



# COLLABORATING FOR SUCCESS



**INDIANA UNIVERSITY**  
OFFICE OF THE VICE PRESIDENT  
FOR INSTITUTIONAL DEVELOPMENT  
AND STUDENT AFFAIRS



# INDIANA UNIVERSITY

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## OFFICE OF THE VICE PRESIDENT FOR INSTITUTIONAL DEVELOPMENT AND STUDENT AFFAIRS

The Office of Institutional Development and Student Affairs (IDSA) at Indiana University collaborates for success in the life of the university and in the lives of our students. Our work enhances student access and ensures a responsive university, helping fulfill our commitment to excellence, diversity, and equity.

**Front and back cover image:** "An Act to establish a State Seminary, and for other purposes, approved, January 20, 1820" was a successful collaborative effort and established what would later be known as Indiana University. Courtesy: IU Archives.

**Front cover photo:** Students attending the African American Read-In join hands at a closing ceremony in the Neal-Marshall Black Culture Center at IU Bloomington. Photo: David Snodgrass, Herald-Times.

# Crossing Boundaries

For nearly four decades I have been affiliated with Indiana University, first as a graduate student, then as a faculty member and administrator. I have had the opportunity to observe first-hand some of the characteristics that contribute to the university's distinctiveness.

Unlike many large public universities, IU has consistently exhibited an uncompromising commitment to academic excellence and broad access; faculty governance and student centeredness; cutting-edge research and teaching; and public service and diversity in the broadest sense of the concept. In my role as vice president for Institutional Development and Student Affairs (IDSA), I have come to truly appreciate the many ways in which Indiana University is greater than the sum of its parts. From the largest to the smallest campus, each one makes a significant contribution.

These historic IU commitments and traditions, I believe, translate into a mandate for future excellence and responsiveness. While we strive to enhance the academic stature of the university, we must do so without being exclusive or inaccessible to students who, for reasons beyond their direct control, may not fit the profile of the ideal applicant. One of the defining characteristics of a great public university like IU is the extent to which it nurtures the talents of a wide variety of students, instilling habits of excellence that can last a lifetime.

In the pages that follow, we illustrate our collaborative efforts by capturing some of the initiatives that contribute to the university's effectiveness across all our campuses. We focus on six important themes:

- **Collaboration**
- **Community**
- **Outreach**
- **Advocacy**
- **Accountability**
- **Commitment**

The activities highlighted exemplify collaboration at all levels: across departments, schools, campuses, and beyond. They also provide a snapshot of the university's performance in the context of IDSA's programs.

In the final section of the report, I present a focused agenda for action. My colleagues in IDSA and I believe that excellence, diversity, public responsiveness, and accountability are complementary aspects of the mission of a public university, and each is achievable. Thus, we look forward to collaborating with all who read this report to make Indiana University America's new public university.



*Charlie Nelms*

**Charlie Nelms**

Vice President

Institutional Development and Student Affairs



# COLLABORATION

Collaboration is the foundation upon which all enduring accomplishments rest.

"My experience in South Africa is constantly shaping me. From the visits volunteering at an orphanage, to the sites of desolate townships, to the beautiful homes on the beach, I am learning more than a classroom could ever provide. It is clear that the American dream has spread throughout the world and that, even in the poorest of communities, people can live happy lives without a laptop and an iPod. I am learning that a child's smile can make the world seem like a better place. The knowledge I have already gained has inspired me to work to give back to all kinds of communities, locally and internationally."

**Lindsay Halperin**, class of 2008, studied and volunteered in South Africa during spring semester 2007. She is an IU Bloomington Public Health major and recipient of an Edward L. Hutton International Experiences Program award.



## Widening Horizons

Each year, more than 1,500 Indiana University Bloomington students pack their luggage and brave long lines at the airport to widen their horizons. They are among the many who help make IU a national leader in foreign study and volunteering. Thanks to the Edward L. Hutton International Experiences Program (IEP) at the Hutton Honors College (HHC), the opportunity to be transformed by travel has now become a more affordable option.

Since its inception in 2003, the IEP has awarded grants to nearly 2,000 students who have studied in 79 different countries. Grants are available to IU Bloomington students who meet eligibility criteria, and they can be used for short-term sojourns as well as traditional semester abroad programs.

Edward L. Hutton was inspired to endow the program with a \$9 million gift by an international

experience of his own. A native of Bedford, Indiana, Hutton earned both his bachelor's and master's degrees at IU. He served in the Army during the Second World War and helped rebuild Germany's post-war economy.

In 2004, the Honors College, a division of Academic Support and Diversity, was renamed the Hutton Honors College. Plans for expanding its presence with a new on-campus building are under way. Dean Karen Hanson readily admits the importance of collaboration in the HHC's stellar record of achievement.

"We are constantly crossing boundaries to work with various departments and administrative units, with recruitment and outreach, and a variety of other programs to achieve our goals. We would not be where we are today if we didn't take advantage of our many opportunities for collaboration."



"Diversity and collaboration are not ends in themselves but rather partners in a synergistic process that works toward the greater good. Without collaboration among our students, staff, faculty, academic units and programs, and administrative structures and resources, we will never harness the capacity of IU's full spectrum of diversity resources to achieve our ultimate goal: the creation, sharing, and use of knowledge and understanding to improve the local and global community in which we live."

**Sharon J. Hamilton**, Associate Vice Chancellor for Academic Affairs and Associate Dean of the Faculties  
Indiana University–Purdue University Indianapolis





Daryl Williams-Dotson is the lead architect on the Hutton Honors College project for the Bloomington campus. The limestone building will be situated on Seventh and Woodlawn, opposite Dunn Meadow and the Indiana Memorial Union.



## Breaking New Ground

In 2004, IU was the first university in the state to create a position dedicated to supplier diversity. LaTricia Hill-Chandler was appointed director of Supplier Diversity and Compliance Reporting, working closely with campus purchasing directors to improve business opportunities for minorities, women, and small business owners. The Supplier Diversity Program forms a vital collaboration between IU, the Indiana business community, and state and federal agencies.

IU continued to take the lead by establishing the Business Diversity Initiative and appointing Linda Hunt assistant vice president for Administration and Business Diversity. Her position ensures the

continued visibility of this program at the most senior levels of administration. Hunt develops policy, communicates it to all campuses, and establishes procurement goals. She also implements reporting and accountability systems. These efforts have helped create a significant increase in diversity spending, more than doubling it from 4% in 2003-04 to 9.3% in 2005-06.

"Through our work with the state and federal government, and local and national diversity councils, we seek to develop mutually beneficial partnerships with businesses that thoroughly represent the make-up of the communities we serve," says Hill-Chandler.



"Collaboration assumes no one individual or group has a corner on the market of knowledge. Failure to collaborate creates a silo mentality, in which an individual or a group feels that they can answer all questions facing the academy. The challenges we face today are so diverse, no one has all the answers. We need cross-fertilization to create new knowledge, but it takes real work and leadership to move beyond the rhetoric of collaboration. We often 'talk the talk' but don't 'walk the walk'."

**David Gallahue**, Dean, School of Health, Physical Education, and Recreation  
Indiana University Bloomington

# Enhancing Teaching



How can IU faculty “teach” diversity? How can they encourage students to talk about diversity in productive and scholarly ways? How can they exploit diversity to broaden and deepen learning experiences of all of their students? These are just some of the challenging questions recently tackled in intensive seminars sponsored by FACET, the Faculty Colloquium on Excellence in Teaching.

FACET was established in 1989 to recognize, encourage, and enhance outstanding teaching

throughout the eight IU campuses. In 2000, with support from the Office of the Vice President for Institutional Development and Student Affairs, FACET began an exploration of how to infuse diversity and equity into the curriculum. Through summer faculty leadership institutes and the annual Enhancing Minority Attainment Conference, faculty and staff developed a range of strategies to enhance teaching and learning. Purdue University, Ball State University, and Ivy Tech Bloomington all joined as partners.

FACET is currently based at Indiana University–Purdue University Indianapolis (IUPUI) and now numbers over 450 alumni. Founding director Eileen Bender credits a collaborative model for its success. “FACET was created to be a community of teachers and scholars who crossed campus lines to learn from each other and institute change on their own campuses,” she says. “They were very excited and inspired, and when they returned to their campuses, they knew they weren’t alone.”



“There is always a gap between articulating a priority and making sure that things happen. You have to work at both ends. The people on the ground make it happen, but there’s immense value in having the leadership on board. In times of scarce resources, collaboration is especially vital. You have to share your efforts when you have less to work with—but that also maximizes the talent you have. Collaboration has the potential to turn less into more.”

**Eileen Bender**, Professor of English, Indiana University South Bend  
Founding Director of FACET, the Faculty Colloquium on Excellence in Teaching



“There is a significant difference between coordination, cooperation, and collaboration. With coordination and cooperation, individuals may operate separately towards a common goal. Collaboration across boundaries is important to achieve collective results that participants would be incapable of accomplishing working alone. Therefore, collaboration is important to the long-term success of IU and future of its diversity efforts because by definition the goals cannot be accomplished if each worked separately. Teamwork is the key to the success of creating a supportive and engaging environment.”

**Mary Tourner**, Director, Office of Community and School Partnerships  
Indiana University Bloomington



“Collaboration and diversity are partners that play a vital role in the success of our university. Collaboration at all levels of the university is critical to institutional responsiveness, which is the foundation for achieving diversity.”

**Kenneth C. Christmon**, Associate Vice Chancellor for Diversity and Multicultural Affairs  
Indiana University–Purdue University Fort Wayne

“Collaboration is the central founding principle upon which Institutional Development and Student Affairs was established. Because of the eclectic nature of our portfolio, the success we achieve is in direct proportion to the collaborations we can foster. In essence, collaboration is a prerequisite to achieve IU’s avowed commitments to academic excellence, diversity, and equity.”

**Vicki Roberts**, Associate Vice President, Budget and Administration  
Indiana University Office of Institutional Development and Student Affairs



# COMMUNITY

The sense of community within a university is in direct proportion to the ability to establish and maintain community with external constituents.



Basketball legend Oscar Robertson joined IUPUI in celebrating the 1000th Solution provided by the IUPUI Solution Center.

## Partners in Problem Solving

The Solution Center at Indiana University–Purdue University Indianapolis (IUPUI) matches students' interests to community internships and experiential opportunities that help them build a professional network and explore their academic and career goals. The Solution Center, IUPUI's "front door," was created in 2004 with a \$1.8 million grant from the Lilly Endowment and matching IUPUI resources of over \$1.3 million. It serves both the campus and the central Indiana community.

Over the past two and a half years, the IUPUI Solution Center has collaborated with hundreds of Indiana businesses and not-for-profit organizations to provide access to the talent and resources of the University. Using the Lilly Endowment grant, the

Solution Center established the IUPUI Community Venture Fund program, which awarded \$1.4 million in short-term grants to more than 200 small businesses, nonprofits, and government agencies, helping them establish internships and research projects with students and faculty mentors.

In all of its partnerships, the Community Venture Fund has proven integral to the IUPUI community and to Indiana's economic development strategies by helping "level the playing field" for small businesses and not-for-profits. The IUPUI Solution Center continues to build new partnerships with those who share its vision of providing talented professionals with meaningful work in the state of Indiana.

"It's imperative that the university not only prepares students intellectually for the so-called real world, but also that it adopts requirements and programs that give students the tools to determine their path and achieve their goals. I believe that the university owes it to its students to prepare them well by also ensuring their access to professional and community experiences, especially where students, many of whom are first-generation scholars, may not have a strong link to a network of mentors and professional contacts."

**Teresa Bennett**, Director, IUPUI Solution Center, Indianapolis



## Helping Hoosier Families

More than 6,000 African American students are enrolled at the eight Indiana University campuses across the state. IU's sponsorship of the Black Expo Summer Celebration in Indianapolis is a university-wide effort in which all campuses are represented, providing a showcase for precollegiate, outreach, and academic programs. But the university's commitment extends well beyond the Summer Celebration.

In partnership with Indiana Black Expo and its 11 chapters across Indiana, IU works with families all year long. The goal is to help precollege students understand how they can prepare for higher education and to help parents understand how they can finance that education.

During the school year, IU offers programs that educate students and families about the many different opportunities available, from pre-K through high school. IU staff members help identify and assist students eligible for precollegiate programs and competitive scholarships, and they offer students support in improving test scores.

In addition to ensuring educational success for Indiana students, IU is dedicated to serving the communities that have helped make it Indiana's premier public university. Among the many year-long initiatives are free health screenings for families throughout the state. Through its long-standing collaboration with Indiana Black Expo, IU is helping Hoosier families on their journey to educational success.



"IU has an obligation to focus on issues of importance to society. We are a public university with a public commitment. We have a leadership role and a partnership role. In Bloomington, we have done both. I think about how Herman B Wells took a leadership role in integrating the community. The university was really a force for change, but we may not always recognize opportunities to help communities in partnership."

**Katharine Byers**, Director, Bachelor of Social Work Program  
Indiana University Bloomington





**Hoosier Presidential Scholars** are selected from Indiana's top high school graduates and offered four-year renewable scholarships to attend Indiana University. Scholars receive other benefits, including a personal laptop computer and support for study abroad. Funded by a \$10 million grant from the Lilly Endowment to recruit and retain intellectual capital in Indiana, the Hoosier Presidential Scholars Program is administered by the Office of the Vice President for Institutional Development and Student Affairs. The inaugural class of Freshman Scholars was welcomed to IU in 2005.



Dedicated in 2002, the Neal-Marshall Black Culture Center on the Bloomington campus was named to honor two of IU's earliest African American graduates.



"Like coral, we are all interconnected. A community can be in peril if it ignores or wastes the talents of its members. We have an obligation to foster community and show we care. This creates an environment in which people can flourish, in which creativity grows. Given the intense competition we face worldwide, we need to take advantage of everyone's talents to advance our mission."

**Carolyn Calloway-Thomas**, Associate Professor of Communication and Culture  
Indiana University Bloomington



"At the Asian Culture Center, we are aware that the issues and concerns of both IU and the external communities are interrelated and have an influence on each other. Though campus based, the programs and services we offer go beyond campus perimeters. We always emphasize that although we belong to the university, our obligation is to serve all our communities."

**Melanie Castillo-Cullather**, Director, Asian Culture Center  
Indiana University Bloomington



# OUTREACH

Our success in creating a more inclusive and responsive university will be determined by the effectiveness of our outreach.



## Ensuring Student Access and Success

In 2006, the IU Trustees endorsed doubling the number of historically underrepresented students on the IU Bloomington campus by 2013-14. With fierce competition for talented students, outreach efforts will play a vital role in reaching this goal. The Herman C. Hudson and James P. Holland Scholars Programs (HHSP) are helping IU reach its goals.

HHSP recruits underrepresented students with high academic achievement, leadership potential, and a commitment to social justice. HHSP conducts outreach year-round focusing on communities in Indianapolis, Fort Wayne, South Bend, Evansville, Gary, and East Chicago, and on key cities outside the state. Anthony Scott, associate director of HHSP, has first-hand experience on the importance of preparation to any outreach. Up to four times a year, he travels with campus representatives from a variety of IU

departments, and on his own visits about 50 schools a year. "You've got to understand the community in which you're conducting outreach," says Scott. "You've got to ask, how can we help you motivate students to attend college?"

Through contacts at community organizations and schools, HHSP has created a network of partners who spread the word about the program. Once the students arrive on campus, they are supported with mentoring, tutoring, and social events. HHSP has a successful track record of graduating underrepresented students at rates well above the campus average. With a recent increase in funding, HHSP will continue contributing to the success of the outreach, recruitment, and retention efforts at Indiana University.



"The essential elements to successful outreach include identifying key university personnel and community contacts, a shared vision, strategic planning, accountability, and funding. You will need the support from both the community and the university. You can always do more, but to do more, you need more resources."

**June Huggins**, Director, Center for Mentoring  
Indiana University Southeast, New Albany





"We deal with the whole issue of transition, of becoming a man and understanding responsibility. They need a male figure to look up to."

-Leon Nowlin

## Breaking the Cycle

The Indiana Student African American Brotherhood (SAAB) and the Groups Student Support Services program (Groups) are playing critical roles in helping young students break the cycle of low academic achievement.

SAAB reaches out to young men and works to close the gap in academic achievement through mentoring, tutoring, and leadership development. It also seeks to increase the number of African American male graduates on the campuses of Indiana University-Purdue University Indianapolis (IUPUI), Indiana University Northwest in Gary, and Indiana State University in Terre Haute.

Leon Nowlin, a junior at IUPUI, serves as a mentor to students in grades 6 through 8. "We deal with the whole issue of transition, of becoming a man and understanding responsibility. They need a male figure to look up to."

The young students Nowlin mentors are in turn helping him. "I think I learn just as much from them

as they do from me," says Nowlin. "The things I want to instill in them, I have to uphold in myself. You have the opportunity to change their lives, and they can change yours."

Groups assists first-generation, low-income, and physically challenged students in making the successful transition from high school to higher education. The program offers a free six-week summer session on the Indiana University Bloomington campus for incoming freshmen that helps prepare students for the challenges of college life.

During the academic year, Groups provides counseling, advising, mentoring, workshops, learning communities, and other support services. Established in 1968 and partially funded by the federal government, the program has helped more than 9,000 students and has worked to improve student retention.

"One of the greatest challenges in outreach is admitting when our perspective is wrong. Sometimes we're thinking of what we can get as a benefit from the community, and the community sees through all that. If we want to engage the community, we have to talk with them about programs that will work best for them. Herman Wells didn't go out and say, 'We've got all the answers.' He asked questions, and he listened to the answers."

**Philip Seabrook**, Executive Director, College Readiness Initiatives and Assistant Dean, University College  
Indiana University-Purdue University Indianapolis





## Building Bridges

The **Office of Community & School Partnerships** at Indiana University Bloomington reaches out to precollege students by inviting them to experience college life first-hand. The programs encourage an early awareness of educational and career opportunities through summer residencies and campus visits.

The **Indiana University School of Education** is collaborating with the Gary Community School Corporation to help close the achievement gap in urban schools, starting in grades 4 through 6. This initiative was partially inspired by research

that shows gender-based academies can have a significant impact on academic achievement, especially for at-risk students.

The **Educational Success Program** at Indiana University-Purdue University Indianapolis works to increase the number of foster youth in Marion County who earn a high school diploma. Through a range of support services for students, parents, and legal guardians, the program helps foster youth overcome the many structural and societal barriers to academic success.

"There must be active and aggressive inclusion of parents in the outreach process. Successful outreach is as much a process of parental education as it is student learning."

**Edwardo L. Rhodes**, Professor of Public and Environmental Affairs  
Associate Vice President, Academic Support and Diversity  
Indiana University Bloomington



"We need to make sure that we are asking the right questions to the folks who work with us in the community regarding what issues need our involvement. The work must be collaborative and must meet identified community needs. We are neither 'doing to' nor 'being done to.'"

**Marilyn Watkins**, Professor of Education, Indiana University East, Richmond



# ADVOCACY

At its core, advocacy entails serving as a voice for historically underrepresented populations, who, for whatever reasons, have not been fully involved in the life of the university.



"The IU amicus brief was significant because it was the only individual law school brief filed by a public university. It demonstrated quite powerfully the commitment of the law school, and the university, to a policy of diversity, which is an essential element of a comprehensive legal education."

**James Fitzpatrick** (JD 1959, BA 1955) was Counsel of Record for the amicus brief supporting the respondents in **Grutter v. Bollinger**. He is Senior Partner at Arnold & Porter in Washington, D.C.

## Speaking Up

To be an advocate requires the courage to stand up and speak out. In 2003, with strong encouragement from the vice president for Institutional Development and Student Affairs, IU Trustees voted unanimously to file an amicus brief with the U.S. Supreme Court in support of the University of Michigan's affirmative action admissions policy. "It was an incredible act of bravery and a very proud moment," says Lauren Robel, dean of the IU School of Law-Bloomington.

As the only public law school to file an amicus brief in this case, IU argued that a race-neutral admissions policy would fail to meet the school's compelling interest in diversity. Citing previous cases, such as the landmark 1978 Bakke decision, the brief also mentioned the efforts of Herman B Wells to end discrimination against African American

students, both on-campus and in the Bloomington community.

The amicus brief was the first time that IU Law School faculty worked side-by-side with alumni in this way. "The brief itself was a wonderful collaboration," Robel says. She knows the brief had an impact on the decision in Michigan's favor because "parts of the opinion handed down by the court sound an awful lot like the case we filed."

"Part of the mission of Indiana University is to respond to the demands of the state, nation and those who hire its graduates, a demand that increasingly requires experience in understanding and cooperation with members of various racial and ethnic groups . . ."

Excerpt from the Indiana University Amicus Curiae Supporting the University of Michigan in the case of **Grutter v. Bollinger**.



"The root of the word 'advocate' is the Latin word 'vocare,' which means 'to call.' The word 'advocate' comes into being through the addition of 'ad' to vocare, changes its meaning, from 'to call' to 'to summon to one's aid.' Advocacy has the same root as vocation—meaning a calling away from ordinary life, a summons from God to undertake a place of service to others. And advocacy shares its root term—vocare—with the word 'voice.' The roots of the word 'advocate' break open its true meaning: advocates give voice to the people they are called to serve, which has at its center a deep and awesome responsibility, as well as at its best, a touch of the divine."

**Lauren Robel**, Dean, Indiana University School of Law-Bloomington



Edwin C. Marshall, Professor of Optometry and Associate Dean for Academic Affairs and Student Administration, IU School of Optometry

**The Black Faculty and Staff Caucus** was created in 2006 as a university-wide advocacy group to address issues of diversity and equity. While the Caucus has applauded the Trustees' commitment to increasing the enrollment of underrepresented students, it has also called for making diversity and equity core values included in accountability and review procedures. The Caucus seeks to hold

IU officials accountable for progress on a range of concerns, including the impact of new admissions requirements on minority enrollment; recruiting and retaining more African American faculty and staff in leadership positions; and funding for student groups. The Caucus is comprised of two representatives each from the Bloomington and IUPUI campuses, and one from each of the other six campuses.

"Advocacy is the act of persuading and influencing decision makers toward a particular end. Therefore, advocacy can be effective in terms of direct action but also in terms of planting the seeds of change that, when nurtured, can lead to positive changes in policy as well as in the culture of institutions. It is in IU's best interest to ensure that our most vulnerable populations succeed because IU's success, based on its mission to educate, is inextricably linked with the well-being of its most disadvantaged populations."

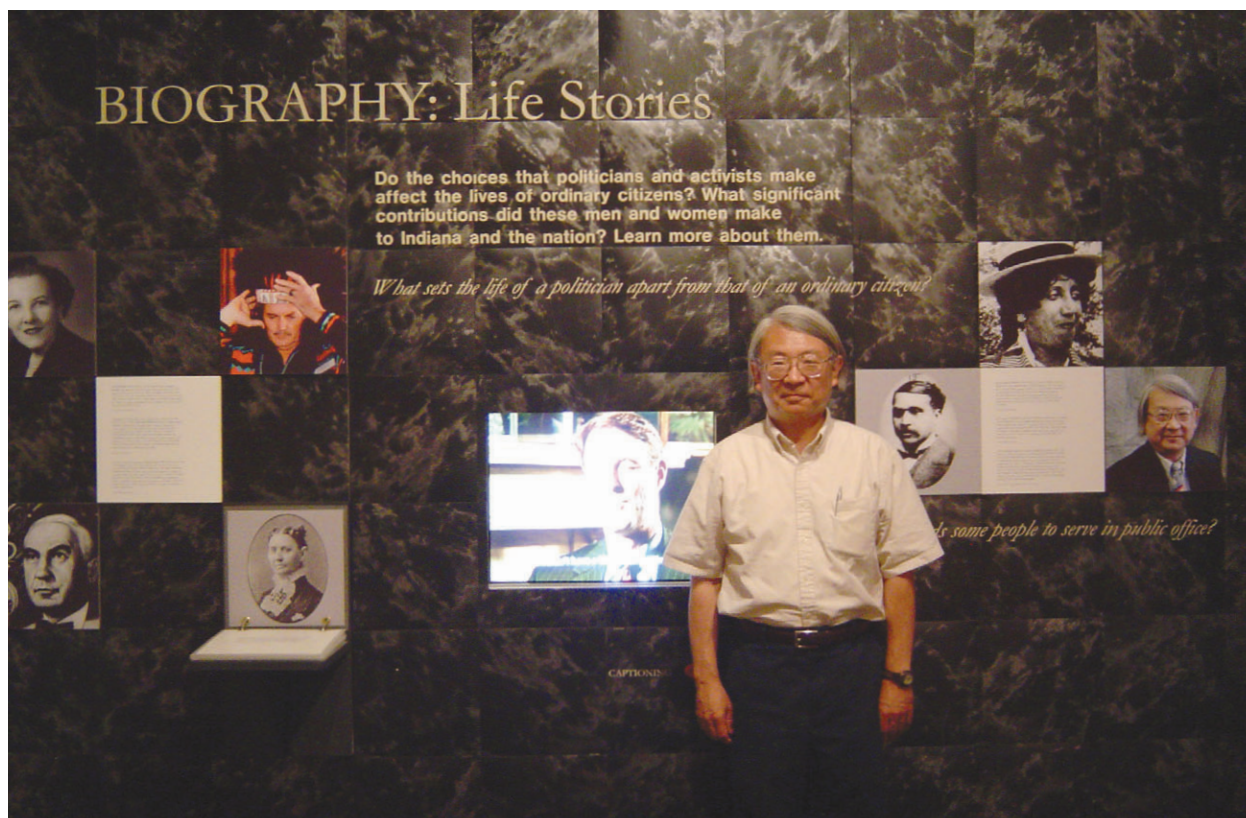
**Yvette Alex-Assensoh**, Associate Professor, Director of Graduate Studies and Admissions, Political Science  
Indiana University Bloomington  
Member, Indiana University Black Faculty and Staff Caucus



"To me, advocacy is about sharing and learning. It's everyone's responsibility, so no one falls through the cracks. People show up at La Casa whether they're affiliated with IU or not, and we do whatever we can to help."

**Lillian Casillas**, Director, La Casa Latino Cultural Center  
Indiana University Bloomington





## Call of Conscience

For David Suzuki, Professor of Ophthalmology and co-founder of the IU Asian Pacific American Faculty and Staff Council, advocacy has long been a part of his life. Born during the Second World War in an internment camp for Japanese Americans, Suzuki has worked to eradicate the kind of injustice he and thousands of others experienced.

Suzuki was featured in an Indiana Historical Society Exhibit, "Beyond the Ballot Box," which highlighted the struggle for voting rights. "For me, advocacy is the championing of a cause, where it is implicit that the cause is one of social justice," says Suzuki. "This may be something as simple as being a voice for the invisible or as complex as formulating an equitable solution to the healthcare crisis."

His wide range of activities include serving as an IUPUI Diversity Ambassador, president of the IU Asian Pacific American Faculty and Staff Council, member of the Mayor's Race Relations Advisory Board, and past president and current community liaison of the Hoosier Chapter of the Japanese American Citizens League, the nation's oldest Asian American civil rights organization.

Suzuki believes that vigorous advocacy is a vital ingredient in a healthy democracy. "Advocates are very important in identifying, analyzing, and implementing strategies to eliminate the social injustices that are prevalent in any given system. Advocates are the conscience of our society."

"Advocacy is standing up for someone else, especially those who cannot stand up for themselves. The role of advocacy is to help IU fulfill its mission by addressing barriers of access and success for underrepresented faculty, students, and staff. My entire job entails advocacy for underrepresented students, faculty and staff. I like the word 'underrepresented' because it is situationally specific; therefore, I can be an advocate for anyone given the circumstances. I am also an advocate for the community because I believe that the university has a moral responsibility to the community, which includes helping to change outdated, unhealthy, and bigoted beliefs and practices."

**Charlotte D. Pfeifer**, Director, Office of Campus Diversity and Judicial Affairs  
Indiana University South Bend



# ACCOUNTABILITY

Herman B Wells exhorted us to dream big dreams. No matter how large those dreams may be, they are unlikely to be achieved without increased focus and accountability.



## Roadmap for Success

The shift away from manufacturing and farming continues to have a significant impact on Indiana's citizens. In response to the demands of the growing knowledge-based economy, state policymakers have expressed concern about the relatively low proportion of college-educated Indiana residents and implications of this for the state's future economic development and job growth.

The challenges posed by the changing nature of the global economy are also an opportunity for Indiana University to examine its own organizational structure and address such issues as accessibility, retention, and economic development. In 2004, the Office of the Vice President for Institutional Development and Student Affairs undertook the Mission Differentiation Project as a collaborative effort to help clarify the distinct priorities and core mission activities at each of the IU campuses.

Several themes of common interest emerged during the campus conversations. Among them were the effectiveness of system and core schools; the need and desire for student housing; research environment and infrastructure for faculty research; inter- and intra-university transfer; collaboration among campuses; admissions requirements; and "full diversity."

The concept of full diversity suggests that racial, ethnic, gender, and other aspects of diversity should not be limited to one group, such as students, but instead should be applied to all populations on campus, including students, staff, and faculty. A detailed report of the Mission Differentiation Project, including the approved mission statements and a series of recommendations for action is available from the IDSA Web site.

[www.iub.edu/~idsa/reports/mdpreport.pdf](http://www.iub.edu/~idsa/reports/mdpreport.pdf)



"With his background in business and banking, Herman Wells understood the need for accountability to one's source of support. IU's obligations are multi-faceted, but first and foremost, IU has an obligation to educate all Indiana citizens who seek access, especially those who have been historically disenfranchised from higher education. Accountability can help us achieve this important goal. We can only change if our leadership insists that policies developed by IU will be implemented, and all of us will be held accountable for achieving results."

**F.C. Richardson**, Chancellor Emeritus  
Indiana University Southeast, New Albany





Adam W. Herbert, Indiana University's 17th president

## Creating a Responsive University

Is the growing movement for greater accountability in higher education a sign of lasting change, or merely a passing trend? For Victor Borden, the answer to that question is not a simple one, just like the problems he tackles on a daily basis. Borden is director of the Office of University Planning, Institutional Research, and Accountability (UPIRA), a division of the Office of Institutional Development and Student Affairs.

President Adam W. Herbert launched UPIRA in 2005 as a new university-wide office to improve accountability and the management of resources through planning and research. "I think accountability has been a part of higher education for many years," says Borden, citing examples like compliance reporting and accreditation. "The question now is, accountability to whom and for what?"

In the face of rising costs and decreasing state

support, the new demands for greater accountability are understandable. UPIRA is creating an accountability framework that provides a public accounting of progress in the university's strategic advancement, core mission activities, and operational accountability. UPIRA recently produced a report for state leaders and policymakers that communicates the university's impact on the state's economic development.

"All institutions must be responsible for articulating what they're about so they can focus their attention and leverage their resources. They can't be all things to all people," says Borden. "As a comprehensive research university, we can't let every seed grow on its own and see what the garden looks like. We must ask ourselves, what are our areas of strength? We have to focus on specific initiatives and on our core mission activities."



"Accountability in higher education is a sign of lasting change. IU is accountable to our main constituents: to our students and their parents; to our faculty and staff and our alumni; to the Indiana General Assembly and the citizens of Indiana. IU is Indiana's university, and as such, we must hold ourselves to a higher level of accountability. We train the majority of professionals in Indiana. This means we have a real impact on our state, as well as a real obligation to ensuring its success."

**Stephen L. Ferguson**, President of the Board of Trustees, Indiana University





## Raising the Bar

The **Survey of Retention Initiatives** and the **Survey of Diversity Initiatives** at Indiana University were both compiled and produced by the Office of Institutional Development and Student Affairs. They are the first comprehensive inventories of university-wide retention and diversity efforts released by IU. Programs listed include initiatives originally funded by the Lilly Endowment and later incorporated into the regular IU budget, and others resulting from the President's Fund of the Lumina Foundation for Education.

### Diversity survey

[www.iub.edu/~idsa/diversity/DiversitySurvey.pdf](http://www.iub.edu/~idsa/diversity/DiversitySurvey.pdf)

### Retention survey

[www.iub.edu/~idsa/retention/RetentionSurvey.pdf](http://www.iub.edu/~idsa/retention/RetentionSurvey.pdf)

The **Report on the Status of Minorities** at Indiana University was produced by the Office of University Planning, Institutional Research, and Accountability (UPIRA) in collaboration with University Reporting and Research. The report contains extensive university-wide data on K-12 enrollments, first-time students at IU, transfer students, undergraduate enrollments, graduation rates and degree completions; graduate enrollment and first-professional enrollments and degree completions; full-time faculty; and full-time staff. Copies are available from the University Reporting and Research Web site.

[www.indiana.edu/~urr/research](http://www.indiana.edu/~urr/research).



"It's not enough to say, 'Here's what we're doing.' We have to expect results and reward people for their success. We often associate accountability with punishment and sanctions. We need to think of accountability as an opportunity for enhancing performance. Positive reinforcement works much better than negative reinforcement."

**Gerardo M. Gonzalez**, Professor and University Dean  
Indiana University School of Education



# COMMITMENT

Investments that reflect our values and vision are concrete manifestations of our commitments.



## Transforming IU

**Susan Sciame-Giesecke**  
Dean, School of Arts and  
Sciences, IU Kokomo



How can Indiana University infuse diversity and equity into all its activities? This challenge is at the very heart of IU's diversity efforts, which has as its premise collaboration on all levels. Over the past eight years, the FACET Faculty Leadership Institute and the Enhancing Minority Attainment Conference (EMA) have worked hand-in-hand to find creative solutions to this and other diversity challenges facing IU.

At the annual EMA conferences, IU faculty and staff from all eight campuses work together to create effective strategies for achieving full diversity. They are consistently challenged to invest the human and fiscal resources to attract and retain underrepresented students, faculty, and staff and to create a more truly inclusive university.

"This collaboration is essential if we are to ensure that Indiana University graduates are prepared to live and work in a diverse world," says Susan Sciame-Giesecke, dean of the School of Arts and Sciences at Indiana University Kokomo, which hosts the EMA conferences.

IU recently undertook one of its most challenging diversity collaborative efforts to date. The "Campus Diversity Portfolio Self-Study and Review Initiative" assessed the current status of diversity and equity efforts across all IU campuses by partnering specific campuses for an exchange of self-study, site visits, and peer feedback.

Participants were asked to focus on four specific dimensions of diversity and equity: 1) Institutional Leadership and Commitment; 2) Curricular and Co-Curricular Transformation; 3) Campus Climate; and 4) Representational Diversity. The results of the campus visits were shared at the Annual EMA Conference in April 2007, where faculty and staff provided an honest evaluation about individual campus and university-wide strengths and challenges.

Sciame-Giesecke has seen the benefits of collaboration first-hand. "If we are to be successful in transforming Indiana University, we must do so together," says Sciame-Giesecke. "Working together, we will continue to chart a course for the future."



"We are a public university, and a concrete manifestation of our commitment to diversity and equity is how we reach out to communities through programs in the Office of Community and School Partnerships, the Hudson and Holland Scholars Programs, and the Hutton Honors College. We want to contribute to access, not oppose access to merit."

**Karen Hanson**, Dean, Hutton Honors College  
Indiana University Bloomington



"As a public institution, IU is committed to serving the people of Indiana. Thus, the quest for diversity and equity must of necessity be part of IU's mission. Diversity is everyone's responsibility. The best way to achieve this is not through isolated units functioning alone, but rather through collaboration that enables the whole to be much greater than the sum of its parts."

**Kenneth R.R. Gros Louis**, University Chancellor and Trustee Professor, Indiana University

## Achieving Equity and Excellence

In 1998, Kenneth Gros Louis, then-IU Bloomington chancellor, asked a national panel to review campus programs designed to recruit and retain underrepresented students. The resulting report was **20/20: A Vision for Achieving Equity and Excellence**, which strongly recommended a collaborative model and distributing accountability at all levels throughout the University as a blueprint for dealing with diversity and equity issues. Five years later, a follow-up to the first 20/20 report noted that despite some progress, much remains to be accomplished. Copies of the reports are available from IDSA.

**20/20: A Vision for Achieving Equity and Excellence**

[www.iub.edu/~idsa/reports/2020.pdf](http://www.iub.edu/~idsa/reports/2020.pdf)

**20/20: A Vision for Achieving Equity and Excellence,**

**Our Vision, Our Progress**

[www.iub.edu/~idsa/reports/2020-2003.pdf](http://www.iub.edu/~idsa/reports/2020-2003.pdf)

## Investing in the Future

"Success IU" is a university-wide initiative to increase academic success for all students. When IU Trustees approved tuition increases to address retention and diversity initiatives, the program generated approximately \$7.5 million in new base funds. While each campus has approached its particular challenges differently, "Success IU" has two major goals: to help students make the transition to college and to increase minority recruitment and graduation.

"Success IU" offers specific strategies for achieving these goals on each campus. These include creating learning communities, freshmen seminars, and academic support centers; offering supplemental instruction; and developing math skills. "Success IU" also recommends that each campus establish a Minority Enrollment and Retention Initiative Team (MERIT), which can collaborate with campus units to create and implement plans to accomplish their goals. "Success IU" helps support all campuses as they work to increase student academic achievement.



"One of Indiana University Bloomington's primary missions is its commitment to diversity. To achieve this mission, we aim to provide an excellent education to students of ability from all backgrounds. Such high caliber students will play a crucial role in IU becoming one of the great research universities of the 21st century. The twin engines of accessibility and affordability will help drive our recruiting effort and will help preserve and expand the diversity of the Bloomington campus. To this end, we have created and enhanced an array of financial aid programs, including additional support for the Hudson and Holland Scholars Programs, IU's premier program for recruiting high ability minority students; and major new need- and merit-based financial aid awards. Through such efforts, we can foster a diverse campus community where all students can pursue their dreams."

**Michael A. McRobbie**, Interim Provost and President-Elect, Indiana University



"An institution committed to diversity and equity should look different. The faces around the leadership table should be diverse, as should the faces at the front of the classroom."

**Ruth J. Person**, Chancellor, Indiana University Kokomo





IU Northwest Chancellor Bruce Bergland and Michael McRobbie, Interim Provost and President-Elect, Indiana University



IU Northwest in Gary consistently receives top rankings for campus diversity, and diversity is literally part of the landscape. The campus holds a Diversity Landmarks event each semester, placing over 130 placards with diversity quotations along campus walkways. "We focus on diversity as a cornerstone of excellence," says Chancellor Bruce Bergland.



"The case for diversity as an inherent good in education, business, and society has been well made. Unless our campus is equally rich as the world around us with a diversity of perspectives and experiences, we do ourselves and our students a disservice. The bottom line is that diversity is rewarding for us all—socially, intellectually, academically, and professionally. To fail at diversity is to fail at our core mission as a university."

**Charles Bantz**, Indiana University Executive Vice President and Chancellor  
Indiana University-Purdue University Indianapolis



"Our enduring commitment to diversity takes many forms. It is reflected in the determination to assure that every IU campus is a welcoming one that is free of discrimination based on race, disability, ethnicity, gender, marital status, national origin, religion, or sexual orientation. It is reflected in expanded scholarship and recruitment efforts designed to assure that IU is accessible to all students. It is reflected in continuing efforts to increase the number of minority and female faculty members, professional and support staff. It is demonstrated in expanded opportunities for minority businesses to provide essential goods and services. It also is reflected in the university's global character: this year we welcomed the largest class of international students in our history. Indiana University clearly is a stronger institution because of these commitments, which enrich the lives of all its members."

**Adam W. Herbert**, President, Indiana University



# Pulling Together: IDSA Highlights



- The institutionalization of successful retention and diversity efforts was assured by a Trustee-sanctioned tuition set-aside program, which generated more than \$7.5 million in base funds over a three-year period.

- To support research, student access, persistence, and diversity, grants exceeding \$35,000,000 were received from the Lilly Endowment, the Lumina Foundation, the Mott Foundation, and several federal agencies.

- The Office of University Planning, Institutional Research, and Accountability (UPIRA) facilitates data driven decision-making analyses and reporting throughout IU.

[www.indiana.edu/~urr](http://www.indiana.edu/~urr)



- The Mission Differentiation Project, an 18-month planning effort involving all IU campuses, led to the clarification of campus missions and passage of policies to enhance quality, student retention, and campus responsiveness.

[www.iub.edu/~idsa/reports/mdpreport.pdf](http://www.iub.edu/~idsa/reports/mdpreport.pdf)

- In recognition of the link between improving collegiate success with better precollegiate preparation, the Office of Community and School Partnerships was established in 2000. The focus is on students from urban and rural schools.

[www.indiana.edu/~cpartner](http://www.indiana.edu/~cpartner)

- The Business Diversity Initiative was launched in 2004 and has more than doubled the amount of business conducted with minority- and women-owned firms in less than three years.

[www.indiana.edu/~busdiv](http://www.indiana.edu/~busdiv)

- In 2000, leaders from FACET and the EMA Conference collaborated with IDSA to launch a major faculty-led effort to infuse diversity and equity principles throughout the curriculum.

- The IU Center on Diversity is a university-wide resource center whose mission is to assist campuses with meeting their diversity objectives, to monitor how well they do, and to issue periodic reports on relevant diversity matters.

[www.indiana.edu/~idsa/CenterOnDiversity.shtml](http://www.indiana.edu/~idsa/CenterOnDiversity.shtml)





- In response to student needs and its qualitative growth, the Honors Division at IU Bloomington became the Honors College in 1999.

[www.indiana.edu/~iubhonor](http://www.indiana.edu/~iubhonor)

- The Hoosier Presidential Scholars Program was established to retain more of the state's high-achieving high school graduates.

[www.indiana.edu/~h scholar](http://www.indiana.edu/~h scholar)



- IU expanded its presence at the Indiana Black Expo Summer Celebration to introduce Black Hoosier youth to IU early in life and to form a unified presence at the Black Expo Celebration.

- The Indiana Project on Academic Success (IPAS) is funded through a grant through the Lumina Foundation and works to strengthen student retention efforts and collaboration across campus boundaries.

[www.indiana.edu/~ipas1/home.shtml](http://www.indiana.edu/~ipas1/home.shtml)

- Both the Hudson & Holland Scholars Programs and Groups Student Support Services on the Bloomington campus were expanded and strengthened to ensure access and success for high-achieving and first-generation students, the majority of whom are students of color.

[www.iub.edu/~hhsp](http://www.iub.edu/~hhsp)

[www.iub.edu/~groups](http://www.iub.edu/~groups)



- The IU/HBCU STEM Initiative is designed to increase the enrollment of graduates from Historically Black Colleges and Universities in Science, Technology, Engineering, and Mathematics at IU Bloomington and IUPUI.

[www.stem.indiana.edu](http://www.stem.indiana.edu)

- IU is committed to offering programs on each of its campuses that meet high standards of academic and fiscal integrity, and a 2007 review will help position IU East to respond more effectively to the needs of its constituents.









# Charting a Course for the Future

"The future is not the result of choices among alternative paths offered by the present, but a place that is created – created first in the mind and will, created next in activity. The future is not some place we are going to, but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destinations."

— John Scharr, Futurist

In the preceding pages, we captured selected highlights of past and present university activities which enhance overall success and effectiveness. While Indiana University cannot be expected to be all things to all people, the university can and must do more to enhance academic excellence, diversity, and equity across its eight campuses. Doing so requires the following:

- Articulating with greater clarity why diversity and equity are important and how they enhance the quality of education for all students. Campuses, schools, and academic and administrative departments must identify specific strategies they will employ to achieve the university's objectives.
- The university must hold itself to higher levels of accountability and public reporting. It must be clear to all members of the university community that student academic success and diversity are not optional commitments. They are core components of the mission of a great public university.
- To stress the importance of student academic success and diversity, the leadership for these efforts must be distributed throughout the administrative and academic ranks of the university using incentives and disincentives.
- Throughout the university, we must intensify our efforts to achieve higher levels of synergy and efficiency by dismantling all administrative and academic silos which impede success.
- Indiana University must significantly increase its collaboration with selected urban and rural school districts to expand the pool of college-prepared students. Without such collaboration, the university's future excellence is compromised, as is the state's ability to compete in a global economy.

William Lowe Bryan, the 10th president of Indiana University, believed that the university should provide "open paths from every corner of the state." As we look toward the future, we can draw upon our collective wisdom and traditions to create those open paths. Working together, we can help Indiana University reach its highest levels of excellence, diversity, and responsiveness.



**Charlie Nelms**

Vice President, Institutional Development and Student Affairs

# Facilitators of Collaboration

The core leadership team in Institutional Development and Student Affairs (IDSA) is comprised of a small group of dedicated professionals who are passionate about helping Indiana University achieve its mission. Recognizing there is little which can be achieved by working alone, they collaborate with a wide array of university constituents to facilitate student, academic, and administrative success.

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**Victor Borden** serves as associate vice president for University Planning, Institutional Research, and Accountability (UPIRA) and associate professor of psychology within the Purdue School of Science at IUPUI. The past president of the Association of Institutional Research (AIR), Borden works across campus, school, academic, and administrative boundaries on issues regarding accountability, planning, student progress, and performance.



**John Brooks**, a 35-year Indiana University employee, is senior development director, a joint position between IDSA and the IU Foundation. In this role, Brooks coordinates efforts to secure financial resources from the private sector to support the mission of IDSA. He works closely with faculty and staff from all IU campuses on proposals submitted to the Lumina Foundation for Education. In addition, Brooks coordinates fundraising efforts for the Jimmy Ross Endowment for Diversity.



**Vicki Roberts** serves as associate vice president for Institutional Development and Student Affairs with campus and university-wide responsibilities. In addition to her role as chief fiscal and administrative officer for IDSA, Roberts provides leadership at IU Bloomington for Diversity Education, Campus-Community Initiatives, and for Multicultural Initiatives, which include the African American Arts Institute, the Asian Culture Center, the First Nations Educational and Cultural Center, La Casa Latino Cultural Center, the Neal-Marshall Black Culture Center and Library, among other activities.

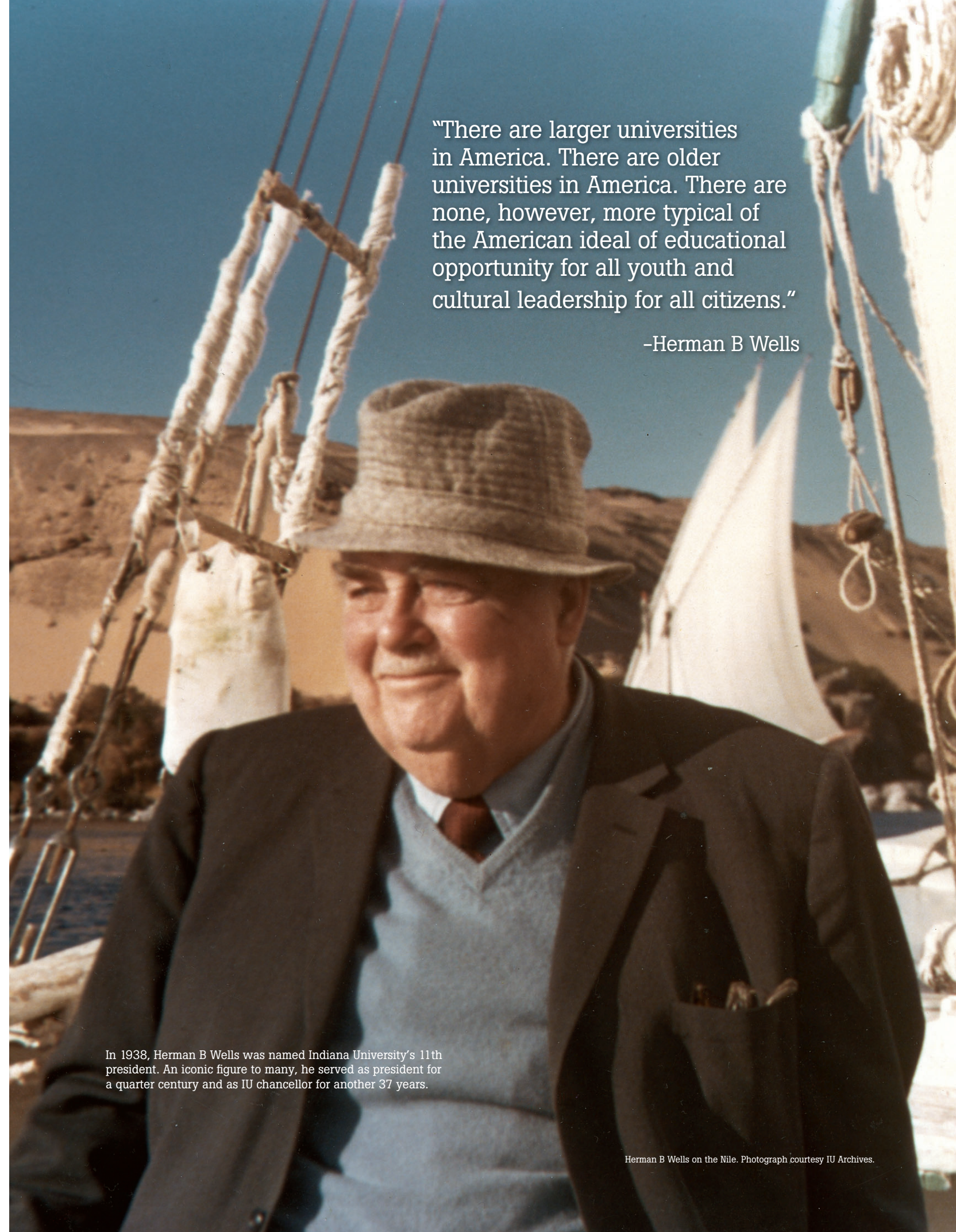


**Edwardo Rhodes** is associate vice president for Academic Support and Diversity, with responsibility for a variety of programs on the Bloomington campus including Academic Support, Hudson and Holland Scholars, Hutton Honors College, and Strategic Hiring, among others. Successful national grants to support students include: the Lewis Stokes Alliance for Minority Participation, Upward Bound, and the Alliance for Graduate Education and the Professoriate. A professor in the School of Public & Environmental Affairs, Rhodes has also served as associate vice chancellor for Academic Affairs.



**Philip Seabrook**, founding director of the Twenty-First Century Scholars Program in Indiana, serves as executive director of College Readiness Initiatives for IDSA and assistant dean of University College at IUPUI. He has more than three decades of experience developing and implementing precollegiate programs designed to increase college access and success. Seabrook has used his success as a grant writer to secure foundation support for a multi-campus project designed to increase African American male degree attainment.



A color photograph of Herman B. Wells, an older man with a mustache, wearing a dark suit jacket, a light blue V-neck sweater, a white shirt, a dark tie, and a light-colored straw boater hat. He is seated on a boat, with the rigging and ropes of the vessel visible in the foreground and background. The background shows a calm body of water and a hilly, arid landscape under a clear blue sky. The lighting suggests it is daytime.

"There are larger universities in America. There are older universities in America. There are none, however, more typical of the American ideal of educational opportunity for all youth and cultural leadership for all citizens."

-Herman B Wells

In 1938, Herman B Wells was named Indiana University's 11th president. An iconic figure to many, he served as president for a quarter century and as IU chancellor for another 37 years.

Herman B Wells on the Nile. Photograph courtesy IU Archives.



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