



Council on Diversity Annual Report 2010-11 Indiana State University

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Executive Summary

The Council on Diversity at Indiana State University models the diversity, inclusion, and equity that characterize inclusive excellence. Our 21 members represent a cross-section of the university, coming from different roles across ISU's units and colleges. We reach outside the campus to include respected leaders from the Wabash Valley community among our membership. Our diversity, lending us a blend of seasoned insight and fresh perspective, is instrumental to how we consider and advocate for policy and practice to make ISU an inclusive and vibrant community.

The Council identified three guiding principles for this year's annual report: (1) integrate the use of dashboard analytics, (2) provide great specificity and clear recommendations, and (3) create a report that facilitates reader interest. Therefore, we organized this report in a straightforward fashion that places data-driven assessment and recommendations as the core elements.

This statutorily required annual report aims to fulfill the axiom, *we value what we measure* and *we measure what we value*, by offering a comprehensive view of the interconnected initiatives that promote diversity and inclusion at ISU. The report highlights the considerable efforts across campus this past year to move forward on the commitment to diversity espoused in the university's value statement.

We have much to celebrate and many have worked extremely hard to make marked progress. Yet we set ambitious goals for ourselves that are, in truth, essential for ISU to keep pace with our competition in the present and to sustain ourselves for the future.




Finally, we recognize and appreciate everyone on and off campus that sees the same promise we do in a multicultural, diverse, inclusive, and equitable future for all who live, learn, and work at ISU. We especially wish to acknowledge the contribution of the members of the Council on Diversity; thank you for your commitment and effort this past year in our collective effort to assess and report on the state of diversity at the university.

Mary Ferguson and Joshua Powers
Co-chairs, ISU Council on Diversity

Dashboard Analytics: Council on Diversity Report


STRATEGIC GOALS

Strategic plan Goal 1, Objective 9: By 2014, narrow the difference between the retention and graduation rates of all students and African American students by a minimum of 50%.

TABLE #1 Category - Students	Fall 2014 Goal	Fall 2009 Baseline	Fall 2011 Target	Fall 2011 Actual	Achievement
1 st year AA retention rate	72.5%	55.2%	63%	43.2%	
4-year AA graduation rate	20.3%	10%	17%	7.9%	
6-year AA graduation rate	43.3%	28.1%	38.1%	26.5%	





Note: Based on FTTF-BDS; Sept. 10 snapshot. Data provided by IR.

Strategic plan Goal 6, Objective 1: By 2014, make progress in hiring African American faculty, so that the percentage gap between this group and of African Americans in our student body is narrowed by 50%.

TABLE #2 Category – Faculty	Fall 2014 Goal	Fall 2009 Baseline	Fall 2011 Target	Fall 2011 Actual	Achievement
Number of AA Faculty ¹	N/A	11	N/A	15	
Number of AALANA ² Faculty	N/A	23	N/A	36	
%AA Faculty/% AA Students ³	7%/12%	2.6%/13.3%	4.36%/12%	3.4%/14.3%	




Note: ¹Total U.S. FTT/TT & FT Non-TT (special purpose), Sept. 10 snapshot; ²The term AALANA refers to U.S. minorities who are AA, Latino or Native American, in this case FTT/TT & FT Non-TT (special purpose), Sept. 10 snapshot; ³Total U.S. AA grad & undergrad, Sept. 10 snapshot. Data provided by IR.

Strategic plan Goal 6, Objective 2: By 2014, make progress in recruiting more minorities and women in executive and professional staff positions, so that the gap in composition of these employee groups and the diversity of our student body is narrowed by 50 percent.




TABLE #3 Category – Executive & Professional	Fall 2014 Goal	Fall 2009 Baseline	Fall 2011 Target	Fall 2011 Actual	Achievement
% of women in exec positions/ % female students	40.5%/54%	36.8%/52.8%	38.3%/NT	33.3%/54.6%	
% of women in other professional positions/ % female students	54%/54%	53.8%/52.8%	53.9%/NT	51.2%/54.6%	
% of minorities in exec positions/ % minority students	11%/17%	6.6%/18.9%	8.4%/NT	11.1%/20.7%	
% of minorities in other professional positions/ % minority students	13.5%/17%	9.8%/18.9%	11.28%/NT	8.2%/20.7%	

Note: U.S. minorities; HR definition for exec category; Sept. 10 snapshot. Data provided by IR. NT = No Target tracked as part of Strategic plan.






FACULTY HIRING

TABLE #4 Category – FTT/TT Faculty Hiring via Nationally Posted Searches 2010-11	Number Faculty Posted Positions	Number of Applicants for Posted Positions	Number of AA Applicants for Posted Positions	Number of AA Finalists for Posted Positions	Number of AA Hires
Bayh College of Education	4	55	8 (14.5%)	2	1
College of Arts & Sciences	8	301	7 (2.3%)	0	0
College of Technology	4	62	9 (14.5%)	2	1
College of NHHS	8	85	7 (8.2%)	1	1
Scott College of Business	4	188	6 (3.2%)	0	0
Library	2	100	2 (2.0%)	0	0
TOTALS	30	791	39 	5 	3 

Note: FTT/TT & FT non-TT (special purpose) positions posted to Applicant Tracking System on or after Sept. 1, 2010 with hires made by Aug. 30, 2011. Data provided by Affirmative Action.

TABLE #5 Category – Non-TT (Special Purpose) Faculty Hiring via Nationally Posted Searches 2010-11	Number Faculty Posted Positions	Number of Applicants for Posted Positions	Number of AA Applicants for Posted Positions	Number of AA Finalists for Posted Positions	Number of AA Hires
Bayh College of Education	3	66	13 (19.7%)	0	0
College of Arts & Sciences	7	219	18 (8.2%)	0	0
College of Technology	2	23	1 (4.3%)	0	0
College of NHHS	3	45	0 (0%)	0	0
Scott College of Business	0	0	0 (0%)	0	0
Library	0	0	0 (0%)	0	0
TOTALS	15	353	32 	0 	0 

Note: FTT/TT & FT non-TT (special purpose) positions posted to Applicant Tracking System on or after Sept. 1, 2010 with hires made by Aug. 30, 2011. Data provided by Affirmative Action.

TABLE #6 Category – Faculty Hiring via Opportunity Hire Program 2010-11	AA	Other²	Total	Target 2010-11	Achievement (Green/Yellow/Red)
Number of Applicants ¹	45	27	72		
Number of Recommendations for Hire	12	2	14		
Number of Hire Approvals	7	2	9		
Number of Opportunity Hires	2	2	4		8 ³ 
Yield (Approvals/Hire) ⁴	29%	100%	44%		

Note: ¹Applications received through special Opportunity Hire portal in Applicant Tracking System or referrals from departments; ²Qualifying candidates other than AA; ³President's goal articulated at Fall address to campus; ⁴Reflective of candidates approved for hire but opted not to accept offer or withdrew from consideration. Data provided by Academic Affairs.

FACULTY HIRING

TABLE #7 Category – Total Faculty Hires 2010-11	AA	Latino	Asian	Native American	Multi-racial	Inter-national	Total Diverse Hires	Women	Men
TOTALS	5	1	3	2	1	3	15	35	19
Achievement									

Note: Sum of hiring through posted searches, Opportunity Hire Program, and non-posted FT non-TT (special purpose) between Sept. 1, 2010 and Aug. 30, 2011. Data provided by IR.

RETENTION/SUCCESS

TABLE #8 Category – FTTT Faculty 1 year Retention Rate	All TT	AALANA	Women	
2010 Cohort	94.4%	100%	100%	
2009 Cohort	100%	100%	100%	
2008 Cohort	100%	100%	100%	
2007 Cohort	92.3%	100%	88.9%	Achievement
Average:	96.7%	100%	97.2%	

Note: Fall snapshot. Data provided by IR.

TABLE #9 Category – FTTT Faculty 3 year Retention Rate	All TT	AALANA	Women	
2008 Cohort	75%	50%	76.9%	
2007 Cohort	76.9%	100%	77.8%	
2006 Cohort	78.8%	100%	68.8%	
2005 Cohort	67.9%	0%	64.3%	Achievement
Average:	74.7%	62.5%	71.95%	

Note: Fall snapshot. Data provided by IR.

TABLE #10 Category – FTT Faculty 6 year Retention Rate	All TT	AALANA	Women	
2005 Cohort	46.4%	0%	35.7%	
2004 Cohort	50%	50%	52.6%	
2003 Cohort	61.5%	100%	62.5%	
2002 Cohort	52.5%	20%	58.3%	Achievement
Average:	52.6%	42.5%	52.3%	

Note: Fall snapshot. Data provided by IR.

PROMOTION/SUCCESS

TABLE #11 Category – Number and % AALANA Faculty by Rank/Type – Fall 2011	AALANA Faculty					AALANA Student Course Enrollments/% total ISU AALANA Student Course Enrollments ¹	AALANA Student Majors/% total ISU AALANA Majors ²
	Asst	Assoc	Full	FT NTT	Total AALANA Faculty/ % Total ISU AALANA Faculty		
Bayh College of Education	1	1	1	2	5/14%	394/3.8%	145/7.9%
College of Arts & Sciences	1	7	4	2	14/39%	6,502/63.3%	653/35.5%
College of Technology	4	0	1	0	5/13.9%	636/6.2%	242/13.2%
College of NHHS	1	4	1	1	7/19.4%	2,180/21.2%	558/30.3%
Scott College of Business	1	1	2	0	4/11%	562/5.5%	241/13.1%
Library	0	1	0	0	1/2.8%		
TOTAL ISU:	8	14	9	5	36	10,274	1,839

Note: Sept. 10 snapshot. Data provided by IR; ¹Number AALANA student courses taken in a given college and % of total ISU AALANA student courses taken. This number and percentage is a proxy for the total engagement by AALANA students in a given college such as through both general education and major courses. ²Number of AALANA student (headcount) majors in a given college and percentage of total ISU AALANA majors. This number is a proxy for advanced undergraduate engagement with a particular college.

TABLE #12 Category – Faculty by Gender by Rank/Type - Fall 2011	Women/Men							% Women on Faculty
	Asst	Assoc	Median Yrs Assoc on Faculty	Avg. Age of Assoc	Full	Avg. Age of Full	FT NTT	
Bayh College of Education	10/7	12/3	8/9	54/48	7/7	58/60	4/1	65%
College of Arts & Sciences	15/16	39/44	12/10	51/51	12/57	58/58	18/13	39%
College of Technology	4/12	3/10	12/9	58/54	0/8	NA/60	3/6	22%
College of NHHS	19/8	18/7	12/9	52/44	4/3	54/56	15/5	71%
Scott College of Business	1/4	1/9	9/10	44/53	5/13	53/61	2/3	24%
Library	5/1	4/1	10/22	56/57	2/1	54/63	0/0	79%
TOTALS:	54/48	77/75			30/89		42/28	46%

Note: Sept. 10 snapshot. Data provided by IR.

PROMOTION/SUCCESS

TABLE #13 Category –International Faculty by Rank/Type - Fall 2011	Asst	Assoc	Full	FT NTT
Bayh College of Education	1	1	0	0
College of Arts & Sciences	2	6	3	1
College of Technology	5	2	0	0
College of NHHS	2	3	0	1
Scott College of Business	2	3	2	0
Library	1	0	0	0
TOTALS:	13	15	5	2

Note: Sept. 10 snapshot. Data provided by IR. International defined as non-resident aliens (6) and permanent residents (29).

TABLE #14 Category – Number and % AALANA & Female Staff	AALANA			Female		
	Exec	O-Prof	Staff	Exec	O-Prof	Staff
Academic Affairs	1/22 (4.5%)	14/179 (7.8%)	12/262 (4.6%)	10 (45.5%)	85 (47.5%)	219 (84%)
Athletics	0/1 (0%)	5/41 (12.2%)	0/4 (0%)	0 (0%)	13 (31.7%)	2 (50%)
Business Affairs & Finance	0/6 (0%)	1/49 (2%)	17/206 (8.3%)	1 (16.7%)	25 (51%)	89 (43%)
Enrollment Management, Marketing, & Communications	0/3 (0%)	5/41 (12.2%)	0/33 (0%)	1 (33.3%)	25 (61%)	30 (91%)
Student Affairs	2/2 (100%)	3/22 (13.6%)	7/47 (14.9%)	1 (50%)	16 (72.7%)	22 (47%)
ISU Foundation	2/6 (33.3%)	1/28 (3.6%)	2/8 (25%)	0 (0%)	19 (67.9%)	8 (100%)
President's Office	0/5 (0%)	1/7 (14.3%)	2/6 (33%)	2 (40%)	5 (71.4%)	6 (100%)
TOTALS:	5/45 (11.1%)	30/367 (8.2%)	40/566 (7.1%)	15 (33.3%)	188 (51.2%)	376 (66%)

Note: Sept. 10 snapshot. Data provided by IR. Executive level (Exec) defined as per HR definition. O-Prof defined as other professional staff that are not Executive level.

COMPLAINTS

TABLE #15 Category – Affirmative Action Complaints 2010-11	Total Complaints Received	Number Complaints Leading to a Formal Investigation	Number Involving Students	Violations of ISU EEO/AA Policy Found
Sex	5	1	4	0
Race	4	0	3	0
Disability	5	0	1	0
Age	2	0	1	0
Retaliation	2	2	0	0

Note: Data provided by Affirmative Action.

Recommendations At-A-Glance

STUDENTS

RECRUITMENT	1. Increase recruitment efforts aimed at Latino/Latina students in the state and region; coordinate and enhance outreach efforts to local groups of underrepresented students.
RETENTION & SUCCESS	2. Continue to disaggregate student success data and make explicit the diversity and equity issues; analyze success rates in gate keeping courses and assessments.
CAMPUS CLIMATE	3. Disseminate the <i>Diverse Learning Environments Survey</i> , a nationally normed student diversity climate study; analyze results to set the direction of an action plan.
ASSESSMENT & METRICS	4. Operationalize performance metrics for the recruitment, retention, and success of target populations including AALANA ¹ students, international students, and students with disabilities; report the data annually. Designate an Office of Institutional Research liaison for equity and inclusion data.

STAFF

RECRUITMENT	1. Engage the Office of Affirmative Action as a partner in targeted outreach and recruitment supported by the strategic plan budget.
RETENTION & SUCCESS	2. Initiate an early career AALANA administrator mentoring program within the context of a larger mentoring program for all early career administrators. Review and enhance exit interview process for staff with particular attention to what may be unique for AALANA staff.
CAMPUS CLIMATE	3. Provide enhanced and targeted professional development opportunities. Audit <i>Great Colleges to Work For</i> study and include more diversity focused questions.
ASSESSMENT & METRICS	4. Operationalize performance metrics for the recruitment, retention, and success of target populations including AALANA and international staff and staff living with disabilities; report and disseminate the data annually. Ensure transparent accountability for diversity related professional development, goal setting, and assessment as a performance review metric.
LEADERSHIP ²	5. Reinforce rationale for and importance of diversity goals within one's division that align with the University's diversity vision/plan. ³

¹ The term AALANA as used in this report refers to African American, Latino/a, and Native American.

² Refers to supervisors, unit heads, and division heads.

³ Currently, a University diversity vision/plan does not exist. The Council on Diversity recommends that one be developed.

Develop, execute, and assess inclusion and equity related action plans that seek to advance the unit's goals in support of the University's goals. Ensure opportunities for professional development that both challenge and support members of the unit in their understanding and knowledge of inclusion and equity issues.

FACULTY

RECRUITMENT

1. Provide greater clarity on parameters of Opportunity Hire program and accelerate turnaround for approvals/denials on offer requests or consider pre-negotiating hire approvals with the deans as is done for regular searches. Engage the Office of Affirmative Action as a partner in targeted outreach and recruitment supported by the strategic plan budget. Prioritize hiring of 10 African American faculty within a larger AALANA hiring framework in order to remain on track for 2014 strategic plan goals. Expand and tailor employment advertising to reflect ISU's diversity commitments and actual disciplinary needs. Continue Scholar Collaboration and Prospective Faculty Day with expansion of the collaborative elements in the form of a nationally targeted early career webinar.

RETENTION & SUCCESS

2. Initiate an early career AALANA faculty mentoring program within the context of a larger mentoring program for all early career (year 1-3) faculty in development or implementation within the colleges and the CIRT. Review and enhance faculty exit interview process. Continue to provide targeted resources to departments and colleges that make an AALANA hire. Focus efforts on women achieving the rank of full professor.

CAMPUS CLIMATE

3. Provide enhanced and targeted professional development opportunities. Audit *Great Colleges to Work For* study and include more diversity focused questions. Engage in discipline specific curricular infusion of diversity topics and support professional development for faculty that build capacity for curricular and instructional transformation.

ASSESSMENT & METRICS

4. Operationalize performance metrics for the recruitment, retention, and success of target populations including AALANA and international faculty and faculty living with disabilities; report and disseminate the data annually. Ensure transparent accountability for diversity related professional development, goal setting, and assessment as a performance review metric.

LEADERSHIP⁴

5. Reinforce rationale for and importance of diversity goals at college/departmental levels that align with the University's diversity

⁴ Refers to department chairs, associate deans, and deans.

vision/plan.⁵ Develop, execute, and assess inclusion and equity related action plans that seek to advance the college/department's goals in support of the University's goals. Ensure opportunities for professional development that both challenge and support members of the college/department in their understanding and knowledge of inclusion and equity issues.

SENIOR LEADERSHIP⁶

MESSAGING

1. Reinforce rationale for and importance of diversity with a particular focus on priority goals for retention and success of AALANA students and the recruitment, retention, and success of African American and female faculty and staff within a broader AALANA framework.

POLICY

2. Provide clarity on the parameters associated with diversity related institutional goals including specifics around resource availability and deployment that require college and department level planning and execution.

3. Insist on the development of diversity plans by colleges, divisions, departments, and units with performance metrics. Additionally, require that all strategic plan goal chairs audit initiatives to more intentionally support institutional diversity goals.

4. Codify mechanisms for accountability for diversity related professional development, goal setting, and assessment of direct reports as part of the performance management system or model.

PRACTICE

5. Examine the intersection of diversity issues within experiential learning and community engagement and support professional development for faculty and staff that builds multicultural competency.

6. Model good practice by engaging in diversity related professional development, including with others from the ISU community.

7. Reconcile reporting language and timeframe differences and inconsistencies between offices and databases that track diversity related data.

8. Initiate conversation on how to optimize the interface of the Offices of Affirmative Action and Diversity with each other and with academic and co-curricular efforts; increase staffing to support these efforts.

⁵ Currently, a University diversity vision/plan does not exist and only three colleges have a plan developed or in formal development. The Council on Diversity recommends that one be developed.

⁶ Refers to Associate Vice Presidents, Vice Presidents, and other cabinet members.

Section 1: Students

STATUTORY REQUIREMENT:

Public Law 167, an amendment to the Indiana Code in 2007, requires the formation of a diversity committee at each public higher education institution in Indiana. The committee is charged with producing an annual report on diversity stating the findings, conclusions, and recommendations of their work to the board of trustees. The specific requirements of IC 21-27-5-4 related to students are to “make recommendations to promote recruitment and retention of minority students.” Although previous reports focused exclusively on racial minority students and specifically African American students, this year the report takes into account racial, religious, and sexual orientation minority status.

To ascertain progress and challenges toward goals for student recruitment, retention, and success the Council on Diversity culled information on the work of the Office of Admissions, Student Academic Services Center, Student Affairs, African American Cultural Center, and from the Council’s own student concerns committee (Appendix B). The Council on Diversity’s student concerns committee was chaired by the Student Government Association (SGA) President and included another undergraduate student as well as staff from career services, admissions, and the Council’s two community representatives.

2010-11 CAMPUS ACTIVITIES AND ACCOMPLISHMENTS⁷:

The Council on Diversity relied upon data from the strategic plan stakeholders meeting in the spring of 2011 and specifically reports from goal 1 (increase enrollment and student success) co-chairs to inform this section of the report. Additionally, the co-chairs contacted a number of campus offices and units for additional input into this section.

The admissions staff conducts outreach and on-campus events aimed at reaching potential students from communities of color. They engage in call campaigns and use publications targeted to African American and Latino families and their students. Once students are in the admissions pipeline, the new student orientation process includes the African American Cultural Center to introduce students and their families to an important campus resource. The 2010-11 admissions activities related to minority recruitment can be summarized as:

- Outreach events – La Fiesta, Indiana Black Expo, high school visits in Indiana Counties (Lake, Marion, and Vanderburgh) and in Cook County, IL and suburban Chicago areas
- On campus events – Bus trips, large group visits, early outreach to students in the Wabash Valley, 21st Century Scholar Day, Celebrating Cultural Diversity Days, College Summit Program, Project Success
- Call campaigns – target self-identified minority students from inquiry and applicant pools and facilitate call campaigns from call center to make direct connections to students.
- Publications – minority brochure

ISU’s African American Cultural Center, under the direction of Stephanie Jefferson, takes a leadership role in promoting the academic success of students of color. During the 2010-11, the Cultural Center

⁷ The Council on Diversity, according to its mission statement (Appendix C), is not a programming body. Thus the report on campus activities and accomplishments addresses the responsibilities and activities of a number of different individuals, offices, and units at ISU.

engaged in a broad spectrum of initiatives and events to promote a culture of academic achievement among students of color and to provide support services to bolster that success. Projects included:

- Freshmen retreat (31 students)
- Parent outreach (including parent workshops on student success in the field especially Gary and Indianapolis over the winter break)
- Book discussions for students, staff, and faculty
- Series of weekly academic study skills workshops (Sept.-Oct., Jan.-May) led by Director
- Tutoring
- African American Student Leadership Conference
- Academic Achievement Luncheon (recognition for 3.3 GPA or higher)
- Black Congratulatory (recognition pre-graduation event)
- I SUcced academic mentoring
- Number of other social programs that connect students with each other, staff, faculty, and African American alumni (Street Fair, Catfish Meet and Greet dinner, documentary film, Kwanzaa, ML King dinner, General Joseph McNeil, Christopher Benson, Ron Jones jazz quartet, Tasha Jones)

Student Academic Services Center, a unit under the direction of Jennifer Schriver, noted the following strategies employed:

- Residential Life provides Resident Assistant for social support and adjustment and Academic Peer Advocates on each floor in first year residences (Blumberg, Cromwell, Burford) to assist students with their academic transition to ISU
- MAP Works for early warning and intervention with Academic Opportunity Program (conditionally admitted) students
- Mentoring for 21st Century Scholars
- Improved academic advising
- Summer bridge program
- Improved customer service (Sycamore Express) in non-academic offices frequented by students (financial aid, registration, etc.)
- Wellness initiatives

An ad hoc committee, coordinated by Jacques Fuqua (ISU's former director of International Programs and Services), met to discern how to appropriately support the pluralistic perspectives of ISU students on religion and spirituality. The committee included representatives from United Campus Ministries, International Programs and Services, the Offices of Diversity and Affirmative Action, Office of Student Affairs, Student Government Association, the Cunningham Memorial Library, the Center for the Study of Health, Religion, and Spirituality, and others. The committees and its members helped facilitate the following list of accomplishments:

- Religious pluralism programs during SGA diversity week including film and speakers
- Interfaith dialogue group which began as a student-initiated response to religious pluralism events and continues to meet and sponsor campus and community dialogue
- A new student group for non-religiously aligned students
- Designation of dedicated prayer space for Muslim students in Hulman Memorial Student Union

SGA took proactive steps in 2010-11 to assure the cultural competency of student leaders by requesting professional development workshops from the Office of Diversity for the SGA Executive Committee and SGA Freshmen Council. SGA organized and promoted events for diversity week (November 2-6, 2010) that focused on issues of national origin, sexual orientation, religion, and ability. Two members of SGA attended the National Conference on Race and Ethnicity in American Higher Education (along with ISU's Diversity Officer) in June, 2011.

To understand how diversity issues are experienced by students in their academic coursework, the student concerns and faculty concerns committees of the Council on Diversity invited faculty who teach diversity content in their courses to share experiences in a focus group last spring. A small number of faculty participated. What was learned from the focus group is that there is a rich array of ways in which diversity can be embedded in courses through specific content reading, class activities, and other active learning mechanisms. Future exploration is planned with a broader array of faculty including faculty in disciplines where diversity may not be seen as having the potential for integration.

Finally, the Office of Diversity under the leadership of Mary Ferguson continues to fulfill an important role by financially supporting diversity awareness building efforts proposed and implemented by recognized students groups at ISU. The Office of Diversity made diversity mini-grant disbursements of nearly \$6000 (in increments between \$250 and \$1000) to 11 different recognized student organizations:

- Indian Student Association, Indian Global Night
- International Student Organization, International Idol Contest
- Chinese Students and Scholars Association, Lunar New Year
- Advocates for Equality, Miss Gay ISU
- International Student Organization, African Global Night
- Black Student Union, African American Collegiate Leadership Conference
- Wabash Valley Collegiate Society for Human Resource Management, Capacity Building Conference
- Promoting Health Across Campus Together, No Woman Left Behind Rally
- Advocates for Equality, Day of Silence events
- Social Work Student Association, Guatemala Project
- Student African American Sisterhood, Unity Field Day
- Omicron Delta Kappa, Diversity Short Film Competition
- Student Affiliates in School Psychology, Are Two Enough? Gender Identity speech

The office dispensed an additional \$2000 to events with large student audiences (sponsored by ISU offices or individual staff and faculty, not student groups):

- Tasha Jones, National Eating Disorders Week
- 9500 Liberty filmmakers (a documentary film about immigration)
- Human Rights Day events
- Diversity in Science speaker
- General Joseph McNeil of the Greensboro 4

The Office of Diversity and Office of International Programs and Services partnered to offer faculty and staff a better understanding of how to serve ISU's international student population in our classrooms and offices. The two offices presented a workshop in the fall and spring semesters of 2010-11.

A variety of student audiences requested diversity professional development workshops. A consultant contracted with the NCAA delivered a workshop to 60 student athletes, and the University Diversity Officer worked with:

- Residential life staff and residential life floor meetings for students
- Upward Bound (high school students)
- Orientation Leaders
- Department of Psychology graduate students (Lunch and Learn)

The University Diversity Officer spoke to:

- African Student Union members
- Graduate Student Association members
- Sycamore Leadership Coalition members
- 1 communication class
- 2 University 101 classes
- 1 class in Student Affairs and Higher Education master's program
- 1 class in Curriculum, Instruction, and Media Technology undergraduate program
- 1 class in Educational Leadership and Foundation Administration doctoral program
- 1 class in Communications Disorders, and Counseling, School, and Educational Psychology undergraduate program

Finally, the Office of Diversity organized and coordinated Sycamore Safe Zone workshops to address sexual orientation and gender identity on campus. Sixteen graduate students were trained to become workshop facilitators. A number of workshops were offered upon request to faculty and staff groups. Open enrollment workshops reached another 60 student participants. Appendix E provides detail on all activities of the Office of Diversity in 2010-11.

CONCERNS/ISSUES:

The lack of data reflecting the perceptions of current ISU students is a major concern expressed by the committee. Although diversity awareness and climate issues were collected through a broader NCA accreditation survey of students, staff and faculty in 2008, the last in-depth climate study was conducted in 1996. While strides have been made to collect and analyze faculty and staff concerns through *The Chronicle of Higher Education's Great Colleges to Work For* survey, the student perspective is not accounted for with that instrument.

Committee members shared anecdotal evidence and their observations about student concerns in absence of climate data. Two particular issues they identified were 1) a desire for dedicated space for prayer or meditation on campus and 2) specific services, staff, and other resources to meet the needs of students who identify as lesbian, gay, bisexual, transgender, queer or questioning. Additionally, the committee members felt it was important to investigate how diversity related content was being taught and how it was received by students in their classes at ISU.

The co-chairs of the Council on Diversity met with the Vice President for Student Affairs Carmen Tillery to gain further insight into student concerns and issues and the relationship between the goals for the

Division of Student Affairs and the initiatives of the strategic plan goal for student success. Student success as measured by grades, retention, and progress toward graduation are of utmost concern. In all of these measures, the success rates between white students and students of color (in particular African America and Latino/a students) show significant gaps (see Table #1 in Dashboard Analytics).

As former co-chair/chair of the Council on Diversity, Tillery's assessment of the diversity related concerns of students reflects a unique sensitivity to these issues. She identifies three areas of concern including the university's response and protocol for 1) handling sexual assault allegations and cases, 2) handling student requests for disability services, and 3) addressing faculty and staff's insensitivity (in some departments and units) for the students' racial, gender, or sexual identity. Finally, Tillery recommends better follow up on grievances with required corrective action plans and monitoring.

Religious pluralism emerged an issue for students on campus this year when early in the fall anti-Muslim sentiment in the US was the topic of daily news coverage. The uproar about a plan for a Muslim community center in Manhattan near the former site of the World Trade Center and a Florida minister's threat to host a Quran-burning prompted advocates and allies from United Campus Ministries, International Programs and Services, the Offices of Diversity and Affirmative Action, Office of Student Affairs, Student Government Association, the Cunningham Memorial Library, the Center for the Study of Health, Religion, and Spirituality, and others to strategize how best to promote a climate of respect for religious pluralism on campus.

Finally another national trend – the suicide of gay teens and college students across the country - caused the ISU community to pause and take stock of supports in place here for students who identify as lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ). There are two recognized student organizations (Advocates for Equality and the Gay Student Alliance) representing the issues of concern to the campus' sexual minority population. Yet additional support and education about sexual orientation and gender identity emerged as a concern across campus. The admissions office has mentioned inquiries from students who identify as transgender requesting information about support and services available to them on campus.

RECOMMENDATIONS:

This part of Section 1 presents recommendations as well as activities planned to operationalize these recommendations. Short-range recommendations are proposed for the next one to three years; the three-year timeframe coincides with the five-year timeframe of ISU's strategic plan (2009-2014). We highlight

Did you know? Between 2005 and 2022, the number of Hispanic public high school graduates is projected to rise by 88 percent. In comparison the number of white high school graduates is projected to decline by 15 percent.

!Excelencia in Education! Roadmap for Ensuring America's Future by Increasing Latino College Completion.

activities related to recruitment, retention, assessment and metrics, and messaging around student diversity in the short term and then summarize suggestions for implementing more long-range activities over a period of four to six years.

Recruitment

In the next three years, ISU must increase its outreach and recruitment in the communities where there are large Latino populations in Indiana and nearby (i.e., Chicago). Additionally data suggests building closer relationships with two-year and community colleges that enroll 52 percent of Hispanics, 55 percent of Native Americans, 44 of African

Americans, and 45 percent of Asian Americans currently attending institutions of higher education⁸. While a number of ISU programs are engaged in outreach to local students from underrepresented groups, stronger connections between these efforts internally could be forged and their focus on diversity related goals prioritized.

Retention and Success

The Council on Diversity endorses the continuation of all efforts underway through goal 1 of the strategic plan. Additionally, student success data should continually be disaggregated to draw attention to the particular issues of students from racial, religious, and sexual orientation minority groups as well as students living with disabilities and students by sex in particular majors or disciplines (e.g., females in STEM fields). In particular, it will be useful to determine the success rates of underrepresented groups in gate-keeping (prerequisite) courses and assessments (e.g., the Praxis exam for pre-service teachers) to determine how to support student success.

The Council also supports the formation of an ad hoc transgender task force, coordinated by the Office of Diversity, to examine policy and practice across campus (e.g., admissions, registration and records, athletics and recreational sports, residential life). Again issues of gender identity and expression as well as sexual orientation issues would be well served by staff dedicated to providing LGBTQ resources and support.

Campus Climate

In conjunction with the strategic plan committee examining the quality of life on campus, the Council on Diversity endorses the Higher Education Research Institute (HERI) *Diverse Learning Environments Survey*⁹ as part of a comprehensive data gathering strategy with national norming potential. By administering the HERI student survey (in rotation every four years beginning in 2012) with HERI's faculty survey and the *Chronicle of Higher Education's Great Colleges to Work For* survey, ISU can establish a cycle that allows us to holistically understand the campus climate from the perspective of various constituencies on campus.

Assessment and Metrics

In addition to this climate data, other assessment measures associated with progress in student retention and success should be closely followed by the Council. It would be beneficial to formally operationalize a set of performance metrics related to recruitment, retention, and success of AALANA students and to report the data annually in a forum for the ISU community. Council members can plan meetings with other campus stakeholders to continue learning about measures being taken to meet the strategic plan benchmarks by 2014.

Messaging/Support

⁸ *Diverse Issues in Higher Education*, September 1, 2011, p. 6.

⁹ <http://heri.ucla.edu/dle/?c=survey>

The leadership role played by the SGA and other student leadership groups (i.e., orientation leaders) in promoting diversity is commendable. Participation of the leadership of SGA and the Graduate Student Association on the Council on Diversity should continue.

Long-range activities

We recognize that increasing the diversity in ISU's student population calls for a more in depth examination of how and what we teach at ISU. We recommend that each dean work with the Council on Diversity and Office of Diversity to develop diversity statements and action plans. Included in these plans should be proposals for diversifying the curriculum and pedagogy workshops/institutes for faculty and staff.

Intergroup dialogue is a proven strategy "to help students gain intergroup understanding, increase positive intergroup relations, and promote intergroup collaboration."¹⁰ The most effective intergroup dialogue programs are both curricular (e.g., in Foundational Studies) and co-curricular (through efforts such as the interfaith dialogue group). Support for more intergroup coordination can be facilitated by student affairs personnel putting more attention on how groups involve and educate each other. Office of Diversity funding for student diversity-related events can also put a priority on intergroup efforts.

There is currently no office that directly and explicitly provides services and supports to students who identify as lesbian, gay, bisexual, transgender, queer or questioning. Many public and private universities have LGBTQ resource centers. ISU should plan for such as center as well as other multicultural centers/offices (i.e., Latino/a) in the future.

Finally, students have expressed the importance of the spiritual dimensions of their lives. The Council on Diversity and ISU should examine the structure of the campus ministries and other offices involved in addressing this very important but often overlooked aspect of student life.

CHALLENGES/BARRIERS:

ISU will need to maintain focus and resources to support the transformation in student demographics that will occur over time. These demographic trends and ever increasing globalization tell us this work is vital to our mission.

¹⁰ Nagda, Gurin, Sorensen, & Zuniga. (2009). Evaluating intergroup dialogues: Engaging diversity for personal and social responsibility. *Diversity & Democracy*, 12, 3-6.

Section 2: Faculty

STATUTORY REQUIREMENT:

The specific requirements of IC 21-27-5-4 related to faculty are to (1) review and recommend faculty employment policies concerning diversity issues, (2) investigate faculty personnel complaints, and (3) make recommendations to promote and maintain cultural diversity among faculty members.

In support of this statutory requirement, the faculty concerns committee of the Council on Diversity in 2010-11 sought to assess (1) the hiring, retention, and success of diverse faculty, (2) diversity as it manifests through the curriculum and teaching pedagogy, and (3) diversity planning with respect to academic units.

2010-11 CAMPUS ACTIVITIES & ACCOMPLISHMENTS:

To ascertain progress and challenges toward goals for faculty recruitment, retention, and success, the faculty concerns committee collected and analyzed data from the Applicant Tracking System (ATS), BANNER, IPEDS, and other sources, including data provided by the Office of Institutional Research. To investigate diversity in the curriculum and pedagogy, the Committee conducted a study of the course schedule and catalog, collected syllabi, and held a focus group with faculty that integrate diversity into their course content and teaching. To explore academic planning with respect to diversity, the Council on Diversity Co-Chairs conducted interviews with college deans and engaged other college faculty and administrative leaders on the nature of their efforts with diversity planning.

Faculty Hiring

Goal 6 of the strategic plan indicates that ISU should accelerate hiring of African American faculty such that by 2014 the gap between the percentage of African American faculty and the percentage of African American students is narrowed by 50 percent. Two specific senior level initiatives moved the institution forward in this regard. First, the Provost named a Special Assistant for Academic Initiatives (Joshua Powers) to provide primary leadership for a program of campus education and intentional minority faculty recruiting. Second, the President and Provost initiated an opportunity hires program that enabled any faculty position at the university to be potentially eligible for a minority hire.

These actions led to the following activities through the collaborative involvement of Academic Affairs and the Offices of Affirmative Action, Diversity, and Human Resources in partnership with departments and colleges:

1. The creation of a robust website with extensive resources related to good practice in diverse candidate recruitment. The website also had a number of minority candidate databases that were searchable by discipline. Departments were encouraged to utilize these resources as one mechanism for active recruitment and many made use of this resource for direct mail, email, and/or phone call contact.

2. A series of workshops for department chairs, search chairs, and search committees that provided deep engagement with issues of good practice in search facilitation and the recruitment of diverse pools of candidates;
3. The establishment of search process partners, faculty consultants with substantial experience managing searches and with expertise on issues of diversity, that were assigned to work with particular searches;
4. A significantly expanded and coordinated national advertising campaign with a strong focus on ISU's goals for diversity through faculty hiring;
5. A formalized mechanism through the ISU Applicant Tracking System for a candidate to apply and to be considered for a position through the Opportunity Hires program that was linked to a Blackboard site for easy access by deans and department chairs to consider candidates.
6. The creation of Scholar Collaboration and Prospective Faculty Day, a coordinated campus effort to bring opportunity hire candidates to campus on a single day for scholarly interaction and a second day for departmental interviews.

The achievements from these activities were substantial and included the following:

1. Seventy-two opportunity hire applications, 45 from African Americans, for positions across all colleges.
2. Twenty opportunity hire participants in Scholar Collaboration Day on February 21 (16 African American, 3 Asian, 1 Latino) that interviewed for possible positions in 15 departments.
3. Fifteen minority hires out of 54 full-time faculty hires (T/TT and special purpose), approximately 28% of hires made in the 2010-11 AY.
4. Five African American tenure track hires increased the number of African American T/TT faculty at ISU by 50% in one year.
5. 35 female full-time faculty hires (T/TT and special purpose), approximately 65% of all hires.
6. An ISU community that learned it can be an employer of choice in the competitive marketplace for minority faculty through coordinated effort, intentional recruitment, and dogged determination.

Of the six achievements noted Scholar Collaboration and Prospective Faculty Day warrants particular attention. Envisioned as a means of overcoming the limitations of bringing minority candidates to campus on an individual basis and enhancing the focus around scholarly collaboration rather than competition for employment, it did more for advancing the goals for faculty diversity than any singular activity this past year.

Did you know?

Only about 25% of diverse faculty hiring comes through standard search processes according to research by Dr. Renee Baker at the University of Rochester. Her study of faculty diversity efforts found that institutions that realized the greatest gains in diverse hiring did so through a special hiring process of some kind.

The Opportunity Hire candidates participated in sessions such as demystifying the tenure and promotion process, a scholarship colloquy with ISU faculty, and experiential learning and community engagement. The participants also had an opportunity to meet students, tour the campus, and engage diverse leaders in the Terre Haute community. The day culminated in a dinner sponsored by the President and a keynote speech to the ISU and Terre Haute community by General Joseph McNeil, one of the original Greensboro four. All 20 of these individuals left feeling positive about ISU with the hope of potential employment. Ultimately 9 of the participants received an offer of employment from a total of 14 candidates that were advanced to the Provosts Office with a hire recommendation. Five of the candidate accepted and are now on the faculty, including 3 of the 5 total African American tenure track hires.

Feedback from departments on the day was extremely positive with strong sentiment that it occur again, but coupled with greater clarity on hiring targets and timeliness on offer approvals. The President at his fall address had specifically mentioned that 8 opportunity hires would be supported for hire during the 2010-11 AY, a number that appeared to be reduced as the hiring season progressed. Furthermore, some departments expressed frustration with how long it took for a decision on an offer recommendation and the negative impact on candidates waiting for an answer.

Feedback from the participants was universally strong. A representative sample of comments via a post-event survey from two of the participants is illustrative:

The effort that ISU placed into recruiting scholars of color convinced me that it would be a place of inclusion and support.

The most important thing that you've done at ISU is to pilot an alternative method of hiring which does not thrive on competition, suspicion, and hostility but on collaboration and transparency. Moreover, at ISU, I saw a rare kind of cooperation between all levels of a higher-ed institution; i.e., between the president, administration, faculty, support staff, graduate and undergraduate students, and members of the community. This morning, I thought about writing an article on this experience for the Chronicle [of Higher Education].

Retention and Success of Diverse Faculty

Much of Goal 6 focuses broadly on enhancing the quality of life for faculty and for their development and integration into ISU as a means of supporting their retention and success. For the 2010-11 AY, particular attention focused on formulating a childcare feasibility study as well as a variety of campus events designed to welcome and support new faculty. Furthermore, the semester long new faculty orientation program again received funding and this fall for the first time, full time non-tenure track faculty are participating.

Did you know?

A study of 393 white men and women and minority Ph.D's who were recipients of prestigious Ford, Mellon, and Spencer fellowships from elite graduate programs found that only 11% of the scholars of color were actively sought by more than one institution simultaneously. Only about 1/4 of candidates in any of the sample groups had the most job options. The authors suggest that the belief that candidates of color are in disproportionate demand is exaggerated.

As it regards specific activities and accomplishments this past AY for the retention and success of diverse faculty, however, very little systematic work was evidenced on the campus with two exceptions. Initiative 4 of Goal 6 provided \$5,000 in funding for each college to support the needs of their diverse hires and/or to be used for department professional development activities that build a culture of support for diversity. These resources were not approved for the 2011-12 AY, although there was funding to enhance what is done for mentoring of early career faculty.

In terms of faculty retention, first year retention of all faculty, including AALANA faculty and female faculty, is strong with an average retention above 96% across all three categories as shown in the Dashboard Analytics.

Diversity in the Curriculum and Pedagogy

Late spring 2011, the Faculty concerns Committee examined courses with diversity-related themes via study of the schedule of classes and undergraduate and graduate course catalogs. Syllabi were also collected and analyzed from a number of courses with diversity embedded in them. Faculty that taught many of the classes were invited to participate in a focus group about their courses and pedagogy. Twenty-two faculty were invited for which 5 attended. The disciplines included educational psychology, educational leadership, sociology, and social work. The conversation was rich and provided a basis for advancing the study of diversity within the curriculum at ISU this next year and a workshop in November for the Foundational Studies program.

Of additional note, a regional diversity teaching and research conference was held at ISU during the fall 2010 semester. One hundred twenty-nine participants from 21 institutions participated, including 57 faculty, staff, and students from ISU. A number of ISU faculty led sessions on topics related to their scholarship and/or their engagement of diversity in the classroom.

Academic Planning and Diversity

A central recommendation of the 2009-10 *Council on Diversity Report* was that each college develop a diversity plan. This past year, the Bayh College of Education implemented its plan.¹¹ The College of

¹¹ <http://coe.indstate.edu/diversity.htm>

Nursing, Health, and Human Services developed a plan for fall 2011 implementation, and the College of Technology intends to develop a plan beginning Fall 2011.

CONCERN/ISSUES:

While there is much to celebrate regarding the faculty diversity achievements in 2010-11, there are nonetheless areas requiring attention. These needs are organized into the same categories as under activities and accomplishments.

Faculty Hiring

Fifteen minority faculty hires is a noteworthy achievement, although the five African American hires within that total falls short of the Fall 2011 target pace of seven new African American faculty at the start of 2011 to achieve a 50% narrowing of the proportional gap between African American faculty and students by 2014. African American hiring needs to accelerate. Furthermore, comparative data with peer institutions from the *2008-09 Council on Diversity Report* indicates that ISU is among the lowest in the group in terms of its employment of minority faculty of any level.

Hiring target confusion via the opportunity hire mechanism requires attention to ensure continued enthusiasm and support for the initiative. The President spoke at the fall address in 2010 of eight opportunity hires being funded during the 2010-11 AY while a few months later, the actual number seemed to be reduced to meet budget targets.

The timeframe between making a departmental opportunity hire request and a decision back from central administration often extended into multiple weeks, a few months in one case. This was a source of considerable departmental and college frustration, especially so for designated candidate contact persons who fielded regular calls from candidates for which no explanation for the delay could be offered.

Confusion on what demographic qualified as an “underrepresented group” for the purposes of an opportunity hire was also a point of frustration. Some specific examples were whether or not a Black African candidate would qualify or if White women or men would qualify in disciplines where that demographic was underrepresented.

As can also be seen in the Dashboard Analytics for 2010-11 hiring through posted searches, the diversity of candidate pools by college was proportionally uneven and by extension, the number of AA hires was uneven. The pools of African American candidates in academic college T/TT searches ranged from a high of 14.5% for the Colleges of Education and Technology to a low of 2.3% for the College of Arts & Sciences. Among FT non-TT (special purpose) search pools, the College of Education again had the highest proportion of AA pools (19.7%) while three of the units had no AA candidates in any pool.

Retention and Success of Diverse Faculty

As noted in the students section of this report, there is a lack of data related to the diversity environment/climate at ISU as it may affect retention and success. The last comprehensive campus climate study was completed in 1996.

While first year retention of AALANA faculty and women is strong (see Dashboard Analytics), divergence begins to appear at year three most noticeably for AALANA faculty while at year six it appears that only about ½ of all faculty and ½ of all female faculty were retained while 43% of AALANA faculty were retained. Furthermore, the data indicates a generally proportionate number of male and female faculty at the assistant and associate ranks but a substantially over-represented proportion of men at the full professor rank, largely driven by the numbers of faculty by gender at that rank in the College of Arts and Sciences (12 women and 57 men). Note that for other colleges, there are noticeable differences in time at the associate professor rank by gender, something not necessarily explainable by historic hiring patterns as suggested by the average age data. This finding indicates what may be a challenge/barrier for women and/or greater reluctance than men to pursue the rank of full professor, a finding in alignment with the findings documented in the *2008-09 Council on Diversity Report* and other analyses of faculty retention done by the Faculty Concerns Committee of the Faculty Senate.

Diversity in the Curriculum and Pedagogy

Attendance at the spring 2011 focus group was less than desired, although potentially a function of extensive end of semester commitments. While it does appear that diversity is embedded in multiple places in the curriculum, it remains largely the domain of the social sciences and professional fields.

Academic Planning and Diversity

Diversity planning is uneven at ISU. While there are established goals within the strategic plan for the hiring and retention of African American faculty, there is no specific mandate at the central level for colleges to develop diversity plans, including, in hiring. What is occurring within the colleges has largely been driven by dean interest and commitment.

No accountability mechanisms are in place to ensure annual reporting of diversity goals at the college level or the development of appropriate performance metrics.

Interviews with deans about their diversity related goals and achievements in spring 2011 indicated a commitment to develop/sharpen plans in the arena of hiring and mentoring of new faculty as well as what is done through courses and curricula. Yet, the sense of urgency for this issue varied as did how the term “diversity” should be defined. It was also clear that cultural competency across the colleges and their faculty varies considerably. This suggests the need for clearer communication centrally on expectations, messaging about priorities, and attention to professional development needs.

RECOMMENDATIONS:

This part of Section 2 presents recommendations, as well as activities planned where they are known to exist, to operationalize these recommendations. Short-range recommendations are proposed for the next one to three years to coincide with the planned completion of the ISU strategic plan. We organize the recommendations into the categories of recruitment, retention and success, assessment and metrics, campus climate, and leadership.

Recruitment

Policy clarity, process refinement, and resource commitment are needed to accelerate hiring of African American faculty in particular and minority faculty in general where underrepresentation is also most prevalent on the faculty. In regards to policy clarity, the Opportunity Hires Guidelines document needs sharper language around the definition of a qualifying candidate. We recommend that it focus specifically on African American candidates, although other AALANA candidates might be considered. This focus is not intended to infer that broader diversity on the faculty is not important (e.g., women in male dominated fields, men in female dominated fields, Asian American faculty, other international faculty, faculty with disabilities) as indeed it is and should also be encouraged where underrepresentation exists. Rather the opportunity hire commitment to African American faculty in particular affirms the importance of focused effort where the needs are greatest. Policy sharpening is also needed in the form of one additional criteria for selection (there are 6 at present and we recommend a 7th) to include data indicating the number of African American¹² students enrolled in courses offered by a particular hiring department and within the college. This data should be made available by the Office of Institutional Research at the start of every search season for easy consultation and recognition where the needs may be greatest across the campus. Our findings by college and shown in the Dashboard Analytics, however, indicate that this need is likely greatest in the College of Arts and Sciences where the most AALANA credit hour and student major generation occurs combined with the lowest proportion of AALANA faculty of any college.

Did you know?

Turner and Myers (2000) in their study, *Faculty of Color in Academe*, asked faculty why they stay at their institutions. The reasons included love of teaching, supportive administrative leadership, sense of accomplishment toward change, mentoring, collegiality (the opposite of the “chilly climate” experienced by many minority faculty and women), and commitment to the community and relationships with other faculty of color. They also found the best strategies for retention to be networking, workshops, creating social ethnic groups, mentoring, and support for research and publication.

In regards to process refinement, there needs to be a shorter turnaround period from point of departmental recommendation for an opportunity hire (i.e., request to a dean that then goes to the Provost and back down the decision chain for a response back to the department on whether or not the department can make an offer). To help achieve this, we recommend the use of a standardized submission form that is automatically copied to the appropriate parties within the college and at the central administration level and a commitment to a two week turnaround. Opportunity hire candidates are often being considered at other institutions and timeliness in response can be another differentiator between ISU and other colleges and universities in terms of evidencing our commitment to this initiative. Alternatively, we would propose that consideration be given to delegating the offer decision to deans as is done for posted search hires rather than handling centrally. This could be achieved via mutual agreement on the parameters and hiring numbers, available

although we would caution against turning the process into a race.

Resource commitment in the form of clarity on either the budget allocation amount available for opportunity hiring or specific number of hires in a *given hiring year* is needed. In light of research that shows that the majority of minority hiring comes through special programs (see first box in this section), we propose that the budget for this initiative be set with the expectation that at least 1/2 of the African

¹² While it would also be valuable to produce a report for other historically underrepresented student demographics, those numbers are small at this point to essentially be meaningless at the departmental, and arguably the college level.

American hiring would likely come through the opportunity hire mechanism and use that to establish what funding is needed to meet milestone targets toward the 2014 goal of a 50% reduction in proportion differentials. Given that we did not reach our hiring target in this regard for 2011 and that three years are left to reach strategic plan goal, we recommend that a commitment to hire 10 African American faculty be the goal for 2011-12.

Retention and Success

Intentional effort at retaining AALANA hires is needed. Initiative 4 of Goal 6 has received funding for an early career mentoring program that while focused broadly to all early career faculty (pre-tenure faculty in their first three years of employment), has a commitment to the support of AALANA faculty in particular. Co-coordinators for this initiative have been identified and charged with interfacing with other mentoring initiatives embedded within colleges and with the CIRT through its new faculty orientation program.

As an outgrowth of Scholar Collaboration and Prospective Faculty Day, we recommend that ISU sponsor a national webinar targeting early career African American faculty on the topic of navigating the waters of tenure and promotion. This was among the topics of greatest interest to participants on Scholar Collaboration Day and a timeless subject. The Scholar Collaboration Day participants would be invited to participate as would ISU African American faculty and others across the nation. Such an effort would further enhance ISU's reputation as an institution of choice for African American and other minority faculty.

Academic Affairs currently invites tenure/tenure track faculty who opt to leave the institution for any reason to participate in an exit interview. Since 2006, about 20% of departing faculty have participated in an exit interview with the Associate Vice President for Academic Affairs. We recommend that this process be enhanced to increase the number of exit interviews but that particular attention be given to obtaining an exit interview with departing minority faculty. This effort should be augmented by a closer partnership with Human Resources on faculty departures from ISU and their reasons. Finally, it may be wise to employ an outside entity to conduct these exit interviews to ensure candidness and anonymity for the interviewees.

Colleges should have a mechanism in place to provide new and early career support of AALANA hires. Resources would support culture and climate initiatives, research funds, and professional development opportunities. These funds were provided this past year through Initiative 4 of Goal 6, but did not receive approval for 2011-12. Alternative support mechanisms are needed and we recommend they be pursued through Academic Affairs and the colleges.

Attention is needed to the support of women achieving the rank of full professor, especially in the College of Arts and Sciences. We recommend further study of the issue, combined with action that encourages departments to examine their Promotion and Tenure policies as they may affect women's willingness to advance their materials for consideration and/or that provides intentional mentoring of female associate professors.

Campus Climate

Data is needed to assess campus climate issues related to diversity. The quality of life committee of Goal 6 from the strategic plan will be partnering with the Council on Diversity to implement a nationally normed *Diverse Learning Environments Survey* in 2012. This survey will serve as a valuable augment to the data obtained through the *Chronicle of Higher Education's Great Colleges to Work For* survey. The plan is to implement the *Diverse Learning Environments* survey on an every other year cycle to be implemented during the off year for the *Great Colleges to Work For* survey. As for the *Great Colleges to Work For* survey, it needs to be audited for the inclusion of more diversity specific questions.

A subcommittee of the Goal 6 quality of life committee of the strategic plan may need to be created in order to give focused attention to the unique concerns/issues affecting AALANA and other non-majority faculty.

Assessment and Metrics

At present, institutional performance metrics with respect to faculty diversity focus only on African American faculty recruitment and retention. Institutional goals and milestone targets are needed for other AALANA faculty categories, international faculty, and faculty with disabilities. Performance goals based on gender hiring, retention, and promotion and annual monitoring and reporting of the data is also needed, a strong point made by the Faculty Affairs Committee of the Faculty Senate in past years.

Data collection and reporting with respect to diversity should be done on an annual basis and include transparency of findings at the institutional and college levels. Reporting should focus not only on hiring and retention, but also professional development activities, and interventions taken to address underperformance and/or unexpected challenges.

The Office of Institutional Research, as the central source for ISU related data, needs additional support to be able to handle the expanded responsibility they would experience via these data related needs. We recommend the consideration of a part-time faculty fellow to work in the office on such data collection, synthesis, and analysis.

Leadership

Norms of practice with respect to diversity begin with administrative leadership that sets clear expectations for performance and guiding visionary direction. At present, there is no university diversity vision or plan other than what is codified for African American students and faculty in the strategic plan. We recommend that senior level leadership develop the framework for such a vision and plan and charge a University Diversity Planning Team Committee to develop its finer points over the course of the 2011-12 academic year. Furthermore, centrally directed expectations for college level diversity plans are also needed but with the understanding that resources may need to be directed to the colleges in order to effectively carry out diversity plans and address the need for professional development support.

College level leadership is needed to ensure that departments and units are held accountable for follow-through and that appropriate assessment mechanisms are in place.

CHALLENGES/BARRIERS:

The ability/need to stay competitive with faculty salaries will be an important contributor to ISU's ability to attract and retain highly marketable minority faculty. The key to our success, however, will be an extraordinary positive quality of life and a campus that is deeply committed to diversity. Recognizing how our policies, processes, and culture create inequities, real or perceived, requires leadership and ongoing effort.

Section 3: Staff

STATUTORY REQUIREMENT:

This report covering the 2010-11 academic year is the third one produced by the Council on Diversity for Indiana State University but the first to have a specific section labeled “staff.” In previous reports, the section headings mirrored the language of the state statute mandating this report (Public Law 167, an amendment to the Indiana Code). Thus those reports contained information on faculty and administrative employees and students but not other non-faculty employees.

A change to a “staff” label for this section allows us to report on both administrative and non-administrative staff and comment on the issues and concerns for all levels of staff and to acknowledge several nuanced realities.

First, the total number of employees in job categories constituting staff (i.e., employees in non-administrative and non-faculty roles) exceeds the number employed in administrative positions and faculty positions. To overlook this group is to ignore nearly 4 of every 10 total ISU employees (including faculty) and 6 of every 10 non-faculty ISU employees. The following table summarizes the numbers and percentages of employees by the classifications administration, staff, and faculty.

Job Group Analysis Summary EEO-1 Report from 10/01/10	Number	Percentage of all non-faculty employees	Percentage of all total employees
ADMINISTRATION: Executive and Professional	395	41%	29.3%
STAFF: Office and Clerical, Technicians, Skilled Crafts, Service, Laborer	571	59%	42.3%
SUBTOTAL OF ALL NON-FACULTY EMPLOYEES	966	100%	71.6%
FACULTY	385		28.4%
TOTAL OF ALL EMPLOYEES	1,351		100.0%

Additionally, ISU’s strategic plan *The Pathway to Success* is an important touchstone for establishing priorities and maintaining focus. Goal 6 of the strategic plan addresses recruiting and retaining “great faculty and staff.” There are four initiatives for achieving the objectives and, collectively, realizing Goal 6: 1) Enhance quality of life for faculty and staff, 2) Enhance faculty development, 3) Enhance staff development, and 4) Expand the diversity found in the composition of the faculty and staff at Indiana State University. There is a shared understanding among the goal and initiative chairs that the focus of Goal Six is to be inclusive of all ISU employees. There is also an implicit acknowledgement that the climate of the workplace and the place in which our students learn and many live is dependent on the actions and attitudes of *all* employees at ISU.

Finally, the Council on Diversity committee structure for the 2010-11 academic year (Appendix B) reflected attention to faculty concerns, student concerns, and staff concerns with the latter seen as an

inclusive term for both administration and non-administrative job categories. The staff concerns committee was made up of four members of the Council on Diversity; one of the four is classified as administration. The person serving as chair of the committee is an experienced, non-administrative staff member.

Thus, we feel section 3 of the Council on Diversity's report can address the statute's interest in administration and, at the same time, be more inclusive of the totality of experiences and viewpoints of employees at ISU. In tandem with the intent to be inclusive, we are also committed to disaggregating data as appropriate (e.g., by job categories, by sex, by racial identity) to increase our depth of understanding and bring nuance to our recommendations.

2010-11 CAMPUS ACTIVITIES AND ACCOMPLISHMENTS:

Staff representation and input on the Council on Diversity is well served by three Staff Council appointees. Additionally two of the President's six at-large slots are filled by ISU staff members. An additional ex-officio member of the Council on Diversity this year is the Director of Employee Relations in Human Resources (HR). We appreciate their work probing staff issues and activities on campus.

Many individuals and units within the university are working together to increase staff's capacity and specifically their diversity skills. The staff development initiative of the strategic plan Goal 6, chaired by the Director of HR, is instrumental in furthering this work. The initiative team conducted an online survey of training and development needs that was completed by 188 staff (39 from administration and 149 other staff) and 23 faculty.

HR created a training advisory council (the University Diversity Officer is a member) to operationalize the survey results with new projects and coordination of existing staff training initiatives. The Sycamore Service training module has been completed by over 562 employees since its roll out in March 2011. While the training does not have a specific focus on diversity, the key learning involved in exceptional customer service has many connections with cultural competency. HR's Professional Development Library houses diversity related training material accessible for use by the university community and maintains a reference catalog-grid of additional training materials that are available from the ISU Cunningham Memorial Library, ISU Office of Continuing Education, ISU Office of Information Technology, ISU Center for Instruction, Research and Technology, and the Vigo County Public Library.

The New Employee Welcome (NEW) staff orientation session developed by HR includes presentations by the Offices of Affirmative Action and Diversity. Since the orientation program was initiated in January 2011 through June 2011, 59 new employees received information about ISU's commitment to diversity and its policies and practices to guarantee inclusion, diversity, equity, and access.

HR and the Office of Diversity partnered to offer an online learning module *Welcoming Diversity*¹³ available on both offices' web pages. The module is now required along with two others¹⁴ on preventing employment discrimination and preventing sexual harassment housed on the Office of Affirmative Action web page. All new employees are required to complete the three modules within first 30 days of employment. Since the new diversity module became available in April 2011, 35 staff completed the module by the end of June.

¹³ <http://training.newmedialearning.com/diversity/indstate/>

¹⁴ <http://training.newmedialearning.com/ped/indstate/> and <http://training.newmedialearning.com/psh/indstate/>

The *Passport to Achievement* is both an employee-owned document that tallies their professional development and a way for HR to monitor and document staff development across units. The *Passport* includes sections specifically devoted to documenting affirmative action and diversity training (e.g., for completing the online diversity module or Sycamore Safe Zone training.)

HR and the Office of Diversity cooperated in recruitment efforts to bring more members of underrepresented groups into the pool of applicants for non-administrative staff positions. Candidates for non-administrative staff positions typically come from the surrounding local community. The Office of Diversity funded local newspaper advertising at the suggestion of HR and the Office of Affirmative Action which yielded more diversity in the applicant pool for two event set up technician I openings in Hulman Memorial Student Union. Two African American hires were made for that position.

Another initiative of Goal 6 of ISU strategic plan concentrates of improving the quality of life for faculty and staff at ISU. In the past year, the initiative team (made up of faculty, administration, and staff members) conducted a number of outreach and welcoming activities in which staff participated. Relocation assistance information (more pertinent to administrators and faculty since many come from outside of the Terre Haute area) has been compiled and made accessible on the HR web site at <http://www.indstate.edu/humres/RelocationAssist.htm>.

Finally, the Office of Diversity conducted or facilitated a number of professional development workshops specifically for staff over the course of the past year. These are documented in detail in Appendix E Office of Diversity Year In Review Report and summarized here:

- Staff Council grievance committee members
- Business Affairs staff in-service
- Residential Life staff
- Cunningham Memorial Library staff (and faculty) in-service
- College of Technology staff (and faculty) in-service
- Bayh College of Education support staff in-service
- Graduate and Professional Studies staff in-service

The University Diversity Officer partnered with International Programs and Services to deliver a program on working with international students for staff and faculty. The Office of Diversity also coordinated consultant-led training for staff. A diversity trainer contracted with the NCAA presented on cultural change to administration and on sexual orientation issues to athletics staff in December 2010. A staff member from Rochester Institute of Technology charged with faculty recruitment and retention presented two workshops attended by staff and faculty at ISU in April 2011.

Sycamore Safe Zone workshops were delivered to staff of the following offices:

- Office of the President
- Vice President for Enrollment Management
- Vice President for Student Affairs
- Campus Police

CONCERNS/ISSUES:

Our findings indicate the need to monitor and track recruitment, hiring, and retention of non-administrative staff as well as executive and other administrators. As expected and indicated in Table 14, the percentage of female non-administrative staff (66%) is higher than in the executive (33%) and other professional level (51%) positions. The proportion of the student body that is female (54.6%) is considerably higher than it is at the executive level and close to the proportion for other professionals as indicated in Table 3. However, the number of AALANA staff (7.1%) is far less than the representation of AALANA students where African American students alone exceed 14 percent of the student body (Table 2). The movement or advancement of AALANA staff through the ranks is also an important issue raised by the staff concerns committee of the Council on Diversity.

In Section 1, this report addressed the student concerns committee's recommendation that ISU administer a diversity climate study to students. Staff concerns committee members similarly endorse the administration of a climate study focused on diversity for all staff, faculty, and students. The last ISU climate study was conducted 15 years ago in 1996. There were separate instruments for students, faculty, and staff. The focus of the survey was on the "racial and national origin climate" at ISU. The focus now should be expanded to include all aspects of diversity referenced in ISU's diversity and affirmative action statements.¹⁵ As an alternative to a separate diversity climate study, the *Chronicle of Higher Education's Great Places to Work* survey can be modified with more attention to diversity issues and results disaggregated by position, race, and gender.

Data collection and analysis point to a pervasive disconnect or mismatch between the definitions, categories, and timeframes of various reports and databases that inform our work. In order to ensure clarity of goals and initiatives it is vital to reconcile, as much as possible, the varying frameworks of data gathering. As stated earlier, classification of employees (e.g., by pay grades, AAEO job categories, HR parlance of exempt and non-exempt staff, older and less favorable ways such as defining some staff as EAP meaning Executive and Other Professional and others as support without acknowledging their professionalism) unnecessarily complicate our work. Another example is seen in the inconsistency between racial/ethnic categories in IPEDS and internal ISU recordkeeping policy and practice. A specific recommendation for language/definitional and timeframe consistency follows under the "recommendations" heading for Section 3.

RECOMMENDATIONS:

This part of Section 3 presents activities planned for the next one to three years as short-range responses; the three-year timeframe coincides with the five-year timeframe of ISU's strategic plan (2009-2014). We highlight activities related to recruitment, retention, assessment and metrics, and messaging around staff diversity in the short term and then summarize suggestions for implementing more long-range activities over a period of four to six years.

¹⁵ Diversity is understood as the spectrum of human differences including racial identity, ethnicity, gender identity and expression, age, socio-economic status, national origin, sexual orientation, ability and spiritual beliefs. (www.indstate.edu/diversity) The Office of Affirmative Action is responsible for carrying out Indiana State University's commitment to preventing discrimination on the basis of sex, race, age, national origin, sexual orientation, religion, disability or veteran status, against any of its employees, students or invited guests. (www.indstate.edu/aao/index.htm)

Recruitment

The strategic plan Goal 6 implementation team charged with diversifying the faculty and staff requested funding to support targeted outreach and recruitment for AALANA and women for executive and professional staff. The Affirmative Action Officer, working in conjunction with administrative units, will determine priorities and outreach strategies and pursue the most promising practices. Some ideas include establishing an ISU presence at recruitment fairs and professional conferences, accessing recruitment databases for women and AALANA administrators, and adding executives and other professionals to Scholar Collaboration and Prospective Faculty day.

Retention

Two strategies are immediately available to address staff retention. Mentoring is one and employee resources groups are a second.

Mentoring new AALANA and female executives and administrators for job success is a priority for many people on campus. Mentoring and more deliberate and welcoming onboarding of all new staff through the New Employee Welcome, SAMbassadors, social mentors, new employee reception, and relocation assistance are additional steps being undertaken by a broad cross-section of campus. Whatever policy and practice changes are necessary for these initial steps to become institutionalized are being pursued in the next one-year time frame.

Employee resource groups, common in private industry for over 50 years and not uncommon in higher education (e.g., IUPUI has groups), are another strategy to address retention. An African American resource group already exists at ISU, with new groups in development. Employee resource groups provide a means for employees to connect across roles, develop leadership within a supportive structure, and bring issues of concern to the attention of campus leadership.

Campus Climate

Current data about the campus climate as perceived by staff should be addressed with a valid and reliable staff climate study that offers disaggregated responses for analysis. As an alternative, we are exploring the feasibility of adding diversity climate questions to the *Great Places to Work* survey administered on a biennial basis to ISU faculty and staff.

Assessment and Metrics

Data collection and analysis are critical for assessing the progress of our diversity initiatives. Currently the offices of Diversity and Affirmative Action support the Council on Diversity as much as possible with data gathering and analysis. However with one administrator in each office charged with faculty, student, and staff issues related to inclusion, diversity, equity, and access, the offices have made a joint request to the quality of life team of the strategic plan to support a data analyst for the next three years. An alternative is to designate someone in the office of Institutional Research as a liaison for mining and sharing data on inclusion, diversity, equity, and access.

Specific tasks for a data analyst include disaggregating recruitment, retention, and success data by to highlight racial/ethnic categories, ISU's international population, people living with disabilities, and other

categories of interest among the staff population of ISU. There are exit interviews with staff conducted by HR. That data can be further mined, and the analyst may make recommendations for improvements to the data collection questions, process, and dissemination.

Messaging/Support

We cannot give enough emphasis to the importance of consistent messages from campus leadership about the ISU's commitment to diversity and its value for our future success and sustainability. Not only do the words of the leadership have impact, but their actions speak for themselves.

We support the continued engagement of senior leadership in diversity and equity focused professional development as a great model for the rest of staff. Yet a system of incentives and consequences will boost the effect of modeling the desired behavior. Adding diversity accomplishments (e.g., completing professional development as tracked by the *Passport to Achievement*) as a component of the performance management system for all staff is recommended. Annual campus-wide diversity awards will elevate diversity's importance to the same level as the emphasis we put on teaching, research, and service.

Long range activities

Taking short range pilot solutions forward may require changes to institutional policy and practices. We endorse the formulation of a written mentoring plan before final approval of opportunity hires (administrative and faculty) in the future. We propose that assessment and metrics across offices, units, and databases become congruent or at least translatable across databases. We support the addition of performance metrics on diversity accomplishments to become part of the performance management system for staff and an additional criterion for promotion to hiring manager and supervisory staff positions (along with tenure and promotion review for faculty).

We encourage ISU to establish of an annual Inclusion, Diversity, Equity, and Access (IDEA) summit open to all campus constituencies once the current strategic planning process is completed. The day would focus on dissemination of information about climate, hiring, and retention issues and responses.

CHALLENGES/BARRIERS:

The Council on Diversity, Office of Diversity, and Office of Affirmative Action face similar challenges. While each of these entities strives to advance ISU's position on issues of inclusion, diversity, equity, and access, we simultaneously are working to an end that would make us redundant. Our challenge is to transform the culture of ISU; we seek to empower all staff and hold them accountable to make inclusion, diversity, equity, and access part of their criteria for actions, policies, and programs. ISU will need to maintain focus and resources to support this transformation over time. Current demographic trends in our nation and ever increasing globalization tell us this is an imperative vital to our mission.

Section 4: Complaints

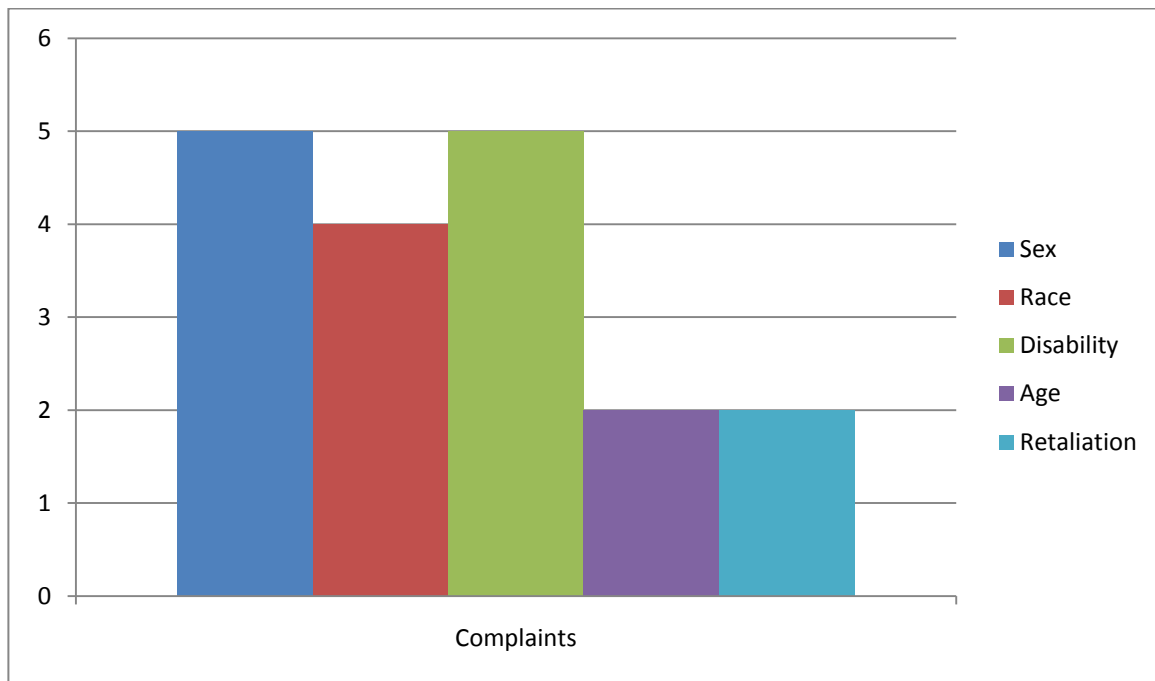
STATUTORY REQUIREMENT:

A fourth and final requirement of IC 21-27-5-4 is to review faculty and administration personnel complaints concerning diversity issues. In support of this statutory requirement, Sheila Johnson, Director of Affirmative Action, provided this report.

2010-11 FINDINGS:

Filed Discrimination Complaint Categories

For the 2010-2011 academic year, the Office of Affirmative Action received 17 complaints¹⁶ of alleged violations of the university’s Equal Opportunity and Affirmative Action Policy. These complaints were comprised of allegations of discrimination based on Sex/Gender Identity, Race, Disability, Age and Retaliation. All of the following information in this section reflects the categories of complaints received for the period beginning June 1, 2010, and ending May 31, 2011.



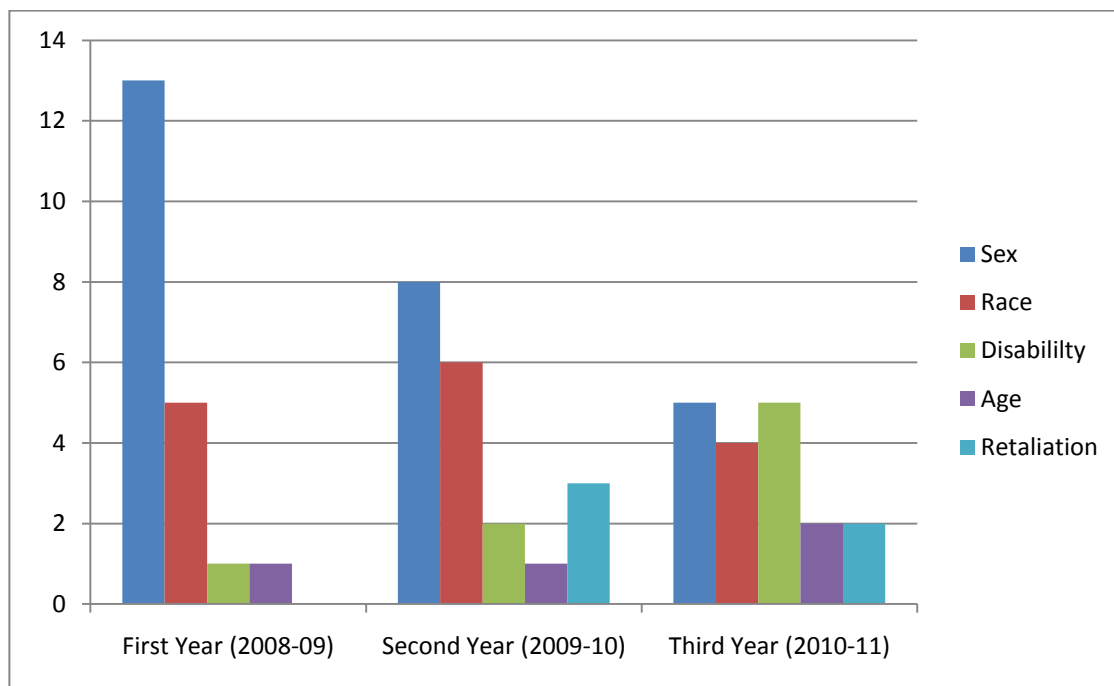
Note: Sex discrimination includes allegations of sexual harassment.

¹⁶ The table shows 18 total complaints as one of the 17 complaints covered two categories (race and age discrimination).

Annual Complaint Analysis

As noted above, 17 complaints were received by the Office of Affirmative Action; the same number of complaints received during the 2009-2010 period (second year) and a slight decrease from the 20 complaints received during the 2008-2009 period (first year).

Over the last three years, the number of complaints received and processed within each category has exhibited varying levels of fluctuation. **Sex** discrimination complaints have declined over the three year reporting period moving from a high of 13 during the first year, to 5 during the last academic year. **Racial** discrimination complaints increased from 5 to 6 from the first year to the second year, but declined to 4 during the last academic year. **Disability** discrimination complaints have increased each year, with the largest increase this past year; rising from 1 to 5 complaints. **Age** discrimination complaints have also gradually increased over this period, increasing from 1 during the first two reporting periods to 2 this past year. **Retaliation** complaints were not reported in the first year but went from 3 during the second year, to 2 this past year. This data is summarized in Table 1 below.



Complaint Investigation and Student Involvement Analysis

Of the 17 complaints received during the last year, approximately one-half involved students, and almost all complaints identified faculty or staff as the respondents (i.e., the person accused of the discrimination).

As shown in the table below, 3 of the 17 cases filed with the Office of Affirmative Action resulted in formal investigations. No investigations resulted in a finding of a violation of the University's Equal Opportunity and Affirmative Action Policy.

Complaints received for the period of June 2010 through May 2011.

Complaint Type	Formal Investigations	Violations ¹⁷	Student Involvement
Sex	1 of 5	0	4
Race	0 of 4	0	3
Disability	0 of 5	0	1
Age	0 of 2	0	1
Retaliation	2 of 2	0	0

CONCERNS/ISSUES:

Sex discrimination complaints continue to be the highest source of discrimination complaint on the ISU campus. Disability related complaints are trending upward and worthy of close monitoring.

RECOMMENDATIONS:

Continue efforts to address gender based complaints through sexual harassment education, vigilance in responding to allegations of this nature, and setting the tone of zero tolerance.

Unit level workshops and training need to continue as the data only reflects those circumstances where a person was willing to file a complaint. Many other instances of incivility and potential discrimination occur for which the victim is unwilling to disclose.

CHALLENGES/BARRIERS:

Critical to establishing a campus with a strong quality of life is to ensure that all are welcomed and enjoy the rights and privileges of being an ISU employee free from harassment and discrimination. As an institutional community embedded in a larger Terre Haute community with the full range of attitudes and beliefs around diversity, non-discrimination efforts must be pursued on a continual basis.

¹⁷ Violations of university non-discrimination policy.

Appendix A

Council on Diversity Members

At-Large appointments (6)

- Marlene Lu (2013) – Office Assistant, Blumberg Center, Bayh College of Education
- Josh Powers (2013) – Special Assistant to the Provost for Academic Initiatives and Professor of Educational Leadership
- Maria Chaqra (2012) – Assistant Director, International Programs and Services
- Yasenka Peterson (2012) – Associate Professor & Department Chair, Department of Applied Health Sciences, College of Nursing, Health, and Human Services
- Sarah Wurtz (2011) – Director of Scholarships, Office of Admissions
- Barbara Eversole (2011) – Assistant Professor, Department of Human Resource Development and Performance Technologies, College of Technology

Community member (2)

- Jack Diel (2013) – Executive Director, United Campus Ministries
- Jeff Lorick (2011) – Executive Director, City of Terre Haute Human Relations Commission

Staff Council appointments (3)

- Elonda Ervin (2013) – Director, Career Center, Student Affairs
- Martha Reed (2012) – Administrative Assistant, Career Center, Student Affairs
- Rebecca Stinnett (2011) – Dean’s Assistant, College of Graduate and Professional Studies

Faculty Senate appointments (3)

- Eliezer Bermudez (2013) – Associate Professor, Department of Applied Health Sciences, College of Nursing, Health, and Human Services
- David Dominguese (2012) – Assistant Professor, Department of Applied Medicine and Rehabilitation, College of Nursing, Health, and Human Services
- Rhonda Impink (2011) – Associate Professor, Department of Social Work, College of Nursing, Health, and Human Services

Student Government appointments (4)

- Steven Flowers (2011) – President, Student Government Association
- Kate Shelley (2011)
- Sowmya Challa (2011) – President, Graduate Student Association
- Rachel Barrett (2011)

Ex-officio Voting Members

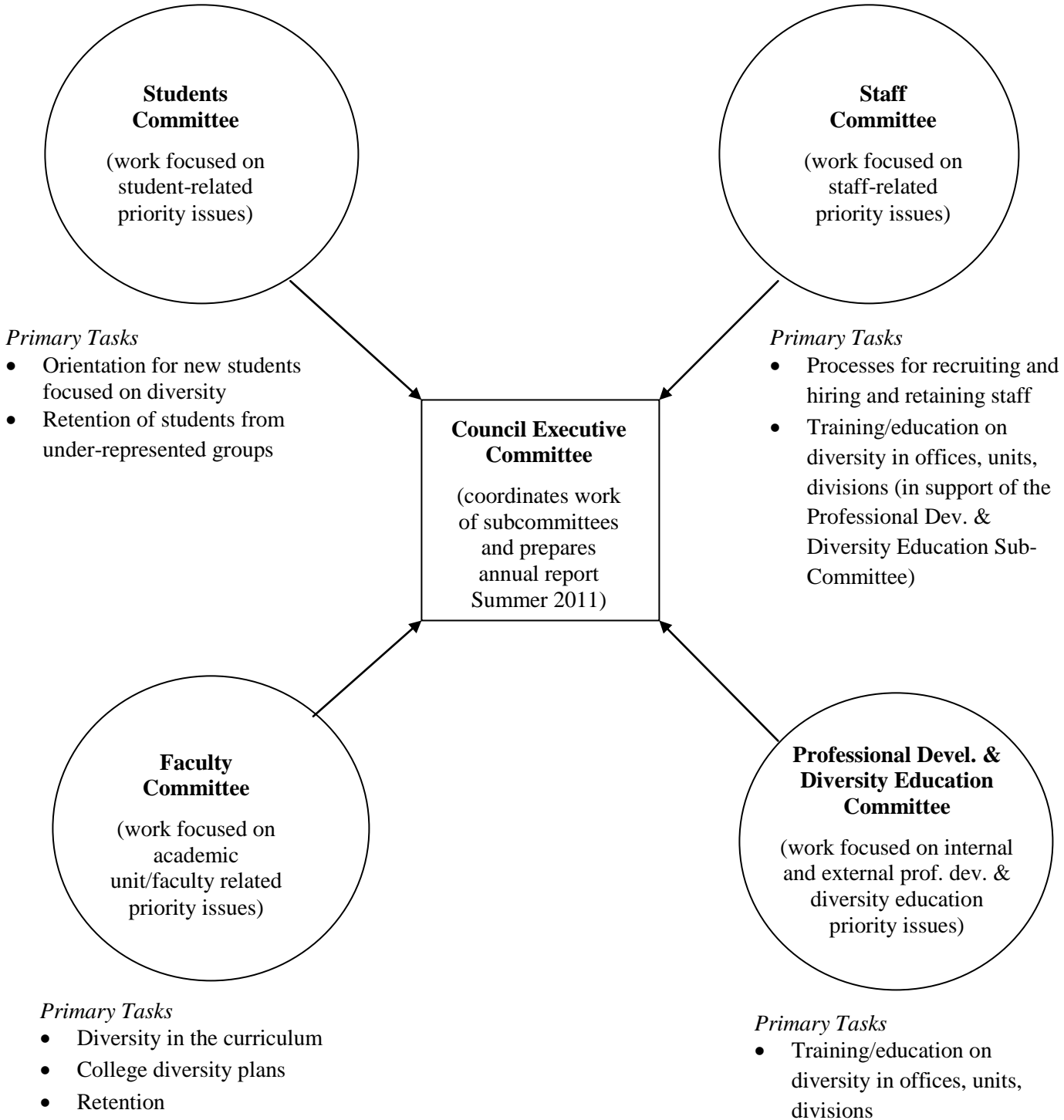
- Tami Weinzapfel-Smith – Human Resources
- Sheila Johnson – Affirmative Action Officer
- Mary Ferguson – University Diversity Officer

Note: Position held until fall of designated year; 3-year terms.

Appendix B Council on Diversity Committee Structure

Within the task areas noted...

- Audit or investigate current practice;
- identify best practices in this focus area at other colleges/universities; and
- make policy, procedure, or practice recommendations for this focus area for inclusion in the final report



Appendix C

Council on Diversity Vision and Mission

Vision

We envision a university community that reflects the population of Indiana and the nation with respect to students, faculty, support staff and administration and that transcends social and structural barriers to equality. We also envision a university community that understands what is necessary to achieve such a goal and appreciates why such a goal is beneficial.

Mission

The mission or purpose of the Council on Diversity in pursuit of our vision is to:

- assess the degree to which the university community reflects the population of Indiana and the nation with respect to its students, faculty, support staff, and administration;
- identify the factors that facilitate and those that inhibit the achievement of a culture of support for diversity; and
- recommend strategies to increase the diversity of the university community, address impediments to a culture of support for diversity, capitalize on opportunities that are present, and stimulate movement toward the achievement of the vision that can position Indiana State University as a 21st Century leader in this arena.

Values

- We value the individuals and groups that make up and represent our University community.
- We value a community where all individuals from all levels can participate and contribute in meaningful ways.
- We value listening as well as respectful directness that are both needed to bring about change on a topic that is often a difficult one to explore.
- We value our charge and the stewardship it represents to all in our community.

Appendix D
Indiana Statute on Diversity Committees

IC 21-27-5

Chapter 5. Indiana State University

IC 21-27-5-1**Applicability of chapter**

Sec. 1. This chapter applies only to Indiana State University.

As added by P.L.2-2007, SEC.268.

IC 21-27-5-2**Board; powers**

Sec. 2. The board of trustees may sue and be sued.

As added by P.L.2-2007, SEC.268.

IC 21-27-5-3**Powers, rights, privileges, duties, and obligations to remain intact**

Sec. 3. All powers, rights, privileges, duties, and obligations, statutory, contractual, or of whatever kind conferred by law upon the State Teachers College board or Indiana State College board:

(1) for the operation, maintenance, and financing of Indiana State University and its properties and facilities; or

(2) otherwise pertaining to the operation, maintenance, and financing of Indiana State University; apply after June 30, 1961, to the board of trustees.

As added by P.L.2-2007, SEC.268.

IC 21-27-5-4**Diversity committee**

Sec. 4. (a) The board of trustees shall create a diversity committee to do the following:

(1) Review and recommend faculty employment policies concerning diversity issues.

(2) Review faculty and administration personnel complaints concerning diversity issues.

(3) Make recommendations to promote and maintain cultural diversity among faculty members.

(4) Make recommendations to promote recruitment and retention of minority students.

(b) The diversity committee shall issue an annual report stating the findings, conclusions, and recommendations of the committee to the board of trustees.

As added by P.L.167-2007, SEC.3.

Appendix E

Office of Diversity Year in Review Narrative

Executive Summary

Last year, the Office of Diversity at ISU connected with over 4000 members of the campus and Terre Haute communities. The office engaged in 40 diversity workshops with faculty, staff, and students. Another 14 workshops specialized in building understanding of gender and sexual identity. Over \$10,000 in funds from the Office of Diversity budget supported 20 co-curricular diversity events, many generated by students.

The University Diversity Officer demonstrated significant leadership responsibilities as chair of the Strategic Plan Implementation Team on Diversifying the Faculty and Staff and co-chair of the President's Council on Diversity. Additionally, the University Diversity Officer serves as a valued member of many university committees and task forces.

Office of Diversity Annual Summary of Activity

The Office of Diversity completed a busy year, connecting with over 4000 members of the ISU campus and Terre Haute communities. We consistently work toward our goals of increasing awareness and interaction with the existing diversity on ISU's campus and highlighting the centrality of diversity, equity, and inclusion in higher education. We are dedicated to supporting access and success for groups historically underrepresented in higher education in the student body, staff, and faculty. In working towards these goals, the Office of Diversity has conducted or supported numerous events, workshops, and projects.

This narrative summarizes the 10-page detailed Year in Review Report that is accessible on the Office of Diversity website. Activities in the report are categorized as 1) professional development or diversity workshops, 2) Sycamore Safe Zone workshops, 3) classroom instruction, 4) speeches, 5) financial support of student-initiated and other diversity events, and 6) community events. A final section provides an overview of additional activities and initiatives of the University Diversity Officer.

Professional Development Workshops

Providing diversity education and professional development is essential to increasing the diversity awareness and cultural competence of the ISU community. Over this past year, a number of departments and offices requested training to prepare them to be more knowledgeable, aware, and accepting of the diverse populations we have on campus.

In 2010-2011, 40 workshops on diversity related topics were provided on campus. Professional development is tailored to the learning objectives of each group. In most cases, the workshops were developed and delivered by the Diversity Officer. In a few instances, consultants (live or through webinars) were utilized to deliver workshop content. Audiences for workshops included:

- Student Government Association
- Residential Life staff
- Staff of Cunningham Memorial Library

- Staff of Business Affairs
- Staff and faculty of the College of Technology
- Staff of the Bayh College of Education
- Staff of the College of Graduate and Professional Studies
- Upward Bound students
- Orientation Leaders
- New Employees (through bi-weekly New Employee Welcome sessions)
- Search Committee Members (through the Diversifying the Faculty & Staff Initiative)

Sycamore Safe Zone Workshops

In addition to the 40 professional development activities, Sycamore Safe Zone workshops are a new initiative developed and coordinated by the Office of Diversity. This aim of Sycamore Safe Zone training is to make the campus a safe and affirming place for lesbian, gay, bisexual, transgender, and questioning (or LGBTQ) students, faculty and staff. The workshops provide education on LGBTQ issues and enhance participants' capacity to be an ally to LGBTQ individuals. Workshops range in length from one to two hours, and they are facilitated primarily by volunteer faculty, staff, or graduate students. Workshop participants receive an emblem to display in their offices, residence halls, or to wear as they see fit. To date, 14 workshops have reached over 150 members of the ISU community.

Classroom instruction

Speaking to classes on the invitation of ISU professors is a third way the Office of Diversity is able to disseminate information and build the culture competency of our students. Last year, over 200 students heard from the University Diversity Officer in the following areas:

- Educational Leadership, Administration, and Foundations (doctoral program)
- Student Affairs and Higher Education (master's program)
- Educational Psychology
- Curriculum, Instruction, and Media Technology
- Communication
- University 101

There is a speaker request form on Office of Diversity web site; however the same professors seem to repeatedly offer invitations to speak to their classes. Thus the vast majority of students interact with the Office of Diversity through co-curricular, rather than classroom-based, activities.

Speeches

This year the University Diversity Officer has spoken on five occasions to over 400 people. She was a panelist for the Indiana Black Legislative Caucus along with Dr. Jennifer Shriver in September, and in March she delivered the keynote address for the Bayh College of Education's annual Counselor Day. She has spoken at student organization events including the Graduate Student Association orientation, the African Student Union Unity Conference, and the Sycamore Leadership Coalition awards banquet.

Financial support

Another way the Office of Diversity impacts the climate and competencies of the campus community is through providing financial support from the Office of Diversity budget to diversity initiatives. Student initiated programs are supported through a Student Mini-Grant competition which awarded \$5900 to 12 events:

- International Student Association: International Idol Contest
- Indian Student Association: Indian Global Night
- Chinese Students & Scholar Association: Lunar New Year
- Advocates for Equality: Miss Gay ISU
- African American Collegiate Leadership Conference
- Student African American Sisterhood (SAAS): Unity Field Day
- Social Work Students: Guatemala Project
- Omicron Delta Kappa: Diversity Short Film Competition
- African Student Union: African Global Night
- Wabash Valley Collegiate Society for Human Resources Management: Capacity Building Conference
- Promoting Health Across Campus Together (PHACT): No Woman Left Behind Rally
- Student Affiliates in School Psychology: Are Two Enough? Gender Identity Presentation

Other offices or departments on the ISU campus periodically request financial support for diversity related research, events, and programming. \$4920 was expended last year to fund faculty research grants, bring diversity speakers to campus, or support events such as Human Rights Day.

Community Events

Partnering with others outside the university who are diversity champions lends credibility and visibility to ISU and strengthens the capacity of state-wide diversity efforts. The Office of Diversity participates annually in two events of the Indiana Black Expo - the Supplier Diversity Exposition and the Education Conference. The University Diversity Officer participates in activities of the Terre Haute Human Relations Commission and the CANDLES Holocaust Museum and Education Center. The Diversity Officer also represents ISU in state-wide higher education diversity summits and meetings.

University Diversity Officer Annual Summary of Activity

Some of my duties are captured in the report for the Office of Diversity; however, substantial commitments (e.g., chairing the Strategic Plan implementation team on diversifying the faculty and staff) are not reflected. In order to round out the picture of diversity work being undertaken on and off campus, I offer the following account of my duties over the past year:

Service to the University

- Co-chair of President's Council on Diversity
- Chair of Strategic Plan Implementation Team (6.4) on Diversifying the Faculty and Staff
- Search committee member – Assistant Director International Programs and Services
- Search committee member – Assistant Director of the West Central Indiana Area Health Education Center

- Black Expo Planning Committee
- Human Rights Day Planning Committee
- Training Advisory Council
- University Speakers Series Committee
- Minority Recruitment Task Force, Office of Admissions
- Leadership Education Consortium , Strategic Plan
- Quality of Life Team, Strategic Plan
- College of Nursing, Health, and Human Services Diversity Planning Committee
- Instructor of University 101 class
- Thesis committee, Bayh College of Education
- Comprehensive exam committee, Department of Communication
- McNair program interviewer
- Host for SAHE practicum students

Service/Outreach to the community

- Attend local meetings of Society for Human Resource Management (SHRM)
- Judge for Community Theater of Terre Haute
- Education for Global Understanding -Community Engagement grant for work with Vigo County School Corporation
- Rose-Hulman Institute of Technology Diversity Council presentation
- Panelist for Indiana Black Legislative Caucus higher education panel
- Attend Indiana Black Expo Supplier Diversity Fair and Education Conference
- Attend CANDLES Museum Holocaust Remembrance Day event
- Board member, Wabash Valley Pride
- Member, local PFLAG

Attendance/Participation in other University events

- Welcome Back event
- New employee reception
- Staff Council annual meeting
- President's Fall Address
- Equality Day
- Scott College of Business dedication
- Veterans Center dedication
- Max Ehrmann dedication
- Strategic Plan Stakeholders Conference
- Take Back the Night Rally
- African American Cultural Center Street Fair, Open House, Catfish dinner, book discussion, film series
- North Central Accreditation diversity session
- STEM Summit, College of Technology
- Art openings – HMSU, Turman, University Gallery shows
- Vagina Monologues and other theater productions

- United Campus Ministries program – Haiti relief with ISU nursing student
- Unbounded Possibilities – David Hopkins speech, planning meeting
- ISU annual Women Studies Conference
- Student Affairs and Higher Education master’s program capstone presentations
- Timeline project (Crystal Reynolds, Kevin Flowers, and African American Cultural Center)
- University Speakers Series – Byron Pitts
- Are Two Enough? Gender Identity speaker Dr. Kand McQueen
- Social Work Students Guatemala Project report out
- Day of Silence events put on by Advocates for Equality
- No Woman Left Behind rally put on by Promoting Health Across Campus Together (PHACT)
- Martin Luther King Day dinner put on by African American Cultural Center
- Lunar New Year put on by Chinese Students and Scholars Association
- 9500 Liberty film and discussion with filmmakers
- SGA Diversity week events – films and speakers
- Hosted two Thai high school students for two weeks in conjunction with International Programs and Services

Professional Development

Webinars I took part in:

- 10 Skills to Increase Your Community’s Diversity Competence
- Respecting Diversity: Physical, Cultural, and Generational Differences in the Workplace
- Minorities in Higher Education: 24th Status Report by the American Council on Education
- Recruiting a Racially Diverse, Culturally Competent Faculty
- Systems Thinking and Racial Justice from the Leadership Learning Community
- Diversity Recruiting from the Society for Diversity Executives and Professionals
- Challenge Racism Systemically from the Applied Research Center

Conferences I attended:

- Educational Change Conference of Re-evaluation Counseling
- Facing Race-Biennial Conference of the Applied Research Center
- Biennial Diversity Conference - Association of American Colleges & Universities
- National conference - Association for the Study of Higher Education
- 5th Annual conference - National Association of Diversity Officers in Higher Education
- 24th Annual National Conference on Race and Ethnicity in Higher Education (NCORE) Including full-day pre-conference institute on Diversity as the Praxis for Institutional Transformation

Finally, the Office of Diversity is staffed by one full-time administrative assistant whose primary responsibility is office management. Monique Mosley, the administrative assistant, also supports the departmental mission by participating in campus and community activities. In 2011-12, she attended Indian Global Night representing the Office of Diversity and conducted the overview of the office for the New Employee Welcome during the summer flex time schedule. Monique engaged in professional development to broaden her knowledge of diversity in higher education through attendance at the Diversity Research and Teaching Symposium, Facing Race Conference, and White Privilege Conference.