

President's Council on Diversity

Fifth Annual Report 2012-13

Indiana State University



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.

Table of Contents

Section 1: Introduction.....	3
Section 1: Students.....	6
2012-13 Accomplishments.....	6
Diversity Learning Environments Survey (DLE) Results.....	8
Practices.....	9
Outcomes	9
Recommendations	15
Section 3: Faculty	17
2012-13 Accomplishments.....	17
Recommendations	18
Section 4: Staff.....	19
2012-13 Accomplishments.....	19
Recommendations	20
Section 4: Complaints	22
2012-13 Findings.....	22
Key Points and Observations	23
Recommendations	23
Appendix A - Council on Diversity Members	25
Appendix B - Council on Diversity Vision and Mission	26
Appendix C - Indiana Statute on Diversity Committees.....	27
Appendix D - 5-year review Faculty Diversity.....	28
Appendix E - 5 Year Review Staff Diversity.....	30
Appendix F - Bayh College of Education Diversity Plan Final Report	31
Appendix G - College of Nursing, Health, and Human Services Diversity Plan	37
Appendix H - College of Technology	58
Appendix I – Office of Diversity End of Year Report.....	65
Appendix J – Black Faculty and Staff Caucus End of Year Report	68

Section 1: Introduction

Indiana State University values diversity in all of its forms and seeks through various mechanisms to:

- Recruit and retain a diverse student body
- Recruit and retain talented and diverse faculty, administrators and staff to ISU
- Reframe the search processes and approaches to deepen candidate pools and increase external interest
- Position ISU and Terre Haute as an employer and community of choice for diverse candidates

During FY12-13, the Council on Diversity has seen some tangible results and positive changes that signify progress at Indiana State University. This introduction section outlines several accomplishments; however, additional examples are documented throughout the following sections of this report.

The Council applauds the formation of the University College as a mechanism to support freshmen, our population most at risk of dropping out or being dismissed. We also congratulate the enhanced efforts through both the University College and the Office of Student Success to more strongly address the needs of students on probation or returning from dismissal.

Furthermore, we support the expansion of educational outreach to parents, families, and admitted students on what is needed to be successful in college as well as Summer Bridge programming that more fully prepares students for the rigors of academic study and independent living.

The development of parent and family connections through the Division of Student Affairs Parent and Families Initiative also has had great success.

The summer bridge program, LEAP, has expanded its efforts to serve students who may not be as prepared to go to college as other first-year freshmen. The expansions include math and English courses. The Program also hired more staff members to assist the students as LEAP counselors.

The Office of Student Success created a first-generation mentoring program. In this program first-generation students are mentored by faculty and staff who were first-generation college students themselves. The Office of Student Success is responsible for programs that impact student persistence and graduation, the centerpiece being the MAP-Works survey tool. This tool, used at week three of the fall term, identifies freshmen students at potential risk for poor academic performance or leaving the institution. In fall 2012, 2,206 of the 2,659 new freshmen completed the survey (88.2% of freshmen class). We expect continued exemplary work from the Office of Student Success.

The Office of Admissions continued to conduct outreach and on-campus events aimed at reaching potential students from communities of color. They engaged in call campaigns and the use of publications targeted to African American and Hispanic students and their families.

The ISUcced Program continues its efforts to assist students' transition from high school to college by addressing issues that impede student success such as time management, engagement, and study skills. Through ISUcced, students develop strong academic study skills, leadership and professional skills that will help them throughout college and beyond.

Excellent strides have been made in the development and continued assessment of College diversity plans.

1. Final report of the Bayh College of Education 2010-2013 diversity plan (See Appendix F).
2. The College of Nursing, Health and Human Services finalized its diversity plan Spring 2013 (See Appendix G).
3. The College of Technology approved its 2012-2015 Diversity Plan (See Appendix H).
4. Guided by the College of Arts and Science Strategic Plan Goal 1: Objective 5 – creation of college-wide diversity plan, the College of Arts and Sciences has convened a diversity plan steering committee and is working towards approving a diversity plan during FY13-14.

A proactive step to recruiting and retaining Black faculty and staff is the continued support of the African American Faculty Affinity Group led by Dr. Mary Howard-Hamilton. The Council is excited to see the creation of two new affinity groups on the campus of ISU. The African American Professional Men Affinity Group led by Christopher Childs, and the Black Faculty and Staff Caucus (BFSC) led by Nolan Davis.

The mission of the BFSC is to address the academic, professional, and social development of Black faculty, staff, and students. By providing relevant programs and services, we hope to develop a more supportive campus environment and foster greater connections with the Black Terre Haute community. Three sub-committees were developed:

1. Recruitment and Retention of Undergraduate and Graduate Students
2. Recruitment and Retention of Black Faculty and Staff
3. TH Community Outreach

Through collaboration between Academic Affairs, Student Affairs, Affirmative Action, Office of Diversity, Council on Diversity, Human Resources, and Goal 6-4A and 6-4B committees, numerous initiatives designed to attract and retain historically underrepresented staff and faculty at ISU occurred.

1. The Office of Diversity coordinated the 2012 Diversity Research Symposium at Indiana State University (See Appendix I)
2. During the Diversity Research Symposium, eight diversity research grants were awarded to faculty and staff. The grants (\$1,000-\$1,500) were given to support interdisciplinary research that involves areas of diversity (e.g. cultural identities such as age, race, geographical location, ethnicity, physical and mental ability, socioeconomic class, gender, religion, sexual orientation, nationality, language, and their intersections.

3. The Office of Diversity provided funds to send six faculty of color to the [Faculty Women of Color seminar](#) at the University of Illinois Champaign-Urbana.
4. The Office of Diversity, with support from Goal 6 Initiatives 2 and 3, provided funds to send two faculty and three staff to the [National Conference on Race and Ethnicity \(NCORE\)](#).
5. The Office of Diversity provided funding for [Certified Diversity Professional \(CDP\)](#) certification for two faculty (Rhonda Impink and Ethan Strigas) in the College of Nursing, Health and Human Services and one staff (Kevon Christian) in Residential Life.

Finally, to guide the Council on Diversity in accomplishing its single charge from President Bradley, to create a University Diversity Plan, Council members served on two committees. The Council understood that to create such a plan, a campus-wide diversity climate study for students, staff and faculty was required. As a result, a sub-committee, co-chaired by Kandace Hinton and Christopher Childs, was convened to locate and recommend a national tool.

During the spring 2013 academic semester, the University asked freshmen, sophomores, juniors, seniors, and graduate students to complete a campus climate survey called the Diversity Learning Environments Survey (DLE) which was created by the Higher Education Research Institute (Hurtado, Griffin, Arellano, & Cuellar, 2008). The DLE is a web-based survey that takes about 30 to 45 minutes for students to complete.

The second sub-committee was tasked with locating and reviewing diversity plans developed by peer institutions. This committee was chaired by Martha Reed and Ethan Strigas.

We would like to extend our appreciation to the council members for their hard work this year. We would also offer a special thank you to Christopher Childs for his thoughtful analysis of the DLE data and contributions to the development of this report.

Elonda Ervin and Kandace Hinton
Co-chairs, ISU Council on Diversity

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.”

According to Hurtado and Ruiz (2012), “surveys of college students indicate that race is still a significant issue and that the underrepresentation of Black, Latina/o, and Native American students only serves to reinforce stereotyping and discrimination in college environments” (p. 1). A campus lacking a diverse student body can adversely affect the persistence of minority groups on predominately White campuses of higher education. While reviewing data on diverse learning environments, Hurtado and Ruiz found reports of harassment, bias, and discrimination. Additionally, Hurtado and Ruiz highlighted the feelings of exclusion, rise of discrimination, and negative verbal comments and visual images (e.g. confederate flag hanging) they experienced.

As a result of the President’s charge to create a University Diversity Plan, two committees were formed. One committee’s primary function was to locate a nationally normed diversity climate study. The accomplishment section below highlights the results from the student focused diversity climate study administered during Spring 2013.

2012-13 Accomplishments

There have been many accomplishments that occurred during the 2012-2013 academic year in regards to diversity. Furthermore, Indiana State’s campus continues to provide campus activities for students from diverse backgrounds.

Table 1 illustrates how full-time bachelor degree seeking African American freshmen student enrollment has dramatically increased over the past three cohorts. In addition to African Americans, Asian Americans, Hispanics, and Multiracial student populations have increased as well.

Table 1 - Enrollment Counts of Full-time Bachelor Degree Seeking Freshmen

Ethnicity	2011 Cohort	2012 Cohort	2013 Cohort
African American	550	654	723
American Indian	8	3	3
Asian American	14	13	21
Hispanic	90	101	118
Multiracial	91	96	105
Not Reported	17	21	24
White	1691	1668	1570

There is also evidence to suggest that we are retaining more students of color. By observing table 2 on the following page, International student retention has increased from 84.3% to 86.1% from the first fall to the second fall semester. Also, Hispanic student fall to fall retention has increased from 55.6% in the 2011 cohort to 60.4% in the 2012 cohort. However, there is still work to be done. American Indian, Asian American, and Multiracial student retention from fall 1 to fall 2 has decreased.

Table 2 - Retention Percentages of Full-Time Bachelor Degree Seeking Freshmen

Year	Ethnicity	Spring 1 Enrollment	Fall 2 Enrollment	Fall 3 Enrollment
2011 Cohort: Full-time Bachelor Degree Seeking Students	African American	80%	52%	39%
	American Indian	88%	88%	63%
	Asian American	79%	71%	64%
	Foreign	90%	84%	77%
	Hispanic	82%	56%	42%
	Multiracial	76%	58%	37%
	Not Reported	82%	59%	47%
	White	84%	63%	51%
	African American	78%	52%	---
2012 Cohort: Full-time Bachelor Degree Seeking Students	American Indian	67%	67%	---
	Asian American	92%	69%	---
	Foreign	94%	86%	---
	Hispanic	84%	60%	---
	Multiracial	74%	50%	---
	Not Reported	76%	52%	---
	White	85%	68%	---

Diversity Learning Environments Survey (DLE) Results

During the spring 2013 academic semester, the University asked freshmen, sophomores, juniors, seniors, and graduate students to complete a campus climate survey called the Diversity Learning Environments Survey (DLE) which was created by the Higher Education Research Institute (Hurtado, Griffin, Arellano, & Cuellar, 2008). The DLE is a web-based survey that takes about 30 to 45 minutes for students to complete.

According to the Higher Education Research Institute, the DLE *captures student perceptions regarding the institutional climate*. Selected specific components include:

Climate

- Discrimination and Harassment
- Positive Cross-racial Interaction
- Negative Cross-racial Interaction
- Institutional Commitment to Diversity
- Academic Validation in the Classroom
- Satisfaction with Diverse Perspectives
- Student Financial Difficulty
- Interpersonal Validation
- Sense of Belonging

Practices

- Curriculum of Inclusion
- Co-Curricular Diversity Activities
- Navigational Action
- Student Support Services

Outcomes

- Integration of Learning
- Habits of Mind
- Pluralistic Orientation
- Social Action
- Civic Engagement
- Student Enrollment Mobility

The students who completed the survey were asked questions regarding their experiences with discrimination and harassment, positive and negative experiences with people who are different from them, institutional commitment to diversity, satisfaction with diverse perspectives, student financial difficulty, and other questions pertaining to institutional practices and general student learning outcomes.

Overall, there were 1,136 students who attempted to complete the DLE. Some of these participants did not complete the survey and stopped answering questions in different parts as indicated in the tables below. As a result, some questions may have more responses than others. Despite this, 722 students answered all the questions within the survey.

Table 3 - Gender

Gender	Students who responded to the survey		Students enrolled at Official Spring 2013 Count date	
	Count	%	Count	%
Female	757	67%	6,082	55%
Male	378	33%	4,997	45%
Total	1,135*	100%	11,079	100%

*Only one student did not report gender.

Table 4 - Ethnicity

Race/Ethnicity	Students who responded to the survey		Students enrolled at Official Spring 2013 Count date	
	Count	%	Count	%
Asian	11	1%	137	1%
Black	77	7%	1,600	14%
Hispanic	4	--	323	3%
Middle Eastern	17	1%	N/A	N/A
Multiracial	134	12%	285	3%
Unknown	392	35%	949	9%
White	501	44%	7,785	70%
Total	1,136	100%	11,079	100%

The sample size of the survey represents about 10% of Indiana State's student body during the spring semester of 2013. There were more students than usual who did not report their race/ethnicity which may be due to students exiting the survey before they reached the race/ethnicity question.

Furthermore, the race/ethnicity options shown above are actually larger categories than provided in the survey. In the survey, students had more options. For example, students could report they were African-American, African, Caribbean, or other for the Black race/ethnicity category. In addition, many students chose to report they were multiracial. This may be due to the unique race/ethnicity options of the DLE. Students could actually record what races/ethnicities they were mixed with. Therefore, many White students responded as White European and Other White.

Table 5 – Class Standing

Class Standing	Students who responded to the survey		Students enrolled at Official Spring 2013 Count date	
	Count	%	Count	%
Freshmen	63	5%	2,875	25%
Sophomore	464	41%	1,913	17%
Junior	471	42%	1,858	17%
Senior	82	7%	2,414	22%
Fifth Year or Graduate Student	55	5%	2,019	19%
Total	1,135	100%	11,079	100%

More sophomores and juniors were asked to complete the survey than any other. It was recommended by representatives of the Higher Education Research Institute to survey sophomores and juniors. However, freshmen, seniors, fifth years, and graduate students were added.

Table 6 – Enrollment Status

Enrollment Status	Students who responded to the survey		Students enrolled at Official Spring 2013 Count date	
	Count	%	Count	%
Part-Time	75	6%	2,537	23%
Full-Time	1,056	93%	8,542	77%
Total	1,136*	100%	11,079	100%

Of the students who responded to the survey, five were not enrolled. These students were not officially withdrawn from the institution but reported they were not enrolled on the questionnaire.

*The 1,136 include the five students not enrolled

DLE Results: Bias/Harassment/discrimination

Students were asked a series of questions about their experiences based on bias, harassment, and discrimination (BHD). The survey had nine questions that covered BHD based on: race, ability/disability, age, citizenship status, political beliefs, religious beliefs, sexual orientation and gender bias.

The Council recognizes that bias, harassment, and discrimination are defined somewhat differently. However, these nine items are being used to identify ill-will (bias, harassment, or discrimination) toward an individual based on race, ability/disability, age, citizenship status, political beliefs, religious beliefs, sexual orientation and gender.

Other items in the survey are being used to determine the specific act of BHD reported. For example, the act could have resulted from verbal or written comments, threats of physical violence, or actual violence.

When measuring all of the participants as a whole, 93% had not experienced BHD based on ability or disability. Some students (16%) had experienced BHD based on age. Most students (95%) had not experienced BHD based on citizenship status. Few students (17%) had experienced some form of political bias. Some students (20%) had experienced some form of

racial prejudice/discrimination. Around 20% of students had experienced some form of bias based on religious beliefs. Overall 16% of students had experienced some form of gender bias. Overall, most students did not experience any type of BHD based on sexual orientation (90% versus 10%). Finally, 14% of students experienced some form of BHD based on socioeconomic status.

DLE Results: Interesting Findings by Race, Sexual orientation, and Gender

The Council also examined different social groups' experiences with discrimination based on race, citizenship status, gender, or sexual orientation.

Table 7 – Racial / Ethnicity

Racial Group	Race/ethnicity Bias	
	No	Yes
Asian	73%	27%
Black	61%	39%
Hispanic	100%	--
Middle Eastern	71%	29%
Multiracial	66%	34%
White	89%	11%
Total	80%	20%

The Council used the survey question: *Have you personally experienced the following forms of bias/harassment/discrimination while at this college: race and ethnicity?*

The Council measured the responses from different racial groups and found that students of color experienced more racial bias than White students. What was even more interesting was that in each racial group (other than White students) 27% or higher had experienced some form of racial bias, harassment, or discrimination. The one exception to this was Hispanic students, but there were only 4 students who identified with being Hispanic, Latino, Central American, Puerto Rican, or Mexican American/Chicano.

Table 8– Citizenship

Have you personally experienced the following forms of bias/harassment/discrimination while at this college: citizenship status?

Citizenship	Citizenship Status Bias		Count
	No	Yes	
My Parents and I were born here	97%	3%	674
Permanent Legal Resident	100%	--	2
I was born in the United States but one parent was not	100%	--	11
I was born here but both parents were not	100%	--	13
Foreign-born naturalized citizen	90%	10%	10
Foreign born on student visa	48%	52%	21
Other Status	67%	33%	6
Total	95%	5%	737

In addition to racial groups, the Council wanted to look at what certain respondents said about their experiences with citizenship bias based on what type of citizenship they reported. Of the respondents who completed the survey, the majority of students were born in the United States and very few students were foreign born or on student visa. Students who were born here or were a legal resident of the United States experienced hardly any citizenship bias. In contrast, students who were foreign-born but naturalized citizen (10%), or were foreign born on a student visa (52%) experienced bias based on citizenship.

Table 9 – Sexual Orientation

Have you personally experienced the following forms of bias/harassment/discrimination while at this college: sexual orientation?

Sexual Orientation	Sexual Orientation bias		Count
	No	Yes	
Heterosexual	95%	5%	669
Homosexual	27%	73%	30
Bisexual	74%	26%	31
Other	72%	28%	18
Total	91%	9%	748

The Council examined if students who reported to being heterosexual, homosexual, bisexual, and “other” experienced bias based on sexual orientation. The majority of the respondents who completed the survey were heterosexual and about 5% experienced some form of bias based on sexual orientation. Seventy-three percent of students who reported to being homosexual (gay or lesbian) experienced some form of bias based on sexual orientation. About 26% of students who were bisexual and 28% of students who reported “other” encountered sexual orientation bias/harassment/discrimination.

Table 10 – Socioeconomic Status

Have you personally experienced the following forms of bias/harassment/discrimination while at this college: Socioeconomic Status?

Racial Group	Socioeconomic Bias	
	No	Yes
Asian	82%	18%
Black	82%	18%
Hispanic	100%	--
Middle Eastern	77%	23%
Multiracial	75%	25%
White	91%	9%
Total	86%	14%

Finally, the Council wanted to determine which racial group reported the most bias based on socioeconomic status. Multicultural students experienced the most bias based on socioeconomic status (25%) followed by Middle Eastern students (23%). Also, 18% of Black and Asian students experienced socioeconomic bias.

Recommendations

Indiana State University has taken great strides to make the campus an inclusive environment for majority and minority groups. This is evident by the actions taken as a result of the recommendations from the 2011-2012 Council of Diversity Annual Report. By examining the enrollment and retention tables based on ethnicity, the student body is becoming even more diverse than what it was in 2011. As a result, further actions are needed to ensure Indiana State continues to be an inclusive institution for all. After a review of the student retention efforts currently in place and based on data from the Diverse Learning Environment survey, the Council makes the following recommendations:

Recruitment

1. The Council applauds the progress made in the recruitment of historically underrepresented minorities, particularly African Americans. The Council recommends that more intentional efforts be directed toward the increase of Hispanic, Native American, and Asian American students. The Office of Admissions has worked to diversify its staff, and the Council encourages those efforts be continued so that the staff includes recruiters with expertise working with **each** demographic.

Retention

1. The Diverse Learning Environment Survey results gave important insights. The most significant finding was **more than 70% of students who self-identified as gay or lesbian experienced some form of bias, harassment, or discrimination while on campus**. It can be very easy to overlook this population at the University. Sexual orientation is not visible and is often a sensitive topic. More resources need to be dedicated to LGBTQ programs to make this campus more welcoming and inclusive.
2. Another finding that needs attention is the percentage of international students who have experienced bias based on citizenship status. As this portion of our student population grows, more focus needs to be directed towards making international students feel truly embraced by their temporary home.
3. The Council recommends the expansion of mentoring programs modeled, similar to those developed to serve the minority community on this campus (e.g. MAPS, ISUcced). The number of Hispanic students has been increasing over the past three academic years. More intentional inclusion efforts are needed for this population. Similar efforts are needed for international, disabled, and LGBTQ students. Furthermore, mentors need training and support.

Conclusion

The Council recognizes the Diverse Learning Environment Survey combined the issues of bias, harassment and discrimination in its findings. This can be problematic in determining meaningful action plans to address these issues. In future surveys, the Council suggests utilizing a tool that garners more specific responses that help identify the nature and type of experiences that students are reporting.

The Council would like to applaud the efforts of the University for its aggressive recruitment, retention, and graduation strategies. The Hispanic and Asian American enrollment have steadily

increased but more retention efforts are needed to make this campus feel more inclusive to them. In order to rectify racial discrimination and exclusion, retention efforts need to be transformed into a diversity-oriented approach (Bauman, Bustillos, Bensimon, Brown, & Bartee, 2005). Such a diversity agenda attempts to integrate diversity into the structure, culture, and fabric of the institution—so that it is truly institutionalized (Curry, 1992).

References

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Section 3: 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.

Cole and Barber (2003) suggest that faculty of color create welcoming and supportive environments and positively influence academic achievement for minority students.

The process of increasing the hiring of African American faculty has taken on two approaches over the past three funding cycles. The initial two years of funding Scholar Collaboration and Prospective Faculty Day was the primary recruiting tool for the opportunity hire program. The purpose of this approach was to develop a pipeline of interest in faculty opportunities at Indiana State University. The first year, three new African American faculty were hired through this process; an additional two were hired through the normal search process. The second year of the program, utilizing Scholar Collaboration and Prospective Faculty Day, two African American faculty were hired.

2012-13 Accomplishments

Hiring

Positive strides in diversifying and professional development of faculty have been made via several avenues (See Appendix D):

1. During FY12-13 a different recruiting approach focused on seeking out candidates at job and career fairs, professional conferences, and personal contact at institutions graduating significant numbers of African American doctorates. In reference to minority faculty hiring, the following hires were made:

Table 11 – Minority Hires 8-1-12 to 8-1-13

Position	African American	Asian/Pacific Islander	Hispanic	Multiracial
Associate Professor	1	0	0	1
Assistant Professor	4	6	0	0
Instructor	2	0	0	0
Total	7	6	0	1

2. Two 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 were conducted.

Retention

African American students tend to graduate from institutions with significant numbers of faculty and administrators of color at higher rates than at institutions without. Indiana State University enrolls the highest percentage of African American students of any residential 4-year postsecondary institution in the state. Furthermore, these students make up the vast majority of the racial/ethnic minority demographic at ISU. The continuation of efforts to recruit and retain African American faculty are vital. Recruiting, hiring, and retaining African American faculty will continue to require a different approach from the normal search processes.

Recommendations

Faculty Hiring

We recommend the following be considered with respect to hiring diverse faculty:

1. Continue the Opportunity Hire Program as an ongoing one (not seasonal). Engagement with the Opportunity Hire Program needs to be stronger, however, in regards to department and college candidate recruitment rather than primarily waiting for candidates to find us via university-wide national advertising.
2. Continue the emphasis on African American, but ensure that it also includes permanent resident as that has not been clear to departments (e.g., a candidate who is a permanent resident of the U.S. but comes originally from outside of the country). Enlist the Council on Diversity in reinforcing the legitimacy of having a priority focus on African American as a campus that does not mean that other forms of diversity are not important or valued.
3. Advance a recommendation for a Faculty Senate review of the ISU hiring policy with respect to hiring with tenure. A number of institutions have been able to expand their diversity through the hiring of faculty who warrant tenure at the time of application.

Retention and Success of Diverse Faculty

1. More information is needed on the actual causes of why minority faculty, administrators and staff leave ISU. A study currently underway to complete exit interviews with faculty and staff of all ethnicities who have left in recent years should provide some information.
2. The implementation of a diversity climate/culture study is needed and should be implemented this AY for faculty.
3. The Black Faculty Affinity Group should be thoughtfully supported and resourced to enable its success, hindered late this past year by the new hospitality policy.

Reference

Cole, E. & Barber. S. (2003). High-achieving minority students. Boston: Harvard University Press.

Section 4: Staff

Statutory Requirement

The Indiana Code 21-27-5-4 requires that Indiana's public universities make annual recommendations related to employment diversity issues. While the diversification of staff is not a stated component of the statute, the diversification of the staff serving Indiana State University students is an integral part of creating campus-wide diversity. Since its re-formation at Indiana State University in accordance with state statute in 2008, the President's Council on Diversity has focused on creating a culture and climate that embraces and integrates diversity at all levels of the university community.

2012-13 Accomplishments

According to Katz and Miller (2002), "inclusion increases the total human energy available to the organization. ***People can bring far more of themselves to their jobs because they are required to suppress far less***" (Williams & Clowney, 2007, p. 4). Clayton-Pedersen, O'Neill, and Musil (2009) explained:

It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to ***infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices*** (p. 6).

Positive strides in diversifying and professional development of staff have been made via several avenues (See Appendix E):

1. Final report of the Bayh College of Education 2010-2013 diversity plan (See Appendix F)
2. The College of Nursing, Health and Human Services finalized its diversity plan Spring 2013 (See Appendix G)
3. The College of Technology completed its 2012-2015 Diversity Plan (See Appendix H)
4. Guided by the College of Arts and Science Strategic Plan Goal 1: Objective 5 – creation of college-wide diversity plan, the College of Arts and Sciences has convened a diversity plan steering committee and is working towards approving a diversity plan during FY13-14

To increase diversity in the workplace, using a multi-dimensional framework is more descriptive and fitting for the unique individuals that we are who have a multitude of experiences, and a variety of different interests, backgrounds, and traits. To facilitate the transition, the Office of Diversity initiated several new initiatives (See Appendix I) and

1. Continued support of the African American Faculty Affinity Group organized in Spring 2011 and led by Dr. Mary Howard-Hamilton

2. Creation of the African American Professional Men Affinity Group organized Spring 2012 and led by Christopher Childs, Student Success Research Analyst
3. Creation of the [Black Faculty Staff Caucus](#) began with a kickoff dinner in August 27, 2012 (See Appendix J)

Recommendations

Recruitment and Retention

The recruitment and retention of a diverse staff has to be a focused, conscious effort on the part of hiring managers much like the faculty Opportunity Hire Program. As educators of global citizens, it is our responsibility to actively recruit, hire and retain diverse staff and administrators. According to ISU FY12 Yearly Turnover Rate Report from Human Resources:

- Two African American faculty, (regular 10 month, and multi-year, with benefits), five bi-weekly non-exempt, regular employee with benefits, and seven exempt staff, regular, full-time, with benefits were hired which represented a net *10.07%* decrease in the African American employees.
- Six Asian/Pacific Islander faculty, (regular 10 month, and multi-year, with benefits), one faculty, one year instructors, with benefits, and two exempt staff, regular, full-time, with benefits were hired, which represented a net *6.47%* decrease in Asian/Pacific Islander employees.
- Two Hispanic exempt staff, regular, full-time, with benefits and one coach/professional, with benefits, were hired which represented a net *2.16%* decrease in Hispanic staff.
- One Multiracial faculty, (regular 10 month, and multi-year, with benefits), which represented a net *0.72%* decrease in Multiracial employees.

The Council recommends the following priorities:

1. Steps should be undertaken to determine the actual causes of why minority administrators and staff leave ISU. A study currently underway to complete exit interviews with faculty and staff of all ethnicities who have left in recent years should provide some information.
2. There is a critical need for a staff climate survey to determine a baseline for the design needed for institutional change.
3. The development of staff diversification goals should be created within each area that employs staff.
4. The creation of professional development programs, trainings, and workshops on topics relating to diversity issues is extremely important. However, staff, specifically support staff, must also be given the time and offered incentives that motivate participation (e.g. receive small stipend for workshop attendance or provide funding to attend a professional conference).

5. There needs to be more emphasis placed on the importance of participation in diversity training by all employees.
6. Special recognition of staff members that complete a specific number of diversity-related training workshops should be developed. The use of the Human Resources Passport program could help in this regard.
7. Acknowledgement of participation in diversity training program should be incorporated in all University award and/or recognition ceremonies (e.g. President's Fall Address, Dean's Fall Addresses).
8. Exposure to and participation in the various diversity events and celebrations sponsored by student organizations should be encouraged at all levels of the campus community.

Professional Development

The Council recommends the following actions for the Staff Council's consideration:

1. Some staff choose not venture outside their office/building from arrival to departure, unless required to do so. Activities/programs targeting non-faculty employees that provide opportunities for social networking should be developed.
2. In order to increase its effectiveness, the Staff Council should develop initiatives that create opportunities for professional development of non-faculty employees. Funding needs to be made available for those efforts.

Conclusion

You can have diversity, but not inclusion. We must ensure that our organizational culture will support and retain workers who are different. Augmented efforts and support are needed in order to increase the number of diverse administrators/staff that apply for open positions at ISU. Stronger pipelines and outreach efforts are needed during recruitment. Additionally, culturally informed environments need to be created so that diverse employees are embraced and encouraged once they become Sycamores. ISU's efforts must be increased and continuous.

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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.

The Council on Diversity Annual Report for 2011-2012 listed 22 complaints of discrimination for the year. The Office of Affirmative Action, recently rebranded as the Office of Equal Opportunity, responded to fewer complaints of discrimination for 2012- 2013.

2012-13 Findings

For 2012-2013, there were 10 individual complaints from faculty, staff, applicants for employment, or students alleging violations of the Indiana State University Discrimination and Harassment Policy. That was fewer complaints than for the five previous years. One of the 10 complainants alleged discrimination or harassment in three categories. Two of the complainants also alleged a violation of the Americans with Disabilities Policy. The total for the current reporting year was more evenly distributed as seen below in Table 12. It should be noted that student-on-student discrimination or harassment is not included in this information.

Table 12 – Filed Discrimination Complaint Categories

Category or Characteristics	Total
Age	1
Color	0
Disability	2
Ethnicity	0
Sex	3
Marital Status	0
National Origin	1
Race	3
Religion	2
Sexual Orientation	0
Gender Identify	0
Veterans Status	0
Retaliation	0
TOTAL	12

Key Points and Observations

- Only two of the 10 complaints of discrimination were by faculty or staff members. The other eight cases were brought forward by students believing they were denied services due to a protected class, status, such as race or disability, or there was a belief that sexual harassment occurred.
- There were at least seven inquirers seeking to file discrimination complaints for which the individuals either did not continue to pursue a complaint, did not respond to a request for additional information, or the cause of the alleged behavior was not due to a protected class status or prohibited behavior.
- The Affirmative Action Compliance Director also sought to resolve complaints of possible discrimination through timely review, administrative consultation, and through the use of mediation. This is all in an effort to avoid the formal complaint process that can be intrusive, adversarial and cause confrontation that impedes the resolution process.
- There was only one complaint that resulted in a finding that inappropriate behavior (sexual harassment) occurred in the workplace. The employee received disciplinary action. All other complaints were resolved informally, or there was no finding that discrimination or harassment occurred.

Recommendations

- We can be delighted that there were fewer discrimination complaints for 2012-2013; however, we should be mindful that we do not have the data to show that there was less discrimination.
 - The use of workforce, job group, and availability analyses, and the review of transfer, promotion and other employment and applicant data through the implementation and yearly update of an Affirmative Action Plan will assist in identifying or avoiding problems such as disparate impact, disparate treatment, adverse impact and underutilization.
- In the 21st century discrimination is seldom overt and can be unintentional. Our workplace must be receptive to diversity. Our employment procedures and practices should always be fair so as to support, and not hinder equal employment opportunity and diversity in our workforce and never cause discrimination.
 - Our faculty and staff must demonstrate cultural sensitivity. Such behaviors as awkwardness in providing services to members of certain protected classes, or dated language or unnecessary labels for any protected class are signs that staff development and accountability are needed.

Conclusion

As we applaud the successful recruitment of Black faculty, another increase in enrollment, and fewer discrimination complaints, we must not get complacent. New members to the campus

community, as well as current employee, job applicants and returning students must always find our environment to be inclusive, supportive, and fair.

Appendix A - Council on Diversity Members

Term	Name	Position
At-Large appointments (5)		
2015	Maria Chaqra	Asst. Director International Programs & Services
2013	Joshua Powers	Interim Assoc. VP for Student Success
2013	Marlene Lu	Office Assistant, Blumberg Center
2014	Ethan Strigas	Associate Professor, Recreation & Sport Management
2014	William Mercier	Chief, Public Safety
Community Members		
2014	Jeff Lorick	Executive Director, Terre Haute Human Relations Commission
Vacant		
Staff Council appointments (3)		
Vacant		
2015	Martha Reed	Administrative Assistant I, Career Center
2013	Christopher Childs	Research Analyst, Student Success
Faculty Senate appointments (3)		
2015	Namita Goswami	Associate Professor, Philosophy
2013	Eliezer Bermudez	Assoc. Professor, Applied Health Sciences
2014	Rhonda Impink	Assoc. Professor, Social Work
Student Government appointments (4)		
Undergraduate	Bethany Alkire	
Vacant		
Graduate	Sowmya Challa	
Vacant		
Ex-officio Voting Members		
	Beatrice Momanyi	Human Resources Recruiter
	Bonita McGee	Affirmative Action Officer
	Claude Grimes	African American Alumni Council
	Kandace Hinton – <i>co-chair</i>	Associate Professor, Department of Educational Leadership
	Elonda Ervin – <i>co-chair</i>	University Diversity Officer

Appendix B - 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 C - 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 D - 5-year review Faculty Diversity

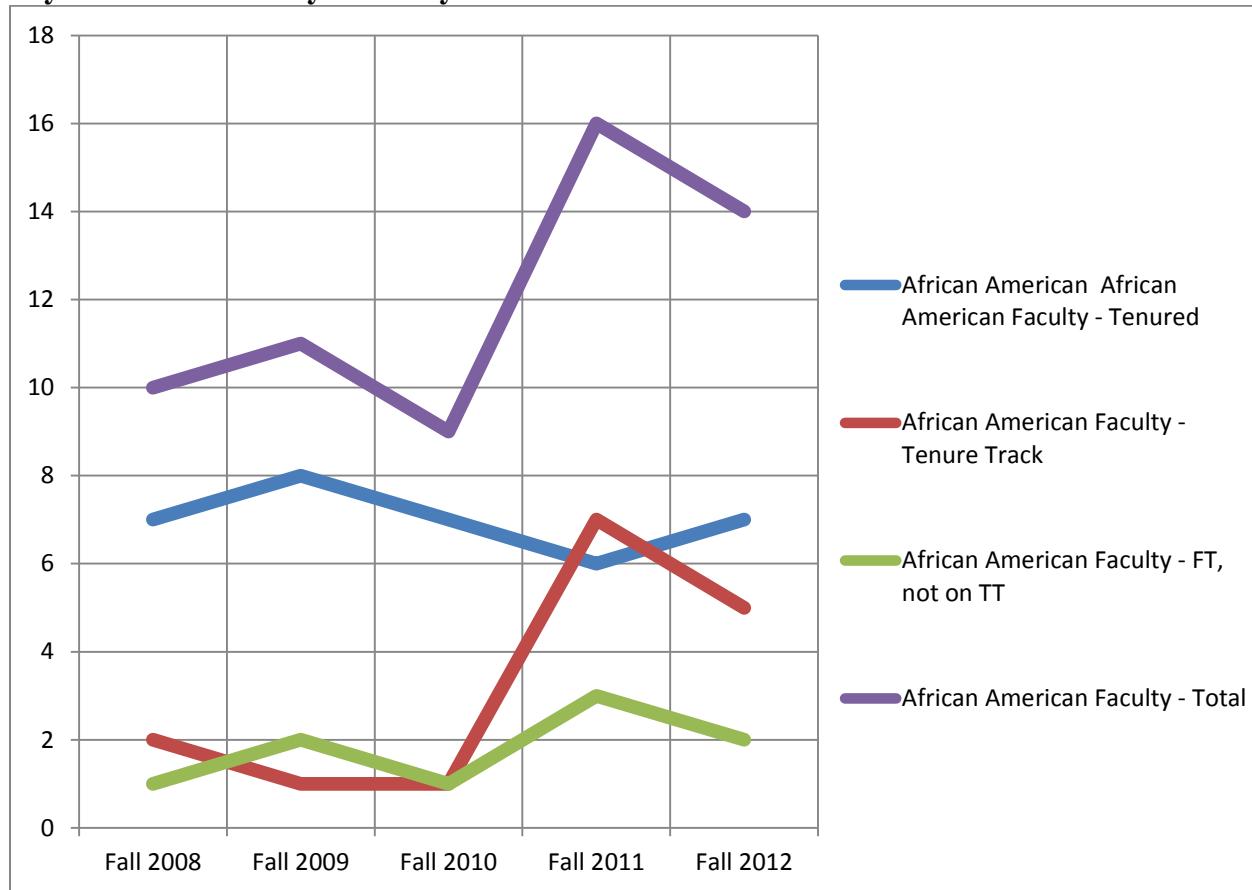
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
African American Faculty - Tenured	7	8	7	6	7
African American Faculty - Tenure Track	2	1	1	7	5
African American Faculty - FT, not on TT	1	2	1	3	2
African American Faculty - Total	10	11	9	16	14
Diversity - Hispanic Faculty - Tenured	6	6	7	9	10
Hispanic Faculty - Tenure Track	3	3	4	4	4
Hispanic Faculty - FT, not on TT	2	1	3	3	2
Hispanic Faculty - Total	11	10	14	16	16
Diversity - Women Faculty - Tenured	105	105	109	106	107
Women Faculty - Tenure Track	53	56	48	53	63
Women Faculty - FT, not on TT	49	44	48	60	59
Women Faculty - Total	207	205	205	219	229
Women - Full Profs as Percent of Total Full Profs	25%	25%	24%	26%	32%
All Faculty Tenured	277	282	280	270	269
Tenure Track	125	120	107	97	107
FT, not on TT	93	88	100	112	109
Total	495	490	487	479	485
New Faculty Hires Retained					
Three years	70%	81%	60%	81%	83%
Six years	56%	56%	49%	52%	70%
Obtaining tenure in 7 years	53%	60%	70%	51%	49%

Increase

Decrease

No Change

5- year Review Faculty Diversity



Appendix E - 5 Year Review Staff Diversity

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
US Minority Exec/Adm/Mgr Positions	5/66	5/76	10/71	4/42	5/43
US Minority Other Professional Positions	37/452	41/433	51/388	52/440	45/433
Six-year retention rate for EAP staff	42%	43%	28%	39%	47%
Six-year retention rate for support staff	31%	41%	35%	49%	40%
Six-year retention rate for EAP and support staff, combined	35%	42%	33%	46%	43%

Above tables and chart illustrate the need for continued efforts in hiring and retention of minority faculty, staff, and administrators.

Appendix F - Bayh College of Education Diversity Plan Final Report
Diversity Plan 2010-2013

Final Report

July 24, 2013

Prepared by Denise Collins, Associate Dean

Members of the 2012-2013 Diversity Implementation Team

Bobbie Jo Monahan, EDLR

Elonda Ervin, University Diversity Officer

Sydney McClary, graduate student, Student Affairs and Higher Education

Ingrid Rixner, undergraduate student, Speech-language Pathology

JaDora Salles, CDCSEP

Karen Buchholz, IITS

Kenneth Coleman, ESS

Larry Tinnerman, CIM

Marlene Lu, Blumberg

Marylin Leinenbach, EESE

Goal 1: Creating a Diverse and Inclusive Environment

1.1. Coursework

Year 1: Spreadsheet developed

Year 2: 50% of courses have infused diversity themes. Year 3: 100% of courses have infused diversity themes.

In 2011-2012, the DIT conducted an audit of syllabi, with complete data from two departments (CIMT and EDLR) and partial data from two departments (CDCSEP and EESE). Including the departments with complete data only, the proportion of syllabi containing the departmental diversity statement was 7% in CIMT and 65% in EDLR. Although CIMT had a lower percentage of syllabi containing the diversity statement, the course content included more course goals and/or assignments related to diversity than EDLR, 54% and 30%, respectively. CIMT was also more likely to have ADA information in course syllabi {68%) than EDLR (21%).

CDCSEP demonstrated strong diversity content in several classes, including at least one required class in each academic program. EESE had nearly universal inclusion of the departmental diversity statement in course syllabi. Diversity themes in EESE classes relate primarily to INTASC standards related to "diverse learners" without specific connection to social diversity.

1.2. Development of Personal and Professional Growth

Year 1: P & T documents evidence commitment to diversity

Year 2: Number of professional growth opportunities by faculty and staff

Year 3: IDI post-test

Examination of promotion and tenure guidelines by departments indicates that we have not effectively infused a commitment to diversity in how we evaluate faculty performance. Two of the departments have included the departmental diversity statements in their published guidelines; two have not. In none of the guidelines were the words *diversity* or *diverse* included in the criteria for evidence of effective teaching, scholarship, or service.

The Professional Development Survey of faculty activities conducted in summer 2012 for the NCATE visit listed 551 programs or events in which faculty participated. Of these, 67 (12%) had titles that clearly indicated a diversity theme. Because many of these programs were multi-session conferences, it is likely that faculty were exposed to individual conference sessions on diversity topics.

The Intercultural Development Inventory (IDI) was administered to faculty and staff in fall 2007 as an assessment of the climate in the College of Education. At that time, group profile indicated that the members of the college, as a whole, were in the minimization stage of the developmental model of intercultural sensitivity (DMIS); individuals in minimization tend to focus on similarities among people and to downplay differences. The minimization stage might be characterized by statements such as "regardless of culture, people are people" or "down deep, we're more alike than we are different." The spring 2013 administration of the IDI also revealed a developmental orientation of minimization; however, the group *score* was higher, indicating that some progress toward later stages has been made. The perceived orientation scores for both fall 2007 and spring 2013 are markedly higher than the

developmental score, which means that respondents overestimated the extent to which they are able to adapt to cultural difference.

Data are presented in Table 1 for the fall 2007 and spring 2013 results.

Table 1

IDI Pre- and Post-Test Results for Bayh College of Education Faculty and Staff 2007 and 2013

Year/ Group	Developmental Orientation Score	Developmental DMIS Stage	Perceived Orientation Score	Perceived DMIS Stage
2007/AII	98.25	Minimization	122.35	Acceptance
2013/AII	104.79	Minimization	125.10	Acceptance
2013/Staff	98.31	Minimization	121.84	Acceptance
2013/Faculty	109.61	Cusp of Acceptance	127.63	Cusp of Adaptation

We were able to look at faculty and staff responses separately in the 2013 administration of the IDI. Faculty as a whole was still in minimization, but they were close to attaining the acceptance stage. Similarly, they overestimated their competence as being more able to adapt to cultural difference.

These results demonstrate incremental advances in the cultural competence of BCOE faculty and staff. It is not possible to infer causality for the changed scores; however, we may assume that increased attention to diversity in training, professional development, and hiring have contributed to the slight increase in cultural sensitivity as measured by the IDI. Because of changes in the IDI license, we will not be able to use this instrument again for a climate study.

We need to find another measure of climate that will also include student perceptions.

1.3. Development of a Faculty Scholars Program

Year 1: Establish funding; develop a pool, departmental plans

Year 2: Select visiting scholars

Year 3: All departments have engaged with a diversity scholar

This goal was not addressed. Funding was not identified for this initiative.

1.4. Diversity Statements

Year 1: Current statements reviewed, included in syllabi, posted

Year 2: Ensure all syllabi are in compliance

Year 3: Review statements and ensure compliance

The 2011-2012 review of syllabi (see 1.1.) revealed gaps in compliance for the presence of diversity statements in all syllabi. In Year 3, 2012-2013, all departments reviewed and confirmed their diversity statements. In addition, all department chairpersons requested that the statements be added to syllabi.

Continuing attention to this, particularly as new faculty members are hired, will be required to maintain 100% compliance.

Goal 2: Recruiting, Supporting, Retaining, and Graduating a Diverse Student Body

2.1. Early Outreach

Year 1: Explore benchmarks, develop plans, and establish student advisory council

Year 2: Implement an early outreach effort

Year 3: Assess effectiveness of early outreach efforts

Two of the team members convened a student group to generate outreach ideas, but only two students participated.

2.2. Targeted Retention and Success

Year 1: Collect data on student diversity and develop plan

Year 2: Implement plan

Year 3: Monitor participation and determine effectiveness of plan

This goal was not addressed.

2.3. Develop Cultural Competence

Year 1: Hold one forum with domestic and one forum with international students

Year 2: Professional development based on information gained

Year 3: Professional development based on information gained

Drs. JaDora Salles and Lilia Santiague conducted a focus group for African American education majors, followed by a survey. Their results were published in a paper, "An Examination of African American Pre- Service Teachers' Perceptions of the Social Climate in the Bayh College of Education," distributed to all department chairpersons, and posted on the BCOE website. Their results indicated that African American students generally have positive experiences in the BCOE, but there needs to be more attention to diverse issues in instruction and more diversity in faculty and staff members hired in the College.

2.4. Building Community

Year 1: Data collected on participation of diverse students in theme housing, student orgs, and learning communities

Year 2: Increase participation by 25%

Year 3: Increase participation by 50% from first year

The examination of data revealed that very few students are participating in education related theme housing, student organizations, and learning communities. There are even fewer students of color in these groups. A critical mass of students is necessary so that we can build community among them. Recruitment of underrepresented students in education majors is an ongoing priority and must be featured in our continuing efforts.

2.5. Networking

Year 1: Assess current status and implement one networking group

Year 2: Establish opportunities for mentoring

Year 3: Extend opportunities for mentoring

Sydney McClary conducted a review and report on use of social media for networking. Her recommendations are available and will inform our continuing work.

2.6. Remove Barriers for BCP1 Admission

Year 1: Examine current data and develop a plan

Year 2: Implement the plan and collect data

Year 3: Increase number of diverse students admitted to BCP1 by 10%

Passing the Praxis test was identified as the primary barrier to BCP1. Dr. JaDora Salles and Mr. Ken Coleman developed an FAQ page on the Praxis exam that has been posted to the BCOE website. With the change from the Praxis to the CASA test occurring September 1, data will be necessary to determine the degree to which this test remains a barrier.

Goal 3: Enhancing and Maintaining Diversity in Employment of Faculty, Staff, and Administration

Baseline Expectations

Year 1: Checklist of relevant baseline expectations developed for search committees

Year 2: Search chairpersons ensure checklist is completed

The ISU Council on Diversity has taken the lead on this; our liaison relationship with the Chief Diversity Officer and the BCOE members of the Council has served us well in advancing our goals through the ISU efforts.

3.1. Attracting and Retaining Diverse Faculty

3.1.1. Explore the potential for "grow our own faculty."

Year 1: Review ISU policies; develop contact list

Year 2: Examine curriculum and expand supervised college teaching and scholarship opportunities for doc students

Year 3: TBD

We have investigated the Holmes Scholar program through MCTE; a summary report prepared by Aisha Williams is available from Denise Collins. Key to implementing a Holmes Scholar is to identify eligible doctoral students in the BCOE. This should be considered in the next iteration of the Diversity Plan.

3.1.2. Networking

Year 1: Assess current status and implement one networking group

Year 2: SO% of pre-tenured faculty participate in a networking group

Year 3: Assess satisfaction with networking groups and recommend changes

ISU has a strong networking initiative. We need to support the university efforts rather than overwhelming pre-tenured faculty with multiple networking opportunities.

3.1.3. Mentoring

Year 1: Focus group with non-tenured faculty to determine mentoring outcomes

Year 2: Establish one new mentoring activity/program

Year 3: Assess and adjust mentoring activities

The BCOE has a mentoring program for all new faculty. Infused in this is support for cultural diversity. Denise Collins manages this program and will continue to provide leadership for it. An assessment of our mentoring program was conducted in 2012, indicating general satisfaction with the program. Continued improvements are being made.

3.2. Attracting and Retaining Diverse Staff and Administrators

Year 1: Summary of recruitment efforts and supportive opportunities shared

Year 2: Assess effort and adjust as needed

Year 3: TBD

Dr. Elonda Ervin, University Diversity Officer, has been working with Human Resources to address hiring and retention procedures for diverse staff and administrators. Again, our close liaison relationship with Dr. Ervin benefits us in providing up-to-date information to our college.

Appendix G - College of Nursing, Health, and Human Services Diversity Plan

Indiana State University

**DIVERSITY PLAN
2012 -2014**

**September 30, 2011
FINAL DRAFT**

TABLE OF CONTENTS

I.	Diversity Plan Rationale	p. 3
II.	Introduction	p. 4
	Diversity Position Statement	p. 4
	Diversity Action Statement	p. 5
	Data Collection and Setting Benchmarks	p. 5
III.	Plan's 14 Goals	p. 6
IV.	Diversity Goals with Initiatives, Strategies, Timelines, Metrics & Lines of Accountability	p. 7
V.	Data Collection regarding Diversity	p. 20
VI.	References	p. 25
VII.	Members of the Committee	p. 26

I. Rationale for this Plan

2007 – Indiana Statute 21-27-5-4 was passed to require all public institutions of higher education to establish diversity committees

2008 – ISU created the Council on Diversity. The Council’s first report (2009) included the following vision statement:

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 (p. 66).

2010 – The Dean of the College of Nursing, Health and Human Services appointed a Diversity Planning Committee to prepare a plan that is consistent with the following planning goals and benchmarks:

- The Indiana State University’s Strategic Plan Goal Six is “Take Measures to enhance the University’s ability to recruit and retain great faculty and staff in order to realize its goals and fulfill its mission”.
- The College of Nursing, Health and Human Services has four initiatives to meet Goal Six. The second one “The College will create a plan to evaluate and expand the diversity of the faculty and staff at Indiana State University.”
- The College’s Benchmarks by the year 2014 requires that we “Make progress in increasing the diversity in faculty and staff.”
- The College of Nursing, Health and Human Services mission statement includes the following section related to the development of a diversity plan. The College is committed to inspire professionals and students through an interdisciplinary approach while developing skilled leaders, educators, researchers, and innovators in Nursing, Health, and Human Services. Our programs focus around our core values of compassion, health, integrity, respect, and performance with the vision of becoming eminent in providing qualified professionals serving *diverse populations* through learning, leadership, scholarship, innovation, and community engagement.

II. Introduction

This plan outlines an ambitious agenda for the development of a College environment that attracts, accepts and mentors faculty, staff, and students from all backgrounds and provides for a learning environment conducive to promoting diverse thoughts, actions, research, and curriculum development. This report uses the term historically underrepresented groups in an effort to provide a broader and more inclusive understanding of those persons who have historically been excluded from higher education including first generation college students. This new term started to be used about eight years ago by various reports and articles on diversity issues and is included in various documents published by the Association of American Colleges and Universities. The University of California Berkeley Equity, Inclusion, and Diversity (2011). Glossary of Terms provides a definition of this term

'Historically underrepresented' is a limited term that refers to groups who have been denied access and/or suffered past institutional discrimination in the United States and, according to the Census and other federal measuring tools, includes African Americans, Asian Americans, Hispanics or Chicanos/Latinos, and Native Americans. This is revealed by an imbalance in the representation of different groups in common pursuits such as education, jobs, housing, etc., resulting in marginalization for some groups and individuals and not for others, relative to the number of individuals who are members of the population involved.

Other groups in the United States have been marginalized and are currently underrepresented. These groups may include but are not limited to other ethnicities, adult learners, veterans, people with disabilities, lesbian, gay, bisexual, and transgender individuals, different religious groups, and different economic backgrounds. (Retrieved from http://diversity.berkeley.edu/sp_glossary_of_terms).

Due to the variability of data across the university, this plan calls for the identification of the data to be collected for measuring the diversity goals in order to set accurate baselines prior to setting benchmarks for improvement. There are fourteen major goals in this report with initiatives, strategies, timelines, metrics, and lines of accountability provided.

Diversity Position Statement

The College of Nursing, Health and Human Services believes that attaining diversity in students, faculty, and staff, which reflects our diverse society, is a critical but achievable goal. We pledge to respect, support and embrace the existing differences in age, gender and gender identity, race, color, ethnicity, nationality and national origin, ancestry, religious affiliation and creed, political affiliation, physical and mental abilities, and culture. Diversity education and cultural competence are desired, encouraged, and supported by and for all within our College. We acknowledge the varied beliefs, attitudes, and behaviors and customs of the people that constitute our local, regional, national, and global communities, thereby creating a diverse and multicultural professional environment.

Diversity Action Statement

The College of Nursing, Health and Human Services has developed a plan that addresses five basic domains: student recruitment and retention, faculty recruitment and retention; guidelines for creating an organizational culture to achieve the diversity goals; guidelines to impact curriculum development; and promotion, facilitation, monitoring and evaluation of the Diversity goals. There are initiatives, actions and strategies listed for each of the 14 goals. In addition there are timelines, outlines of metrics to measure progress as well as the identification of what positions or organizations should be responsible for each part of the plan.

Domains for the College Diversity Plan

There are five domains for this plan. They include:

- I. Student Recruitment and Retention
- II. Faculty/Staff Recruitment and Retention
- III. Organizational Culture
- IV. Curriculum Development
- V. Administration, Monitoring and Metrics for Reports

III. Goals

1. **Recruit** students from historically underrepresented groups (both graduate and undergraduate) in an effort to increase their presence.
2. **Increase the retention** of existing students from historically underrepresented groups.
3. **Seek ways to improve the services' satisfaction levels** among international students in the College.
4. **Identify existing challenges and monitor** academic success of historically underrepresented students.
5. **Actively recruit faculty and staff** that represent the diversity of our student population
6. **Invest resources to support faculty and staff** from historically underrepresented groups in order for them to achieve tenure and/or promotions.
7. **Create an atmosphere that encourages diversity of thought**, encourages the valuing of those from different backgrounds, and respects diversity.
8. **Incorporate diversity awareness in all training**, professional development, & tenure and promotion review process (faculty) and staff reviews, as well as in extracurricular activities for students.
9. **Achieve diversity of representation and participation** in all College endeavors.
10. Develop and strengthen **partnerships with diverse communities** in Indiana and globally.
11. Create and sustain **learning environments**, which will be conducive to engaged and active learning about people with diverse backgrounds in order to work effectively with those populations.

12. Expand **diversity education** throughout the curricula in CNHHS.
13. Develop and promote **research and scholarly initiatives** regarding diversity issues and social and economic justice.
14. Create a standing Diversity Committee to continuously **study diversity issues** within the College, monitor the recommendations made in this report, modify and/or **upgrade the diversity plan** accordingly for annual College reports and work with the ISU Diversity Council and the Diversity and Affirmative Action Officers to provide accurate data for university reports.

IV. DIVERSITY GOALS, INITIATIVES & STRATEGIES WITH TIMELINES, METRICS & LINES OF ACCOUNTABILITY

DOMAIN OF ACTIVITY – STUDENT RECRUITMENT & RETENTION

- 1. Recruit students from historically underrepresented groups (both graduate and undergraduate) in an effort to increase their presence.**

INITIATIVES/STRATEGIES

- I. Develop a partnership with the Office of Admissions in order to recruit students from historically underrepresented groups.**

ACTION PLANS:

- (a)** Enhance our interactions with prospective historically underrepresented students by using an interactive web site, CD-ROM with student resources, and a promotional video (played in YouTube, Facebook, college web site).

Timeline: January 2012 - August 2012

Responsibility: Diversity Committee

Collaboration: Office of Admissions

Metrics: Track web site visits/ number of CD's distributed/ hits in promotional video, etc.

- (b)** CNHHS faculty will represent the College in recruitment functions (Black Expo, etc.).

Timeline: January 2012 – August 2012

Responsibility: Diversity Committee/Dept. Chairs

Collaboration: Office of Admissions

Metrics: Track the number of faculty attending recruitment functions

- (c)** Develop an Ambassador Program that would link current CNHHS students with potential students.

Timeline: Planning (Fall 2012) – Implementation (Fall 2013)

Responsibility: Associate Dean of Students and Diversity Committee

Collaboration: Office of Admissions

Metrics: Number of students that actively participate in this program (both current and prospective) by Dec. 2013

- (d)** Work with the Admissions Office to review the application process in order to further simplify that process (especially to relate to first generation

college students, who come from historically underrepresented populations and who will benefit from dependency overrides in order to qualify for additional financial aid).

Timeline:	January 2012 - August 2012
Responsibility:	Diversity Committee
Collaboration:	Office of Admissions/ Financial Aid
Metrics:	Revise the two processes related to admissions and financial aid

II. Develop partnerships with other institution-wide initiatives (such as the Summer Honor's Program and the 21st Century Scholars program) in an effort to increase diversity of students in CNHHS.

ACTION PLANS

- (a) Develop outreach efforts to high schools in the region in order to increase diversity of students in CNHHS

Timeline:	Fall 2012 – August 2013
Responsibility:	Diversity Committee/ Department Chairs
Collaboration:	Summers Honors Program/ 21 st Century Scholars
Metrics:	Document outreach efforts, monitor results and report progress

III. Develop a partnership with the Center of Community Engagement in order to recruit students from underrepresented groups.

ACTION PLANS

- (a) Work with foundations (through the Center for Community Engagement) and community agencies in neighborhoods/cities/regions with historically underrepresented populations to fund scholarships for high school students, who seek to pursue CNHHS –related careers.

Timeline:	January 2012 – December 2014
Responsibility:	CNHHS Development Director/ Diversity Committee/ Associate Dean
Collaboration:	ISU Foundation/Office of Admissions/Center for Community Engagement
Metrics:	Evaluate dollar increase in scholarships going to historically underrepresented students

IV. Develop a partnership with the International Programs and Services Office for recruiting international students to the CNHHS.

ACTION PLANS

- (a) Work with the Study Abroad program and faculty visiting foreign countries in order to assist us in our recruitment efforts

Timeline:	Fall 2012 – Fall 2014
Responsibility:	Diversity Committee
Collaboration:	Study Abroad, Office of International Programs and Service
Metrics:	Monitor progress and report results

2. Increase the retention of existing students from historically underrepresented groups.

INITIATIVES/STRATEGIES

I. Establish the resources needed for successful retention of CNHHS students from historically underrepresented groups

ACTION PLANS:

- (a) Develop and provide scholarship support (financial assistance) directed towards historically underrepresented students
- Timeline:** January 2012 – December 2014
Responsibility: CNHHS Development Director/ Diversity Committee/ Associate Dean
Collaboration: Financial Aid/Office of Admissions/Center for Community Engagement
Metrics: Monitor and report dollar increase in scholarships going to historically underrepresented students
- (b) Identify CNHHS faculty and graduate students (preferably from all departments), who could serve as mentors and advocates for underrepresented students, seeking to increase student trust in requesting advice about academic and career choices
- Timeline:** January 2012 – December 2012
Responsibility: Associate Dean of Students/ Diversity Committee
Collaboration: CNHHS Faculty/ Graduate Studies/Faculty Senate
Metrics: Evidence of faculty/grad student collaboration/ Student survey (Qualtrics) on quality of service
- (c) Establish awards for historically underrepresented students in order to provide incentives for class performance, and opportunities for recognition (highest G.P.A., leadership award, community engagement and service award)
- Timeline:** Spring 2013 (May 2013 graduation)
Responsibility: Diversity Committee /Associate Dean
Collaboration: Office of Diversity, Writing Center, clubs and organizations, and community organizations
Metrics: Tracking the number of students applying for these awards and awards given
- (d) Refer historically underrepresented students to ISU and community programs to enhance student retention by tutoring, mentoring (e.g. Learning Communities, Writing Center, Office of Diversity, club organizations, community support services, etc.)
- Timeline:** January 2012 – May 2013
Responsibility: Associate Dean of Students/Diversity Committee
Collaboration: Office of Diversity, Writing Center, etc.

- Metrics:** Track the referral system utilization and evaluation of experiences. Also track grades (GPA's) and graduation time frames for historically underrepresented students
- (e) Meet with representatives of student organizations that serve historically underrepresented groups to determine how they want to be involved with the planning and implementation processes
- Timeline:** Spring 2012 & Fall 2012
- Responsibility:** Diversity Committee
- Collaboration:** Office of Diversity
- Metrics:** Track the number of organizations willing to work with the Diversity Committee and document changes recommended and implemented

II. Encourage the involvement of our college alumni with all students (but especially with students from historically underrepresented groups).

ACTION PLAN

- (a) Enlist ISU alumni in efforts to create scholarships, offer internships, and provide mentoring to students and College grads from historically underrepresented groups.
- Timeline:** September 2012 – August 2013
- Responsibility:** Diversity Committee
- Collaboration:** ISU Foundation/ Student Alumni Association
- Metrics:** Establish a baseline and tracking system to collect data for annual reports

III. Build an inclusive climate within CNHHS in order to encourage greater participation of historically underrepresented students

3. Review current assessment reports and then seek ways to improve the services' satisfaction levels among international students in the College.

ACTION PLAN

- (a) Meet with focus groups from the various international student groups
- Timeline:** Fall 2012
- Responsibility:** Diversity Committee
- Metric:** Determine a baseline of data from exit surveys of the various international groups /international students in the College and set benchmarks for improvement
- Collaboration:** International Program and Services/Office of Diversity

4. Identify existing challenges and monitor academic success of historically underrepresented students.

ACTION PLAN

- (a) Develop a system that identifies entering CNHHS historically underrepresented students, who may be under-prepared in order to assist them

- (b)** Develop a system that identifies and provides early intervention services for existing CNHHS students – from historically underrepresented groups, - who show signs of academic/ distress, in order to intervene

Timeline: September 2012 – August 2013
Responsibility: Associate Dean/ Diversity Committee
Collaboration: ISU Athletics Department /Office of Diversity
Metrics: Assess what we have currently in place, and make plans to intervene (use the ISU Athletics Dept. as a model)

5. Actively recruit faculty and staff that represent the diversity of our student population.

ACTION PLAN

- (a)** Advertise openings for faculty, staff, and administrative positions in publications targeted to historically underrepresented populations
- (b)** Require the presence of historically underrepresented faculty and/or members of the College Diversity Committee on all search committees for all new and open faculty, staff and administrative positions
- (c)** Mandate cultural competence and diversity training for all members of search committees
- (d)** Ensure that all search committees are complying with the institutional tracking system for hires
- (e)** Work closely with the Diversity and Affirmative Action offices to attract faculty from underrepresented populations to open faculty and/or staff positions
- (f)** Ensure that campus visits for prospective faculty/staff include discussions about the University and College plans and initiatives (ex. identify possible mentors) to increase diversity on the campus and within the College.

Timeline: January 2012 – December 2012
Responsibility: Associate Dean of Academic Affairs
Collaboration: Office of Affirmative action / Human resources
Metrics: Develop a tracking system for monitoring actions for an annual report.

- (g)** Identify and mentor members of underrepresented populations that (a) pursue a Ph.D. degree in one of our programs; or (b) pursue a Ph.D. degree at external programs that might expand diversity among faculty if hired

Timeline: Spring 2013
Responsibility: Associate Dean of Academic Affairs/Department Chairs
Metrics: Plan, fund and implement an outreach & mentoring system
Collaboration: Office of Diversity

6. Invest resources to support faculty and staff from historically underrepresented groups in order for them to achieve tenure and/or promotions.

INITIATIVES/STRATEGIES

I. Assess the current climate in the CNHHS - as it pertains to diversity - in order to develop a mentoring program for underrepresented faculty and staff and encourage all College employees to participate.

ACTION PLANS

- (a)** Understand the different needs of the diverse groups in the College by conducting interviews seeking ideas and recommendations
- (b)** Conduct surveys/interviews with new hires (untenured, underrepresented faculty) in order to evaluate their feelings of CNHHS' support (or lack of it), and learn more about what they believe it has to be done to better support their academic success and retention
- (c)** Identify and assess the existing support mechanisms (orientation, mentoring, networking programs) for new faculty and whether they incorporate diversity concerns
- (d)** Assess the extent to which the College is complying with recommendations included in the first and second reports of the ISU Diversity Council

Timeline: January 2012 – December

2012

Responsibility: College Diversity Committee

Collaboration: Associate Dean, Dept.

Chairs

Metrics: Assessment and
recommendation

II. Develop and monitor a mentoring program for historically underrepresented faculty/staff in the College

ACTION PLANS

- (a)** Develop a set of College-wide functions (networking events, mentoring socials for new faculty, etc.) that will help faculty from underrepresented groups to feel engaged

(b) Departments need to discuss mentoring efforts with new hires (from underrepresented groups) on a semester basis, and document the outcomes of these meetings

Timeline: January 2012 – December 2012

Responsibility: Dept. Chairs

Collaboration: Associate Dean, Dept. Chairs, Diversity Committee

Metrics: Assessment of number and quality of functions/survey feedback from faculty/staff involved

DOMAIN OF ACTIVITY – ORGANIZATIONAL CULTURE

7. Create an atmosphere that encourages diversity of thought, encourages the valuing of those from different backgrounds, and respects diversity.

INITIATIVES/STRATEGIES

I. Create an environment that encourages cultural diversity

ACTION PLANS

- (a)** Encourage all faculty, staff and students to engage in activities related to cultural diversity (post flyers in visible areas and on the College/Department/Program websites in addition to sending reminders via e-mail).
- (b)** Encourage all faculty, staff and students to engage in College-sponsored service projects that benefit underrepresented groups in our area.
- (c)** Display the diversity statement in the College/Department/Program website
- (d)** Seek a partnership arrangement with the Diversity and Affirmative Action officers and the Council on Diversity to determine what assessment tools they plan to use in the future for monitoring the organizational climate or decide if there is a need to design tools specific to CNHHS

Timeline: Spring 2012

Responsibility: Associate Dean of Academic Affairs/Department Chairs

Collaboration: Affirmative Action, Office of Diversity, Diversity Committee

Metrics: Tracking number of activities for annual report

II. Develop a list of incentives for faculty/staff/student engagement in activities related to cultural diversity

ACTION PLANS

- (a)** Recognize faculty/staff/students for their involvement in diversity initiatives and activities by establishing a College Diversity Award of the Year
- (b)** Recognize faculty/staff/students, who contribute significant effort and time to College-sponsored service projects that benefit underrepresented groups in the community
- (c)** Recognize faculty/staff/students, who participate in diversity-related service

activities that promote the College's commitment to diversity.	
Timeline:	Spring 2013
Responsibility:	Associate Dean of Academic Affairs/Department Chairs
Metrics:	Tracking awards to faculty and staff in the College related to diversity issues
Collaboration:	ISU Alumni Organization and Office of Diversity

III. Create an atmosphere that depicts cultural diversity

ACTION PLANS

(a) Display artwork in all College buildings in order to promote the message that CNHHS supports cultural diversity

(b) The Committee should record existing pieces of diversity posters for pre-/post evaluation

Timeline: Spring 2012

Responsibility: Associate Dean of Academic Affairs/Department Chairs

Collaboration: Diversity Committee

Metrics: Tracking number of displays for annual report

8. Incorporate diversity awareness in all training, professional development, & tenure and promotion review process (faculty) and staff reviews, as well as in extracurricular activities for students.

ACTION PLANS

(a) Plan for, provide and assess diversity training for faculty, staff and students.

(b) The diversity training module available from the Diversity Office needs to be completed by all CNHHS faculty, staff, graduate assistants and student workers during a specific time period

(c) Faculty, who advise student organizations based in the CNHHS, should receive specific training to promote greater awareness and understanding of the experiences of historically oppressed populations.

Timeline: January 2013 – December 2013

Responsibility: Associate Dean of Academic Affairs/Department Chairs

Collaboration: Office of Diversity

Metrics: Tracking number of activities for annual report

9. Achieve diversity of representation and participation in all College endeavors.

INITIATIVES STRATEGIES

I. Advance cultural diversity through participation in all College committees

ACTION PLANS

(a) Ensure that faculty/staff members from historically underrepresented groups

- have the opportunity to participate in all aspects of University/College Governance:
- Analyze composition of all College committees to ensure diversity
 - Analyze departmental committees to ensure diversity
 - Increase diversity of advisory boards to include community members with diverse backgrounds
 - Use data from the previous actions as a benchmark toward improvement to be included in all semester/annual department and program reports.

Timeline: January 2012 – December 2012

Responsibility: Associate Dean of Academic Affairs/Department Chairs

Collaboration: Diversity Committee

Metrics: Tracking number of committee participants for annual report

10. Develop and strengthen partnerships with diverse communities in Indiana and globally.

ACTION PLANS

- (a) Refer to activities 1, b and d and 3, a-e and specifically focus on connections that provide community connections in partnership with the Center for Community Engagement. In addition, there should be a training module for all faculty as advisors to help them understand that there are numerous organizations and resources on campus to specifically help students from historically underrepresented populations.

Timeline: January 2013 – December 2013

Responsibility: Associate Dean of Academic Affairs/Department Chairs

Collaboration:

Metrics: Tracking number of activities for annual report

DOMAIN OF ACTIVITY – CURRICULUM DEVELOPMENT

11. Create and sustain learning environments, which will be conducive to engaged and active learning about people with diverse backgrounds in order to work effectively with those populations.

ACTION PLANS

- (a) Mentors and members of the College Diversity Committee should provide reports on lessons learned about how to promote active learning about diverse groups. This information can then be used in training sessions and other web based learning modules.

Timeline: Fall 2012

Responsibility: Diversity Committee

Collaboration: Office of Diversity

Metrics: Tracking number of reports for annual report

- 12.** Expand diversity education throughout the curricula in CNHHS.

ACTION PLANS

- (a) Selected personnel approved by the College Diversity Committee should be used to provide consultation as requested by faculty who ask for assistance with adjusting curriculum and teaching methodologies to increase understanding of diversity
- Timeline:** September 2012 - December 2014
Responsibility: Associate Dean of Academic Affairs/Department Chairs
Collaboration: Diversity Committee
Metrics: Tracking number of activities for annual report

- 13.** Develop and promote research and scholarly initiatives regarding diversity issues and social and economic justice.

ACTION PLANS

- (a) Annual reports on efforts in the CNHHS should be prepared to provide documentation to assist efforts to seek funding for research initiatives based on changes made to improve the overall CNHHS response to diverse faculty, staff and students.
- (b) Seek ways to connect the efforts made in the previous activity in order to identify potential funding sources and specifically support additional collaboration across programs with the CNHHS and the university and ISU wider community.

Timeline: Spring 2013
Responsibility: Associate Dean of Academic Affairs/Department Chairs
Collaboration: Office of Diversity
Metrics: Tracking number of activities for annual report

DOMAIN OF ACTIVITY – ADMINISTRATION, MONITORING and METRICS FOR REPORTS

- 14.** Create a standing Diversity Committee to continuously study diversity issues within the College, monitor the recommendations made in this report, modify and/or upgrade the diversity plan accordingly for annual College reports and work with the ISU Diversity Council and the Diversity and Affirmative Action Officers to provide consistent data for university reports.

ACTION PLANS

- (a) A Diversity Faculty Fellow(s) should be appointed to lead the College Diversity Committee and continue to seek input from the College faculty, staff and students to continuously add to and modify the Diversity Plan and oversee the collection of baseline data and set benchmarks for future reports of progress made; and work with the College administration to promote the collection of data needed.

(b) All collection of data proposed for this plan should be reviewed and analyzed on an annual basis by the College's Diversity Committee and a report should be made to the CNHHS Dean. For example, the College may require that all syllabi should include a reference to support of diversity. In addition, requests for assistance to review syllabi and course content could be made to College Diversity Faculty Fellow (s) in cooperation with the ISU Diversity Officer in order to assist faculty to see if they are considering all of the diversity issues related to courses. Some faculty members already do this, but others may need some assistance if they request it. The underlying assumption here is that all faculty members need to see diversity consultants in the College as being available for assistance and not criticism. Eventually there should be common themes identified that the College may choose to review in syllabi and course content and procedures using a common rubric.

Timeline: Spring 2012

Responsibility: Associate Dean of Academic Affairs/Diversity Committee

Collaboration: Diversity Committee/ Office of Diversity

Metrics: Faculty Fellow Appointment, annual reports on diversity issues

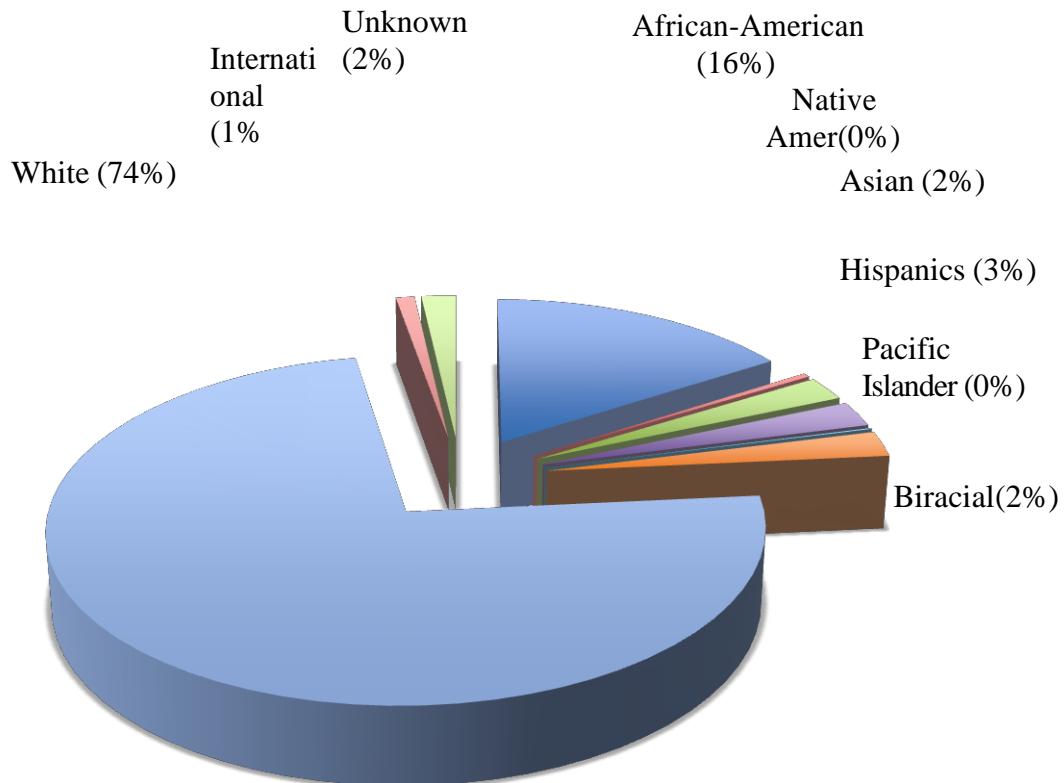
V. Data Collection

As stated in the Introduction, the College, due to variability of data collection processes will need to determine what data needs to be collected in order to set the baselines and then determine benchmarks for improving. The following data provide a starting point for this future analysis.

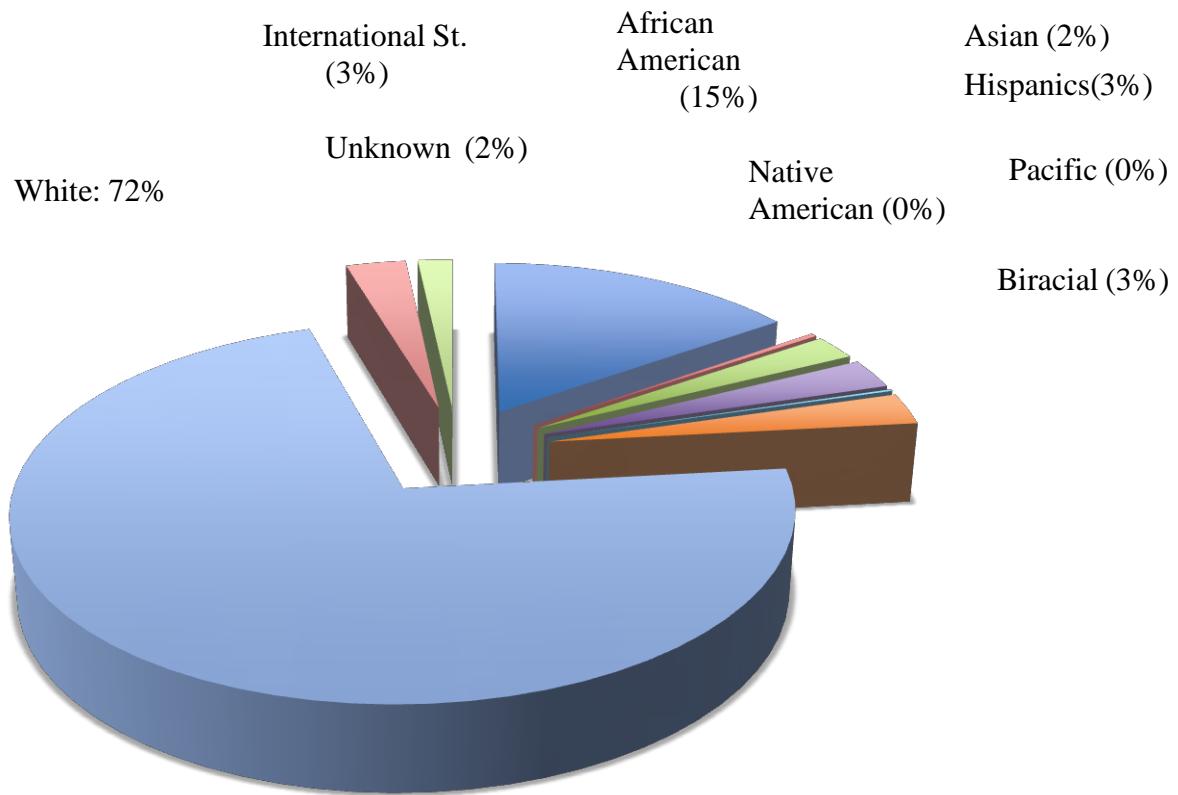
College of Nursing, Health & Human Services Fall 2011

	Undergraduate			Graduate			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
African American	85	280	365	13	46	59	98	326	424
American Indian or Alaska Native	1	7	8	1	1	2	2	8	10
Asian	12	36	48	2	11	13	14	47	61
Hispanic	15	44	59	2	6	8	17	50	67
Native Hawaiian or Other Pacific Islander	1	1	2	0	1	1	1	2	3
Two or more races	18	48	66	0	2	2	18	50	68
White	392	1221	1613	72	293	365	464	1514	1978
Non-Resident Alien	15	9	24	4	11	15	19	20	39
Race and Ethnicity Unknown	10	32	42	1	5	6	11	37	48
Total	549	1678	2227	95	376	471	644	2054	2698

FEMALE STUDENTS FROM UNDERREPRESENTED GROUPS



MALE STUDENTS FROM UNDERREPRESENTED GROUPS



In order to draw useful conclusions, the following numbers are very important for comparisons:

State of Indiana: With a Diversity Index of 33 (is considered low compared to the all other states), African-Americans account for **9.1%** and Hispanics for **6%** of the population residing in the State.

Marion County (Indianapolis): With a Diversity Index of 57 (is considered fair compared to the national average), African Americans account for **26.7%** and Hispanics for **9.3%** of the population residing in the county.

Vigo County (Terre Haute): With a Diversity Index of 24 (is considered low compared to the national average), African Americans account for **6.9%** and Hispanics for **2.3%** of the population living in the county

Indiana State University: African Americans account for **11.9%** and Hispanics for **1.5%** of the student population

College of NHHS: African American account for **16%** and Hispanics for **3%** of the student population in the College.

GRADUATION & RETENTION FIGURES

First-time, Full-time Bachelor's Degree Seeking Students Retention and Graduation Rates

Entering Cohort Year	Entering	1-yr Retention Rate	2-yr Retention Rate	3-yr Retention Rate	4-yr Grad. Rate	5-yr Grad. Rate	6-yr Grad. Rate
All NHHS							
2002	202	74.26%	62.38%	55.45%	17.82%	38.61%	42.57%
2003	194	67.01%	57.22%	50.00%	20.10%	38.66%	42.78%
2004	192	68.23%	56.77%	54.69%	25.00%	40.63%	44.79%
2005	151	63.58%	49.67%	48.34%	23.84%	39.74%	41.72%
2006	158	68.99%	60.76%	57.59%	25.32%	44.30%	
2007	199	67.84%	55.28%	48.74%	21.61%		
2008	219	70.78%	59.36%	54.79%			
2009	264	66.29%	50.76%				
2010	420	55.24%					
2011	545						
Men							
2002	56	75.00%	66.07%	64.29%	10.71%	33.93%	39.29%
2003	55	69.09%	54.55%	47.27%	18.18%	30.91%	38.18%
2004	55	72.73%	63.64%	63.64%	25.45%	45.45%	52.73%

2005	47	72.34%	59.57%	55.32%	23.40%	40.43%	42.55%
2006	42	69.05%	64.29%	61.90%	23.81%	42.86%	
2007	58	58.62%	46.55%	41.38%	8.62%		
2008	68	72.06%	63.24%	58.82%			
2009	73	68.49%	52.05%				
2010	113	48.67%					
2011	131						
Women							
2002	146	73.97%	60.96%	52.05%	20.55%	40.41%	43.84%
2003	139	66.19%	58.27%	51.08%	20.86%	41.73%	44.60%
2004	137	66.42%	54.01%	51.09%	24.82%	38.69%	41.61%
2005	104	59.62%	45.19%	45.19%	24.04%	39.42%	41.35%
2006	116	68.97%	59.48%	56.03%	25.86%	44.83%	
2007	141	71.63%	58.87%	51.77%	26.95%		
2008	151	70.20%	57.62%	52.98%			
2009	191	65.45%	50.26%				
2010	307	57.65%					
2011	414						
Minority							
2002	30	70.00%	60.00%	60.00%	10.00%	26.67%	36.67%
2003	35	54.29%	51.43%	42.86%	5.71%	28.57%	34.29%
2004	30	63.33%	50.00%	46.67%	0.00%	20.00%	30.00%
2005	26	57.69%	46.15%	46.15%	11.54	30.77%	34.62%
2006	40	45.00%	42.50%	32.50%	2.50%	17.50%	
2007	41	56.10%	43.90%	31.71%	4.88%		
2008	44	75.00%	61.36%	50.00%			
2009	57	63.16%	42.11%				
2010	96	50.00%					
2011	168						

Boxes in red indicate numbers below the ISU average; they are considered low.

References:

- Bauman, G. L. Bustillos, L. T. and Bensing, E. M. (2005). *Achieving educational outcomes with all students: The institution's roles and responsibilities.* Association of American Colleges and Universities. Retrieved from http://diversity.berkeley.edu/sp_glossary_of_terms
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Appendix H - College of Technology

INDIANA STATE UNIVERSITY

**College of Technology
(COT)**

DIVERSITY PLAN

2012-2015

COT DIVERSITY STATEMENT

The College of Technology is committed to creating an environment in which individual and cultural differences are appreciated and valued at all levels

The Devised Intent of the Document:

The diversity plan for the College of Technology (COT) actively supports the vision, mission, and values of the ISU Diversity Council. (see reference:

<http://www.indstate.edu/diversitycouncil/vision.htm>

Additionally, the COT supports ISU's established specific strategic goals regarding diversity defined as follows:

- (a) 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%.
- (b) 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%.

This plan also delineates the COT's specific internal goals regarding diversity.

This COT plan must also be considered a fluid document; as goals are met or require adjustment, the plan by necessity will require revision.

College of Technology Diversity Policy

A core value of this institution is one of respect for the variance of identities which combine to present a robust foundation representing an environment of learning and respect equal for all. The responsibility to provide and maintain the tools of learning must be engaged by all participants of learning. To such end, we come together as a community of scholars and member of this university who value the plethora of individual perspectives and diverse cultures to inspire ideas, innovation and discussion leading to new venues of research and exploration toward an inclusive and just future.

Actions

To insure the College's diversity policy is implemented fully, the following actions are to be employed:

- Establish an inclusive and supportive environment in which all individuals feel safe, secure, and welcome, regardless of social identity and physical ability, and where there is no discrimination on the basis of sex, race, age, national origin, sexual orientation, religion, disability, or veteran status.
- Commit to affirmative action for employees and students through active recruitment, promotion, retention, and enrollment of minorities, women, persons with disabilities, and veterans.

- Ensure mechanisms for critical self-examination that allow for continuous assessment of goals, actions, and results through surveys obtained from administrators, faculty members, staff, and students.
- Enhance faculty and staff development through an active program of diversity education, including use of online education modules.
- Strive for the same demographic distribution as the state of Indiana among its students, faculty, and staff regarding ethnicity, race and gender.

**ISU/COT AALANA (African American, Latino/a, Native American) STATISTICS – Sept 10, 2011 “Snapshot” (see “Council on Diversity Annual Report 2010-2011”
<http://www.indstate.edu/diversity>)**

TABLE 1
Student and Faculty Diversity Data – COT

Department	<u>Majors by Dept.</u>		<u>Course Enr by Dept.</u>		AALANA Majors/Total Majors	AALANA Course Enrollment/ Total Course Enrollment	AALANA Faculty / Total Faculty	Difference between AALANA Student majors and AALANA Faculty Proportions	Difference between AALANA student course enrollments and AALANA Faculty Proportions
	Total AALANA		Total AALANA						
Aviation Technology	245	21	738	60	9%	8%	11%	-3%	-3%
Appl Engineer & Tech Mat	361	43	1169	148	12%	13%	27%	-15%	-15%
Built Environment	296	39	626	89	13%	14%	11%	2%	3%
Elctrnics & Comp Engineer Tech	322	62	735	136	19%	19%	0%	19%	19%
HRD and Performance Tech	298	62	875	147	21%	17%	0%	21%	17%

AALANA is defined as African American, Latino/a, and Native American. Faculty are defined as FT T/TT and FT Instructors. Corrections enrollments excluded.

Larger the positive number, larger the proportion gap between AALANA students and faculty. Source for Student Data: Office of Registration and Records Official (5-day) file.

Source for Faculty Data: September 10 snapshot.

Note: Per the above Data, total of COT students is 1522; Total AALANA is 227 for a student AALANA percentage of 14.9%. Total COT faculty is 59 of which 5 are AALANA for a faculty AALANA percentage of 8.5%; Thereby, the AALANA COT faculty/student proportional difference is +6.4% - or the equivalent of four faculty

members at present faculty levels.

TABLE 2

Further Breakdown of AALANA statistics – COT, Fall 2011 Undergraduate and Graduate

African American Students – 171

Hispanic (Latino/a) Students – 41

African American Faculty – 3

Hispanic Faculty – 2

Note: Per the above data, 11.2% of COT students are AA, while 5.1% of COT faculty is AA. Proportional difference: +6.1%

Per the above data, 2.7% of COT students are Latino/a, while 3.4% of COT faculty is Latino/a. Proportional difference: -.7%

TABLE 3

The following table allows us to compare COT AA proportional difference (+6.1%) to overall ISU data:

Strategic plan Goal 6, Objective 1: By 2014, make progress in hiring African American students by a minimum of 50%.

Table #2 Category – Faculty	Fall 2014 Goal	Fall 2009	Fall 2011 Target	Fall 2011 Actual
Number of AA Faculty	N/A	11	N/A	15
Number of AALANA Faculty	N/A	23	N/A	36
%AA Faculty/%AA	7% /12%	2.6%	4.36%	3.4%

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

TABLE 4

The following table outlines ISU – Wide AA Student Retention/Graduation Rates:

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 <u>Baseline</u>	Fall 2011 Target	Fall 2011 Actual
1st year AA <u>retention rate</u>	72.5%	55.2%	63%	43.2%
4-year AA <u>graduation rate</u>	20.3%	10%	17%	7.9%
6-year AA <u>graduation rate</u>	43.3%	28.1%	38.1%	26.5%

Note: COT does not have a system to track this information.

DISCUSSION OF DATA

First and foremost, it must be clear that much of this data will change – and perhaps significantly – annually. This fact provides reason enough for the COT diversity plan to be reviewed on an annual basis and modified as necessary, since many of our goals and strategies are data-dependent.

The present data tell us:

- COT student body is 14.9% AALANA as compared with ISU overall rate of 17.3%. The difference of 2.4% equates to 36 COT students – not significant.
- COT faculty is 5.1% AA as compared with ISU overall rate of 3.4% AA.
- COT percentage gap between AA faculty and student body is +6.1% as compared with overall ISU rate of +10.9%.
- COT percentage gap between Hispanic faculty and student body is -.7%. (“0” would signify an even percentage between the faculty and student body; negative values indicate a higher percentage of faculty over the student body).
- COT faculty is 8.5% AALANA while student body is 14.9% AALANA for a gap of +6.4% - practically the same as the AA faculty/student body gap.

COT DATA – DERIVED GOALS

GOAL 1:

Maintain or exceed present AALANA student body percentages. Continue present recruiting practices and monitor levels on an annual basis each Fall semester.

GOAL 2:

By 2015, reduce the percentage gap of AA/AALANA faculty and student body by 50%
(Aligns with ISU strategic plan Goal 6)

- 2013: reduce gap to 5%
- 2014: reduce gap to 4%
- 2015: reduce gap to 3%

GOAL 3:

Track/Increase retention and graduation rates of AALANA students, campus and online.
(Aligns with ISU strategic plan Goal 1)

- 2012: Promulgate tracking program comparing COT AALANA retention and graduation rates with non – AALANA rates.
- 2013-2015: If significant gap exists between AALANA and non-AALANA groups, reduce gap a minimum of 50% by 2015. Monitor on an annual basis.

GOAL 4:

Maintain an acceptable distribution of AALANA and non-AALANA faculty and staff personnel.
(Aligns with ISU strategic plan Goal 6)

Comments: Goal 4 is admittedly nebulous; new hires are not common and staffing requirements can change. When new hires do occur, qualified AALANA candidates should be sought and interviewed. The ISU Office of Affirmative Action has promulgated the use of a thorough hiring procedures process, which should be referenced by all COT search committees. The material provides extensive information to include, but not limited to position announcement, prescreening criteria, advertising tactics, and AALANA recruiting resources. (see reference under "*Procedures Related to Hiring Regular Faculty*" <http://www.indstate.edu/ao/facultyhiring.htm#Statement>)

COT SUPPORT OF ISU DIVERSITY GOALS

GOAL ONE:

Enhance the visibility of diversity on the ISU campus.

Specific ongoing methods by which COT may support this goal:

- Host both technology and non-technology related events (in the TC building when feasible) that draws a diverse population.
- Become involved in activities on campus dealing with diversity; tap speakers with diverse race, orientation and ethnicity for presentations.

- Sponsor diversity activities (Ethnic Fair, etc.) and participate in ethnic events (Black Expo, etc.).
- Community diversity outreach with secondary education student initiative.
- Create posters which delineate COT's diversity mission statement.
- Incorporate diversity into coursework here practical.

GOAL TWO:

Support access and success for groups historically underrepresented in higher education in the student body, staff, faculty, and administration.

- Establish a mentoring program for underrepresented faculty, staff, and students (to be completed by May 2013).
- Establish a faculty scholars and/or student scholarship program on diversity (to be completed by May 2014).
- Educate staff and faculty to better understand obstacles experienced by minority groups (to be initiated by August 2013; ongoing thereafter).

SUBSEQUENT PROGRESS MEASUREMENT AND GOALS EXAMINATION

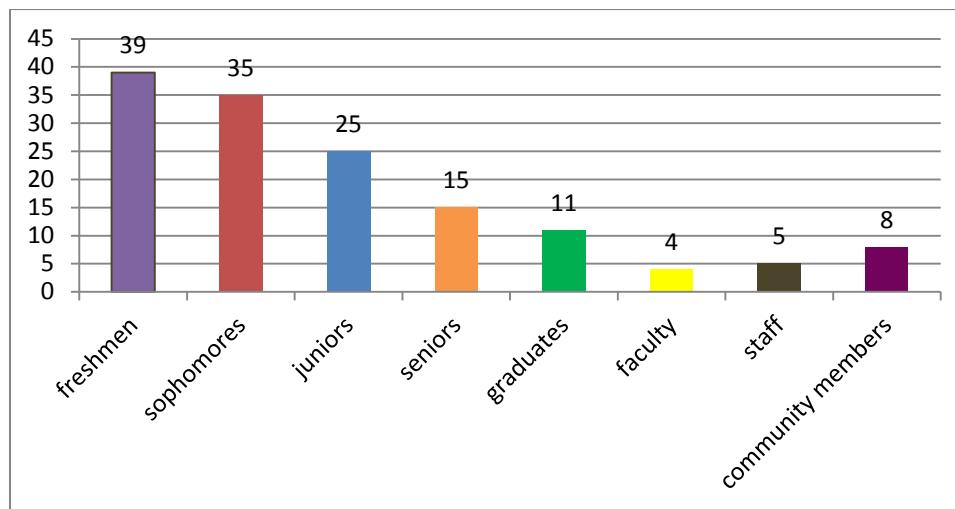
The Dean of the COT will, in September of each year, commission a diversity committee with representatives from all departments to report on the progress and effectiveness of COT diversity initiatives with corresponding recommendations where applicable. This report will be ready for distribution by March 30th of the following year.

Appendix I – Office of Diversity End of Year Report

Through collaboration between Academic Affairs, Student Affairs, Affirmative Action, Diversity Office, Diversity Council, Human Resources, and the Goal 6-4A and 6-4B committees, numerous initiatives designed to attract and retain historically underrepresented staff and faculty at ISU occurred.

6. Proactive steps made towards administering a university diversity climate study
7. Steps undertaken to create a university diversity plan
8. Coordinated 2012 Diversity Research Symposium
 - a. Registration
 - i. 168 registered online
 - ii. 24 registered on-site
 - iii. Between 70-95 individuals attended throughout the day
 - b. Categories
 - i. 80 students (44 undergraduate / 36 graduate)
 - ii. 21 staff
 - iii. 45 faculty
 - iv. 22 community members
 - c. States represented
 - i. 149 from Indiana
 - ii. 2 from Illinois
 - iii. 1 from Ohio
 - iv. 9 from other states
 - v. 7 international
 - a. 21 sessions were offered with 28 presenters from several Indiana colleges
 - b. 9 diversity research grants were awarded to faculty, staff, and students - one recipient was a student from the University of Delaware
 - c. The poster session included a poster from a doctoral candidate from Howard University
9. Funds provided to send six faculty to the [Faculty Women of Color seminar](#) at the University of Illinois Champaign-Urbana
10. Additionally, with support from Goal 6 Initiatives 2 and 3, funds provided to send two faculty and three staff to the [National Conference on Race and Ethnicity \(NCORE\)](#)
11. Sponsored [Certified Diversity Professional \(CDP\)](#) certification for two faculty within the College of Nursing, Health and Human Services and one staff within Residential Life
12. Developed resources and marketing pieces that illustrated ISU's commitment to diversity:
 - a. Celebrating Diversity Lawn Sign Campaign developed to visually express the importance of diversity and inclusion by ISU's student, staff and faculty
 - i. Over 150 lawn signs placed around campus during June and September
 - b. Implementation of [Bafa Bafa](#) program to increase cultural awareness
 - i. Eight workshops conducted with approximately 170 participants
 - ii. 24 faculty and staff completed training to become Bafa Bafa facilitators Fall 2013

- c. Continuation of the [Sycamore Safe Zone \(SSZ\)](#) program to increase awareness of issues and concerns facing lesbian, gay, bisexual, transgendered, and/or questioning faculty, staff, and students
 - i. 34 faculty, staff, and graduate students completed facilitator training and served as facilitators during the academic year
 - ii. 20 workshops conducted for approximately 340 participants
- d. Development of [Eye on Diversity Series](#) to engage student, faculty and staff in conversations involving diverse topics/issues - over 200 individuals attended these sessions. The premise of "***you don't know what you don't know***" was the guide in developing this program.
 - i. The [videos](#) used in this series are available and can be [reserved online](#)



- ii. Between 200-250 individuals participated in the series
- iii. 142 evaluations collected – evaluations for one session with 60 participants not completed
- iv. In response to the survey question: How did you hear about series, over 80% of participants indicated *class/teacher and flyers*
- v. The majority of responses indicated that they found the series to be *informative, engaging and educational*
- vi. Participants indicated that the sessions were *of interest and easy to understand*
- vii. Over 80% of the participants indicated that after attending they had a *better understanding of the issue covered*
- viii. Over 70% specified that they came because it was a *class assignment* while about 32% attended due to *interest in the topic*
- ix. Some comments provided on the participants' evaluations included:
 1. *That stereotypes are not always true*
 2. *How groups are falsely portrayed in the media*
 3. *Saw discrimination more clearly*
 4. *That it's important to take action against this unfairness*
 5. *Great event! I wish there was more time for questions during discussion*

6. *I enjoyed the discussion, I enjoyed everyone's opinion/stories*
 7. *Love this!! Please bring it back and keep it going!*
 8. *Very interesting. Very intriguing. Very moving. Made me think about issues very deeply*
 9. *I liked listening to this. It opened my mind to different ideas*
 - x. 15 ISU faculty and/or staff facilitated the discussions following each video. At this time, only 13 facilitators responded and suggestions included:
 1. Allow more time for discussion
 2. Increase advertising
 3. Space the events throughout the semester – make presentations monthly
 - xi. 100% of the facilitators indicated that they would like to be an Eye on Diversity facilitator again
 - xii. 69% of the facilitators indicated that they would like to facilitate their video again
 - xiii. 75% of the facilitators indicated that the series should occur on the same day/time of each month
 - xiv. 67% of the facilitators indicated that the sessions should start at 6pm
 - xv. 100% of the facilitators indicated that providing books regarding the topic discussed should continue to be part of the series
- e. Ongoing updates and/or additions made to the [Diversifying Faculty](#) website
 - f. Ongoing updates and/or additions made to the [Diversity Council](#) website
 - i. The Diversity Council received training during Spring 2013 and became members of the Association of Diversity Councils
13. Being new to Terre Haute and in most cases to Indiana is the biggest hurdle Black faculty and staff need assistance. The formation of the [Black Faculty and Staff Caucus \(BFSC\)](#) and development of BFSC website with involved proactive integration, mentorship, and retention programs facilitated by the Black Faculty, Black Male Professional, and Black Faculty and Staff Caucus affinity groups. Goal 6-4A initiative supported their efforts in creating an environment within colleges/divisions that underrepresented faculty and staff can feel welcomed and thrive.

Appendix J – Black Faculty and Staff Caucus End of Year Report

Black Faculty and Staff Caucus Committees and Members FY 2012-2013

Steering Committee

Azizi Arrington-Bey	Regina Atkins	Christopher Childs	Elonda Ervin
Stephanie Jefferson	Yvonne Russell	Roland Shelton	
Venita Stallings	Nolan Davis - Chair		

The Black Faculty and Staff Caucus (BFSC) began May of 2012 with five staff members hoping to develop a social and mutual support organization for African American faculty and staff at ISU (and the Foundation).

THE MISSION OF THE BFSC:

In alliance with Indiana State University Strategic Plan's commitment to diversity, the BFSC was organized to address the academic, professional, and social development of Black faculty, staff, and students. By providing relevant programs and services, we hope to develop a more supportive campus environment and foster greater connections with the Black Terre Haute community. The kickoff dinner occurred on August 27, 2012 resulting in an initial membership of approximately 35 faculty, staff, and graduate students. The efforts from the kickoff developed a focus on a specific set of questions, resulting in a set of volunteer committees. The questions were:

- a. How can we recruit and retain Black undergraduate students?
- b. How can we recruit and retain Black graduate students?
- c. How can we recruit and retain Black faculty and staff?
- d. How can the Black student, faculty, and staff of ISU increase outreach efforts with the Black Terre Haute community?

As a result, three sub-committees have been developed to address those four questions.

4. Recruitment and Retention of Undergraduate and Graduate Students

- a. Assisting Black Student Organizations *Co-chairs: Stephanie Jefferson & Nolan Davis*
- b. Student-To-Student Mentoring *Chair: Valerie Craig*
- c. Student, Faculty, & Staff Networking *Chair: Christopher Childs*
- d. Student Communications Committee *Chair: Valerie Craig*
- e. Black Graduate Student Association *President: Valerie Holmes; Advisor: Nolan Davis*

5. Recruitment and Retention of Black Faculty and Staff

- a. Faculty Affinity Group *Chair: Mary Howard-Hamilton*
- b. Professional Men Affinity Group *Chair: Christopher Childs*
- c. Social Committee *Chairs: Elonda Ervin and Venita Stallings*
- d. Faculty & Staff Communications Committee *Chair: Azizi Arrington-Bey*

6. Community Outreach

- a. Community Outreach *Chairs: Venita Stallings*

BFSC Networking Committee Report FY12-13 Summary Report

Goal 1: Recruitment and Retention of Undergraduate and Graduate Students

a. Student, Faculty, and Staff Networking - Chair: Christopher Childs

About the Networking Committee

The Networking committee strives to network and meet Black faculty, staff, and students.

Accomplishments

The committee's first accomplishment was to set goals for our group to strive for within the first year. Our goals were to have at least two events per year that involved connecting students with faculty and staff. Another goal was to attend student organization events, to show support.

The networking committee was also able to connect with African American student organizations, such as Brotherhood of Successful Scholars (BOSS), Association for Future Attorneys, Student African American Sisterhood (SAAS) and the African Student Union. We established liaisons from each group and invited them to our meetings. This was a great way to get the students' opinions on how this group can connect with students.

With the help of our student members of the committee, we planned our first event called Pizza and Pool. Pizza and Pool is a pizza night in sycamore lounge where Black faculty and staff can meet, play pool, and win prizes through other games.

Finally, members of the committee showed support to students by attending student run events such as the Black Male Summit. We also are helping the Association for Future Attorneys plan a fundraiser for CASA kids. CASA kids is a non-profit organization for neglected or abused children of Terre Haute. There will be a BBQ at Wolf field at 4th and Chestnut on April 20th 1pm to 6pm. Many student organizations and other groups will be competing in a flag football tournament. You are welcome to stop by to see the games and while you are there please purchase a plate of food. The majority of the proceeds will go to CASA kids and a small amount will go to the Association for Future Attorneys.

Challenges

One of our challenges in the beginning was connecting with student organizations. It was difficult to locate students who were still active in those groups and were willing to join us.

Another challenge was finding the time in the day to plan two events per year and locate student events that we could go to. Many of our committee members were very active in the ISU committee, so it was difficult to find times we all could meet and discuss our plans. Also, many student events would be advertised to the students but not the faculty and staff. There were many

events we could have gone to but we either never heard of them or we heard of them at short notice and no one had the time to go.

Our committee also struggled with a lack of resources. We had about 5 active members that were busy in other committees for the Black Faculty and Staff Caucus. Therefore, it was difficult to find the staffing power to attend and plan events.

The networking committee also suffered from a lack of funds. We were never able to receive funds to actually execute our plans for Pizza and Pool. There were also many student events that we wanted to dedicate funds to but never had money to do so.

Resources needed

The networking committee is in search of faculty, staff, and student members who can be dedicated to our group's mission of connecting Black faculty, staff with students.

We also need funding for next year to hold events and donate to other student orgs.

Recommendations for the future

Our first recommendation is to think of practical goals we can actually accomplish. We know that we may not have the staffing power or the funds to accomplish two events per year. Maybe we should shoot for one event for the year. Also, it might be difficult to get EVERYONE from our committee at student events. However, if one or two of us may be able to attend and still have an impact. Every committee member should focus on attending at least two student events per semester. We do not have to attend these together but it is good if one or two of us can go to these events.

We need to recruit more students who are active to be committee members. These students will help connect us to student events. We can accomplish this by enlisting this group on org sync to attract members. This group can also play a part during orientation to recruit new members.

The networking committee will need to establish a system of communications. Emails need to be sent out listing student events on a regular basis.

Committee members

Aaron Slocum
Lorian Stoddart

Azizi Arrington-Bey
Obed Tompieu

Dwuena Wyre

Yvonne Russell

Black Graduate Student Association FY12-13 Summary Report

Goal 1: Recruitment and Retention of Undergraduate and Graduate Students

a. *Black Graduate Student Association - President: Valerie Holmes; Advisor: Nolan Davis*

About the Committee

Although the Black Graduate Student Association (BGSA) is not a sub-organization of the Black Faculty and Staff Council (BFSC) the two organizations closely associate and the BFSC serves as a major support of BGSA. This is a relationship that BGSA would like to continue into the upcoming academic year and beyond.

Accomplishments

- A. Secured registered student organization status from Indiana State University
- B. One delegate attended the National Black Graduate Student Association national convention
- C. A full executive board for the majority of the Spring semester
- D. Forged a great relationship with the Office of Diversity
- E. Forged a relationship with the Graduate Student Association
- F. Secured organizational funds through the Undergraduate Student Government
- G. Secured conference travel funds through the Undergraduate Student Government
- H. Held 2 socials, 2 professional development workshops, and 3 general body meetings

Challenges

- A. There are a limited number of graduate students who are in residential programs and able to participate in the organization
- B. Many of the on campus graduate students were also undergraduates at Indiana State University and are still extremely connected to and involved in the extracurricular activities from their undergraduate years
- C. Lack of start-up funds at the start of the organization
- D. Variation of organizational skill set and commitment amongst members of the organization

Resources Needed

- A. Funds for organizational branding (t-shirts, table cloth, or just skirt, buttons, etc...)
- B. An updated and exhaustive list of Indiana State University Black graduate students each semester

Future Recommendations

- A. The president of BGSA should not be a member of the BSFC. The advisor of BGSA already serves as a member and should serve as a liaison between BFSC and BGSA.
- B. The organizations will focus more on larger activities that will be promoted to the entire campus and that may appeal to distance graduate students to travel to campus instead of smaller activities for the few Black graduate students who are in residential programs.
- C. The executive board has already strategically mapped out the organizations focus and calendar for the upcoming academic year.

BFSC Professional Men Affinity Group FY12-13 Summary Report

Goal 2: Recruitment and Retention of Black Faculty and Staff

a. Professional Men Affinity Group - Chair: Christopher Childs

About the Committee

The African American Male Affinity Group reaches out and connects with Black male faculty and staff at ISU. We hold informal lunches and socials once a month to meet and greet others like ourselves.

Accomplishments

We were able to establish meeting times at various restaurants to socialize. We struggled with finding times where everyone could meet. We think now that social hours after work once a month fit nicely.

Challenges

One challenge we had was maintaining our numbers. At one point we had about six attending meetings. Now we may have two to four attending.

Resources needed

It would be great if we had funds to do other things than just eat! There were talks about attending a shooting range last semester. It would be great if we had funds to pay for outings such as this.

Recommendations for future

Our group has talked about creating more of a focus on career development and mentoring. For example, staff and faculty who are more established in their fields can help mentor new employees.

Committee members

Christopher Childs
Kevon Christian
Nolan Davis
Aaron Slocum

BFSC Social Committee Report &
BFSC Communication Committee Report
FY12-13 Summary Reports

Goal 2: Recruitment and Retention of Black Faculty and Staff

- a. *Social Committee – Co-chairs: Elonda Ervin & Venita Stallings*
- b. *Faculty and Staff Communications Committee - Chair: Azizi Arrington-Bey*

Accomplishments

- A. Communications committee
 - 1. Webpage development
 - 2. Development of a monthly newsletter “What’s Going On – WGO”
 - i. Interviewed Terre Haute pastors for newsletter
 - 3. Interest survey completed to determine types of activities committee should organize (26 responses - 1/3 of group)
 - 4. Need graphic element that represents the BFSC
- B. Social Committee
 - 1. Community Service Projects
 - i. Sponsored the Bennett and Levy families for Thanksgiving
 - Non-perishable food items collected
 - Funds raised in the amount of \$103.41 for perishable food purchases
 - ii. Habitat for Humanity
 - Collected \$140 in cash and checks
 - 2. Asian style cooking classes offered in November 2012 and February and March 2013. Approximately 60 participants (students, staff, and faculty) attended the classes - cost for classes \$800
 - 3. Supported and attended the Black female student networking event “Loc’s, Twist, Fro’s & Braids: The Journey to Natural” in November 2012. Sponsored food for event cost of \$250
 - 4. Coordinated event “Dunk and Lunch” event November 2012
 - 5. Supported and attended the African American Student leadership conference in April 2013 cost of \$100
 - 6. Supported and attended at annual Martin Luther King Banquet cost of \$200
 - 7. Provided tickets to Performing Arts Series plays in December 2012 cost of \$100
 - 8. Provided tickets to several campus events approximate cost of \$200

9. Support of students members of ISU Study Aboard Organization trip to Costa Rica - Committee donated \$200 to sponsor the purchase of hygiene items for the children at the orphanage
10. Support provided to United Campus Ministries “Chili Cook-off” cost of \$200
11. Support provided to student, Phillip Upshaw, for study aboard opportunity in South Africa this summer of \$500

Challenges

- A. Lack of participation and commitment amongst members of the ISU’s Black faculty and staff community
- B. Due to the same individuals serving on multiple committees, fewer activities, programs, and/or services are accomplished

Resources Needed

- A. Set budget is needed at the beginning of each year

Future Recommendations

- A. Beginning of each semester major social function (i.e. bowling, reception, etc.)
- B. Continue some type of cooking classes but limit to one each semester
- C. Continue basketball/football and lunch event each semester
- D. Add professional development workshops for faculty and staff each semester (i.e. travel, unknown medical benefits, etc.)
- E. Increase volunteerism and community engagement possibilities (i.e. volunteer at community garden, 14th and Chestnut, Habitat for Humanity, Catholic Charities, The Light House Mission, Ryves Community Center, etc.)
- F. Continue with adopt a family for Easter, Thanksgiving, and Christmas
- G. Plan weekend trips to near locations to attend cultural events (St. Louis, Chicago, Indianapolis, etc.)
- H. Plan spring break trip (i.e. cruise)
- I. Continue to support student activities/programs and experiential learning opportunities

Communications Committee members

Azizi Arrington-Bey Christopher Childs Yvonne Russell Kale Walker

Social Committee members

Azizi Arrington-Bey	Regina Atkins	Joni Clark (United Campus Ministries)
Christopher Childs	Elonda Ervin	Yvonne Russell Aaron Slocum
Venita Stallings	Carmen Tillery	Dwuena Wyre

BFSC Outreach Committee Report FY12-13 Summary Report

Goal 3: Community Outreach

a. Community Outreach - Chair: Venita Stallings

About the Committee

The Outreach Committee was formed to encourage and sustain productive communication between Terre Haute's Black community and ISU. Additionally, its goal is to assist in the recruitment of local students and potential employees to ISU.

Accomplishments

The Outreach Committee co-sponsored College Day 2013 with the youth group of Bethlehem Temple Church on March 2, 2013 at the church. Committee members hosted a panel discussion with a PowerPoint presentation on various topics aimed at the junior/senior high students and their families. The presentation's focus was to provide information on college and how to be successful and graduate.

Presentation topics included:

1. Getting There? (what you need to know and do)
2. Why Go To College? (benefits of college)
3. How to Pay For College? (funding sources)
4. How to Survive College and Graduate? (tips, strategies and academic resources)

Various ISU departments provided door prizes for this event such as cups, pencils, ink pens, pendants, umbrellas, pins, notepads, t-shirts, lanyards, etc. and everyone was able to receive a gift.

We also provided a survey for the day's event and received favorable responses. Several parents commented on how worthwhile and needed this information was for their child and encouraged us to do it again.

Challenges

- A. Financial support that would enable the promotion/advertising and support of event to the community
- B. Identifying community leaders and organizations to partner with us on community outreach activities

Resources needed

- A. Manpower to carry out the recommended new activities
- B. Financial support so that a budget can be developed

Recommendations for the future

- A. Sponsor another College Day in the community
- B. Collaborate with the community on a volunteer activity
- C. Volunteer to help with tutoring for high school students
- D. Participate in the community's African Fest (set up a booth)
- E. Sponsor a youth sports team, academic bowl, etc.
- F. Resource Fair (resume writing, interviewing, how to apply for jobs, etc.)

Outreach Committee members

Regina Atkins

Christopher Childs

Joni Clark (United Campus Ministries)

Terry Clark

Stephanie Davis

Elonda Ervin

Lynn Foster

Alister McLeod

Venita Stallings

Kale Walker