Council on Diversity: Who We Are and What Do We Do?

• **Our Statutory Responsibilities:**
  – Review & recommend faculty employment policies
  – Review faculty and admin. personnel complaints
  – Make recommendations with respect to cultural diversity among faculty
  – Make recommendations with respect to recruitment and retention of minority students

• **Our membership:**
  – 21 persons, including 2 members from the Terre Haute community

• **Our motivation:**
  – To make ISU and Terre Haute a great place to live, work, and learn.
Our 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.

Council on Diversity wins award from Human Relations Commission of Terre Haute – Fall 2011
How This Presentation is Organized

• Weave a story; provide you a window into the achievements, challenges, and needs moving forward with respect to diversity at ISU.

• Let you hear from some of the persons who work tirelessly in this arena.

• Let you meet and hear from the future of ISU on the academic side.

Students  Staff

Civil Rights  Faculty
Students

Student Diversity - Fall 2011

- African American: 1651
- Hispanic: 284
- Asian: 143
- Native American: 32

Source: IR; FTFTF-BDS Students.
African American Undergraduates Around the State

Percentage AA Undergraduates on the Campus – Fall 2010

ISU’s extraordinary asset!

Source: IPEDS
# African American Students: The Essential Retention Need

## TABLE #1

<table>
<thead>
<tr>
<th>Category - Students</th>
<th>Fall 2014 Goal</th>
<th>Fall 2009 Baseline</th>
<th>Fall 2011 Target</th>
<th>Fall 2011 Actual</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year AA retention rate</td>
<td>72.5%</td>
<td>55.2%</td>
<td>63%</td>
<td>43.2%</td>
<td>↓</td>
</tr>
<tr>
<td>4-year AA graduation rate</td>
<td>20.3%</td>
<td>10%</td>
<td>17%</td>
<td>7.9%</td>
<td>↓</td>
</tr>
<tr>
<td>6-year AA graduation rate</td>
<td>43.3%</td>
<td>28.1%</td>
<td>38.1%</td>
<td>26.5%</td>
<td>↓</td>
</tr>
</tbody>
</table>

Source: IR; FTFTF-BDS.

### A Story Behind the Story:
Disproportionately 1st generation and low income
What is Being Done on the Front End: Building Pool of Peer Academic Anchors

- Expanding efforts to go after the highest academically achieving AA students
  - Focused effort on AA students with GPA 3.0 and higher;
  - Creative use of scholarship incentives (e.g., Warren M. Anderson & Senator Lugar scholarships);
  - Special calling campaign.
What is Being Done at Transition and 1st Year: ISUceed

- Summer Orientation Parent Session
- Fall Prep – 2 Day Orientation
- ISUceed Scholars – Academic Year Program
- Academic Probation Program
Preparation

• ISUceed Summer Orientation Parent Session
  June 3 – July 1, 2011; 80 Parents participated, 70 students

• ISUceed Prep – 2 Day Fall Orientation
  August 19 – August 20; 70 Freshmen (Regular and Conditional Admits); Students self select into program

• ISUceed Scholars Component
  First week of classes/ 10 Graduate Counselors
  Bi-weekly meetings with graduate counselors
  Weekly academic seminars taught by graduate counselors
  98 students in program first week of classes
  68 regularly attend bi-weekly meetings
Intervention

• ISUceed Academic Probation Component
  – Students who have been placed on academic probation
  – Assigned to graduate counselor
  – Bi-weekly meetings
  – Academic seminars
  – Program will begin in January 2012 and operate throughout the academic year
African American Cultural Center Activities

Aug. 27th  AACC Cookout in Wolf Field
Sept. 14th & 15th  Play “Yellow Man”
Sept. 24th  2nd Annual AACC Academic Achievement Awards Luncheon and Ceremony
Oct. 1st  Circle City Classic Trip – Indianapolis, IN
Oct. 5th  2nd Annual Catfish Meet & Greet Dinner
What else you should know regarding student diversity related activities

• Admissions Office
• Student Academic Services Center
• Office of Diversity
• SGA Diversity Week
• Religious pluralism support
• GLBTQ initiatives

• Future Needs:
  – Framing language for priority attention: AALANA
  – Improved disaggregation of data to inform intervention and celebration
  – Campus Climate survey – Diverse Learning Environments
Faculty

• **Institutional Goal**: Diversify the faculty with priority on African American faculty.

• **Strategic Plan**: By 2014, narrow the percentage gap between African American faculty and African American students by 50%.

• **The Vehicle**: Diversifying the Faculty Initiative.

• **The Means for Success**: Reframing the purpose and mechanisms for conducting searches.
Changing the Paradigm: The Big 5

The Traditional Paradigm

• Diversity = Less Qualified
• If you post it; they will come.
• Fairness means candidates get treated the “same.”
• Searches as independent effort.
• Caring only about the candidate for the purposes of consummating a transaction.

The Success Paradigm

• Diversity = Excellence
• If you call them, a relationship gets established.
• Fairness means being responsive to candidate needs.
• Searches as collaborative effort.
• Caring for the candidate regardless if ISU becomes their academic home.
What We Did

• Search leadership workshops
• Rich resource materials
  – No one could say they did not know where to go look for diverse candidates
• Process partners assigned to each search
• Opportunity Hire Program
• Painting the picture for why it is important
Diversifying the Faculty

-achievements-

• 72 Opportunity Hire applications, 45 AA
• 20 participants in Scholar Collaboration Day
• 5 AA hires; 50% increase in AA faculty at ISU
• 15 minority hires, >1/4 of all faculty hires

ISU building a reputation externally as an employer of choice for faculty of color
Examining the Data

Faculty Diversity vs. Student Diversity
Fall 2011

SP Baseline 2009: 2.6%
SP Goal 2014: 7%
SP Target for 2011: 4.36%
Achievement: 14.3%

1651

3.4%
15

African American Faculty
African American Students

Source: IR; FTT/TT & FT Non-TT.
Graph drawn from data in Table 2 of Report.
Diversifying the Faculty
-work still to be done-

More reframing effort

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

### TABLE #6

<table>
<thead>
<tr>
<th>Category – Faculty Hiring via Opportunity Hire Program 2010-11</th>
<th>AA</th>
<th>Other ²</th>
<th>Total</th>
<th>Target 2010-11</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Applicants ¹</td>
<td>45</td>
<td>27</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Recommendations for Hire</td>
<td>12</td>
<td>2</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Hire Approvals</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Opportunity Hires</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>8 ³</td>
<td></td>
</tr>
<tr>
<td>Yield (Approvals/Hire) ⁴</td>
<td>29%</td>
<td>100%</td>
<td>44%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
Additional Work to be Done

• Sharpening Opportunity Hire elements
  – clarity, strategy, mechanics
• Refinements to advertising/external visibility building
  – Better use of advertising tools
  – STEM outlets
  – Enhanced partnering with departments
• Retention!!
• Associate to professor and gender disparities
**Staff**

- *Institutional Goal*: Diversify the administration.
- *Strategic Plan*: By 2014, narrow the percentage gap between minorities and women in executive and professional staff positions with that of their equivalent group in the student body by 50%.
- *The Vehicle*: Intentional recruitment and internal advancement opportunity.

a few examples
## Diversifying the Staff

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

Source: IR; Executive level (Exec) defined as per HR definition. Other professional defined as other professional staff that are not Executive level.
Additional work to be done

- Recruitment and search paradigm change.
- Retention through mentoring and employee affinity groups.
- Climate study.
- Establish a link between performance metrics and our diversity goals.
Civil Rights - Grievances

- Sex
- Race
- Disability
- Age
- Retaliation

Source: Affirmative Action.
# Complaints and Investigations

<table>
<thead>
<tr>
<th>Complaint Type</th>
<th>Formal Investigations</th>
<th>Violations</th>
<th>Student Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>1 of 5</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Race</td>
<td>0 of 4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Disability</td>
<td>0 of 5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Age</td>
<td>0 of 2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Retaliation</td>
<td>2 of 2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Affirmative Action; Violations means of the university non-discrimination policy.
Summary Recommendations

• Student retention: Job 1.
• Continue to emphasize innovation in recruitment (faculty and staff) and move to innovate with retention.
• Data to inform priority action
  – *Examples*: Gender disparities at full professor, time in rank at associate professor, college and administrative division nuances.
• Attention to other groups: LGBTQ, international students, disabled students.
• Clear leadership messaging and accountability for follow-through.
  – *Example*: Diversity Plans
The success story we want every ISU student to have.