

## INSTITUTIONAL INDICATORS

à in bold indicates readily available data

### **Dimension One --Access and Success**

◊Diversity of the undergraduate population, graduate population in fields and levels

à**Progress over time**

à**Success of students in terms of graduation, persistence, fields, honors, performance**

à**Transfer among fields (particularly SMET fields)**

à**Pursuit of advanced degrees**

### **Dimension Two-- climate and intergroup relations**

◊Levels and quality of interaction among groups

à**Perceptions of the institutional (climate, commitment, engagement)**

◊Membership in diverse organizations and multiple memberships

◊Quality of experience for diverse groups on campus, in residential life

◊Levels of use and engagement in a variety of activities, offices and resources

### **Dimension Three-- Education and Scholarship**

à**Presence of diversity related courses, requirements**

◊Degree to which courses include diversity issues and the location of such courses (general education, and major fields.)

à**Level of faculty expertise on issues related to diversity**

◊Level of faculty participation in diversity related efforts, diversity of faculty participating in curriculum transformation

◊How much actual exposure do students have to diversity courses, to diverse faculty

◊How much and what have students learned about diversity and about their increased capacity to work in diverse settings

### **Dimension Four -- Institutional Viability and Vitality**

à**Institutional history with respect to diversity, issues and incidents**

à**Institutional strategies, resources de dicated to the strategy**

à**Diversity of faculty and staff by level**

à**Progress over time**

à**Perceptions of access, equity and inclusion from all constituencies**

◊Perceptions of institutional commitment to diversity by all constituencies

◊Public perception of the institution

◊Alumni views from diverse groups of alumni

◊Minority community views of the institution

◊External constituents views of the institution and diversity

◊Economic issues for the institution

à**Visibility of diversity in publications**

◊How is diversity represented with respect to excellence, quality, and academic performance

à**Centrality of diversity in the planning process, mission statements**

◊Hate crimes, grievances