**AAC&U’s Recommended “IE Scorecard” (Williams, et als, 2005)**

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| **IE Area**  | **Definition**  | **Sample Indicators**  | **Source**  |
| Access and Equity  | The compositional number and success levels of historically underrepresented students, faculty, and staff in higher education  | • Number of students, faculty, and staff members of color at the institution • Number of tenured women faculty in engineering • Number of male students in nursing • Number of historically underrepresented students in science, technology, engineering, and mathematics (STEM) fields  | Bensimon et al. 2004; Hurtado, et al. 1999; Smith et al. 1997  |
| Diversity in the Formal and Informal Curriculum  | Diversity content in the courses, programs, and experiences across the various academic programs and in the social dimensions of the campus environment  | • Courses related to intercultural, international, and multicultural topics • Campus centers, institutes, and departments dedicated to exploring intercultural, international, and multicultural topics • Articles, monographs, lectures, and new knowledge that is produced around issues of diversity  | Smith et al. 1997  |
| Campus Climate  | The development of a psychological and behavioral climate supportive of all students  | • Incidents of harassment based on race, ethnicity, gender, and sexual orientation • Attitudes toward members of diverse groups • Feelings of belonging among ethnically and racially diverse groups on campus • Intergroup relations and behaviors on campus  | Smith et al. 1997; Hurtado et al. 1999  |
| Student Learning and Development  | The acquisition of content knowledge about diverse groups and cultures and the development of cognitive complexity  | • Acquisition of knowledge about diverse groups and cultures • Greater cognitive and social development derived from experiences in diverse learning environments • Enhanced sense of ethnic, racial, and cultural identity for all students  | Gurin et al. 2002  |

**AAC&U’s suggested use:**

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| **Perspective**  | **Goal**  | **Objective**  | **Strategies**  | **Measures**  |
| Access and Equity  | To achieve equity of representation and outcomes for ethnic and racially diverse minority students in our undergraduate student population to mirror that of our state population in 10 years.  | To achieve proportional representation in the science, technology, engineering, and mathematics (STEM) disciplines.  | Strategy I • Identify moderate and high performing middle school students in state • Track progress • Work with them in academic skills, college advising, pre-college information, and STEM after-school and summer programs Strategy II • Develop strong academic and leadership development program available to all students • Include specific recruiting of students from the target group • Establish mandatory tutoring, mentoring, research experiences, and professional development activities • Establish outreach to students identified in Strategy I.  | *Baseline*— number of Students in STEM disciplines in current year *Target*— proportional representation determined by state population *Equity*—ratio of baseline number to target number  |

**IE Scorecard for Unit/Department Planning\***[[1]](#footnote-1)

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| **IE Area**  | **Indicators**  | **Current Status/Measures** | **Action Steps** | **Outcome** |
|  **Access and Equity** (compositional number, reduction of barriers to participation, and success levels of faculty, staff, and students) |  |  |  |  |
| **Diversity in the** **Formal and** **Informal Curriculum** |  |  |  |  |

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| **IE Area**  | **Indicators**  | **Current Status/Measures** | **Action Steps** | **Outcome** |
| **Campus Climate:** A climate supportive of all students |  |  |  |  |
| **Student Learning** **and Development:** Content knowledge and the development of cognitive complexity |  |  |  |  |

1. **adapted from Damon A. Williams, et als,** [**Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions**](http://www.aacu.org/inclusive_excellence/documents/Williams_et_al.pdf) (pdf) (Washington, DC: AAC&U, 2005). [↑](#footnote-ref-1)