

Report on Diversity Indiana State University

Prepared by
The ISU Council on Diversity
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Context for the Report

Council on Diversity 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.

Core Values of Diversity

- Recognizing and embracing the unique contributions of individuals;
- Respecting personal experiences, beliefs, and worldviews;
- Affirming that persons and groups may be at different levels of understanding and comfort with the subject of diversity but all gain through dialogue, reflection, and new experiences; and
- Celebrating inclusiveness by building alliances across people and processes.

* 19 Member Council

Data Sources

- Quantitative and qualitative data from the campus
- National comparative data on 27 peer institutions as well as all in-state public universities

Western Michigan University IUPUI

University of MO-St Louis University of NC at Greensboro

Cleveland State University University of MD-Baltimore

- Best practice investigations through field study and the research literature
- 87 page Annual Report

Goal of Program

4 Areas: Statutory Requirements (IC21-27-4-4)

1. To review and recommend faculty employment policies concerning diversity issues
2. To make recommendations to promote and maintain cultural diversity among the faculty
3. To review faculty and administration personnel complaints concerning diversity issues
4. To make recommendations to promote recruitment and retention of minority students

Summary Findings: Faculty and Administrative Hiring Processes

- 176 Staff hired, 103 FT, 19% non-White
- Considerable variability in...
 - the approach to the conduct of searches;
 - the emphasis placed on steps that would enhance the potential for recruiting diverse candidates;
 - the range of training and support provided to search teams and chairs in particular;
 - how the Offices of Affirmative Action and Human Resources are perceived in the search process;

● Our Faculty Diversity Assets:

- Retention of female faculty
- Percentage of female faculty at the associate professor rank
- Long term retention of minority faculty if they stay through year three

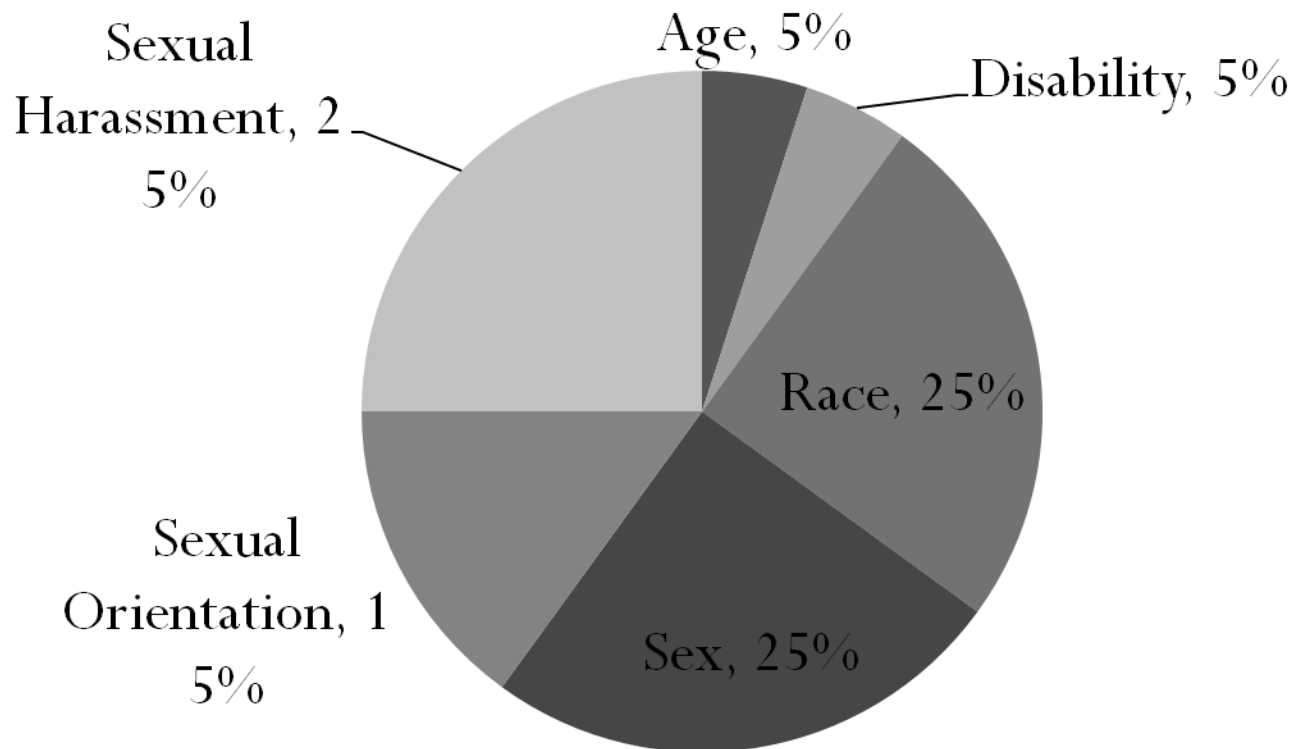
● Our Faculty Diversity Recommendations:

Best Practices -

- Senior level commitment to diversity (we have)
- Involvement and clear roles, Diversity Officer, Affirmative Action, and Human Resources
- Facilitate conversations w/search chairs
- Enhance resources and tools designed to increase diverse pools
- Colleges create goals for diversity hiring

Summary Findings: Personnel Complaints

Complaints Filed with Affirmative Action: 10/08 - 7/09



Sample Complaint

Hiring Related Discrimination

- Employer has a job opening for a semi-skilled position. Job is initially posted as an internal search. Unknown to the supervisor who posted the job, human resources has an unwritten practice of requiring at least three applicants. Because this particular job had two applicants and without telling the supervisor, human resources unilaterally changes the posting to an external search. A qualified person who is not a member of a protected group was awarded the job. An internal candidate who is a member of a protected group applied for the job and was not selected. This internal candidate also has a good deal of seniority with employer and has had positive performance evaluations.

- Our Student Diversity Assets:

- African American student enrollments and growth
- Improved graduation rates across all demographic groups

Our Student Diversity Challenges:

- Percentage of Hispanic and Asian students
- Overall retention and graduation rates, but African American student retention & African American and Asian student graduation rates

Our Student Diversity Recommendations

Items that have occurred over the last 6 months:

- The creation and hiring of the new Associate VP for Student Success (Dr. Jennifer Boothby) & the collaboration around recruitment, retention, and at-risk students
- The development of the student success council, chaired by new Associate VP
- Relocation and strengthening of MAPS (Mentoring Assistance for Prospective Scholars)
- Continuation of SAAB (Student African-American Brotherhood)
- Implementation of Map Works (1 / 2 class of First Year Students)
- The Council will have a greater focus on student success such as our international and LGBT populations

Recommendations: GAIN Principle

- **G**oal setting
 - Embedded across the Strategic Plan
 - Unit level planning facilitated/ coordinated by University Diversity Officer
 - Hiring objectives
 - 20% T/TT minority faculty per year for next 5 years
 - 50% T/TT female faculty per year for next 5 years
 - 3 senior level female or minority hires
- **A**ccountability
 - Clear expectations and consequences
 - Professional development opportunities on campus (as distinct from “training”)
 - Examination of promotion and tenure policies and processes
- **I**nvestment
 - Grant writing team to pursue resources
 - Incentives for professional development
 - Reverse sliding scale incentive programs for new hires

No One Loses

The “I lose” tapes that can play in one’s head...

- “I will have to be extra careful what I say to whom.”
- “I will get labeled a racist or a sexist and I am not that.”
- “I resent that ‘they’ will get certain benefits that seem unfair to me.”
- “I will be embarrassed when it becomes clear that I really don’t know how to advance this initiative.”
- “I don’t like having to talk about these issues as it makes me feel guilty.”
- “Where will it all stop? Some other affinity group will feel marginalized and demand their due.”

Everyone Gains

- “I will meet and get to know a new colleague who may have had a different life experience than me.
- “Our majority students will benefit by having opportunities to interact with a person who likely had a different life experience.”
- “I will learn valuable insights about myself and can be a champion for diversity with a skill set that is highly valued.”
- “ISU will become nationally known for its commitment to first generation and minority students, something we already do well in our state and can now do even better.”
- “This effort may actually lead to increased student retention and by extension to new resource flows to support ISU.”
- “Being a role model institution for diversity could likely open new doors for alumni giving, corporate support, and our attractiveness to granting agencies, issues that are also important to us.”