus in Bloomington, an urban campus in Indianapolis, and six regional campuses located in Gary, South Bend, Ft. Wayne, Kokomo, Richmond, and New Albany.
 - ◆ Enrollment of nearly 100,000 students
 - ◆ 16,000 faculty and staff
 - ◆ Budget in excess of 2.1 billion
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Shaping the Conversation

- ◆ **Indiana University Diversity Initiative**
 - In 2000, Indiana University began a multi-campus exploration of a topic of vital concern to leaders in higher education, infusing diversity and equity into the teaching and learning process. During the past seven years, through the vehicle of a two-day conference, faculty and staff worked to develop and test a range of strategies to enhance teaching and learning and transform their institutions.
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Shaping the Conversation

- ◆ Conference History 2000-2007
 - Meeting of campus teams from all 8 campuses to address four dimensions of diversity
 - Institutional Leadership and Commitment
 - Curricular and Cocurricular Transformation
 - Campus Climate
 - Representational Diversity
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Conceptual Framework

- ◆ When asked about their progress in regard to diversity and equity, institutions often respond with a cadre of campus programs—likening diversity progress with diversity activity (Smith & Parker, 2005).
 - ◆ In order to make substantive changes, campuses must:
 - Assess the impact of their diversity efforts through adequate information and data;
 - Make a connection between campus programs and institutional goals for diversity;
 - Engage people from across the campus, particularly senior administrators and leaders, in diversity efforts;
 - Move beyond traditional approaches in the evaluation and assessment of diversity.
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Conceptual Framework

- ◆ Organizational Learning
 - The study of whether, how, and under what conditions organizations are thought to learn (Fiol & Lyles, 1985)
 - Pervasive change to the campus culture and structure requires deliberate direction from campus leaders (Argyris & Schön, 1996; Huber, 1991)
 - ◆ Assessing Diversity
 - Quantitative and qualitative methods
 - Move beyond conventional assessment practices and engage in more complex, in-depth exercises of self-study and peer review
 - Campus-wide conversations
 - Critical examination of existing practices
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Assessment Dimensions

- ◆ Institutional Leadership and Commitment
 - Clarity of expectations, investment of human and fiscal resources, and accountability as demonstrated through shared leadership
 - What does an institution look like after multicultural transformation?
 - How do we make diversity work count within the university reward system?
 - How do we create an institutional culture where all campus citizens share the responsibility for a transformed institution?
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Assessment Dimensions

- ◆ Curricular and Cocurricular Transformation
 - Extent to which principles of multiculturalism, pluralism, equity and diversity are incorporated into the curriculum and co-curriculum
 - What student learning outcomes can we expect from graduates who attend a transformed institution?
 - What does it mean to transform the curriculum? When do curricular transformation efforts result in learning outcomes?
 - Four Dimensions of Multicultural Teaching (Jackson, Adams, & Marchesani, 1988)
 - *Faculty* – Know oneself
 - *Students* – Know your students
 - *Course content* – Curriculum of inclusion that represents diverse perspectives
 - *Teaching method* – Classroom culture, multiple learning styles, norms that emphasize respect, fairness, and equity
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Assessment Dimensions

◆ Campus Climate

- 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
 - What biases and prejudices do faculty and staff bring to their work?
 - How have the faces of America changed and what implications does this have for institutions?
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Assessment Dimensions

- ◆ Representational Diversity
 - Degree to which the campus attracts, retains, and develops students, faculty, and staff of color, commensurate with the campus mission and service region
 - How do minority students make their college choices?
 - What strategies can we use to increase student, staff, and faculty diversity on our campuses?



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Diversity Assessment on Your Campus

- ◆ What does your campus use to assess whether your students are prepared to live and work in a diverse world?
 - ◆ Does your campus have a detailed plan? If so, who participated in the creation of the plan?
 - ◆ What type of assessment or evaluation of diversity is occurring on your campus? Is it ongoing or does it center around accreditation?
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Campus Diversity Portfolio

- ◆ Consistent Format
 - Each campus/unit/department examining same issues
 - Common themes
 - ◆ Added/Modified Items
 - Can address unique campus efforts
 - ◆ Summary of Strengths and Challenges
 - ◆ Supporting Information
 - *Status of Minorities Report*
 - Website analysis
 - ◆ Selecting Evidence
 - Brief, relevant, representative materials
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Diversity Portfolio Response

Leadership and Commitment

- Does your campus have either an explicit focus on diversity and equity in its strategic plan or a devoted diversity and equity plan?

Evidence

- Our leadership has strong commitment to diversity and equity. Our **Chancellor** has displayed this commitment by keeping the **Multicultural Affairs Office** directly under his supervision, and by chairing the **Diversity Cabinet**.
 - **Institutional Action Plan** - Mission Statement, Vision Statement, Strategic Initiative Four, and Affirmative Action plan
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Diversity Portfolio Response

Curricular and Co-Curricular Transformation

- Is there a center or support unit that assists faculty in infusing diversity, multiculturalism and related aspects into their teaching and learning practices? Yes

Evidence

- The Office of Diversity and Multicultural Affairs, Center for Academic Support and Advancement (CASA), and Center for Enhancement of Teaching and Learning (CELT) (for faculty)

Office of Diversity and Multicultural Affairs

<http://www.ipfw.edu/mcu/default.htm>

CASA

<http://www.ipfw.edu/casa/>

CELT

<http://www.ipfw.edu/celt/>



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Diversity Portfolio Response

Campus Climate for Diversity

- Does your campus routinely or periodically assess the campus climate for diversity? Yes
 - If yes, are the results of such assessments made broadly available? No
 - If yes, have changes been made based on the results of those assessments? Yes

Evidence

- Continuing Student Satisfaction and Priorities Survey 2006
 - Entering Student Survey 2006
 - Graduate Student Survey 2006
 - IUS Reference Book
 - IUS Affirmative Action Plan 2005/2006
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Diversity Portfolio Response

Representational Diversity

- Does the campus have in place programs to support the recruitment and retention of faculty and senior administrators from under-represented populations?

Evidence

- Equal Employment Opportunity/Affirmative Action Policy
- Faculty Search and Screen Procedures
- Checklist for Search and Screen Procedures
 - Supports recruitment
 - The campus does not, however, have a retention program for faculty and senior administrators from under-represented populations.



Peer Evaluation

- ◆ Site/Department Visits
 - Provide portfolio to evaluating team prior to visit
 - Speak to students, faculty, staff, administrators
 - ◆ Feedback & Recommendations
 - Offer constructive comments
 - Offer suggestions for each dimension
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EMA Summary

- ◆ Compile Summaries
 - Based on self-study and peer evaluation
 - Edit to follow similar structure
 - ◆ Common Themes
 - ◆ Executive Summary
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Diversity Plans

- ◆ Campus Diversity Portfolio
- ◆ Campus Objectives
 - Preliminary objectives
 - Measures and targets



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Preliminary Campus Objectives

- ◆ Measures and Targets
 - ◆ Dimensions
 - Leadership & Commitment
 - Diversity assessment component added to administrative reviews
 - Curricular & Co-Curricular Transformation
 - All departments implement assessments of diversity learning outcomes within three years
 - Campus Climate
 - Reduce by 20% the number of grievances related to supervisor mistreatment
 - Representational Diversity
 - Increase by 5% the number of faculty of color
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Diversity Plan

- ◆ Vision
 - ◆ Goals, Strategies, & Measurable Objectives
 - Goals and objectives (short- and long-term)
 - Challenges (barriers, points of intervention)
 - Time frame (short- and long-term)
 - Fiscal needs (external, internal)
 - Assessment strategies (type, responsible party)
 - Performance indicators (desired results/patterns)
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Implications to Consider

- ◆ After reviewing the diversity portfolio materials, do you believe they would be helpful to you when assessing your diversity efforts?
 - ◆ Does the instrument adequately assess diversity efforts in student development for a campus?
 - ◆ Would your campus use nationally trained peer reviewers for an external review?
 - ◆ What are the strengths and challenges of a diversity portfolio process like the one presented?
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Questions?

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