

President's Council on Diversity
7th Annual Report 2014-15
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.

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Executive Summary

This statutorily required annual report serves as a record on the value placed on diversity within all facets of operation at Indiana State University (ISU) (see Appendix A).

Indiana Code - Section 21-27-5-4: Diversity committee – stipulates:

- (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.

This report highlights the efforts and initiatives developed to continue our commitment to diversity.

The members of the President's Council on Diversity contain a broad cross-section of the university community (graduate and undergraduate students, faculty, and staff) and representatives from the Terre Haute community (see Appendix B). The Provost's Diversity Task Force comprised of Dean Brien Smith (Scott College of Business), Dean Kandi Hill-Clark (Bayh College of Education), Dean Lynn Maurer (College of Graduate and Professional Studies), Dean Jack Turman (College of Nursing, Health and Human Studies), Melony Sacopulos, General Council, later replaced by Katie Butwin, General Council, Nolan Davis, Interim Vice-President for Student Affairs, Sarah Pigg, and Dr. Elonda Ervin (University Diversity Officer) was formed to develop a strategy to expand the diversity found in the composition of faculty and staff at ISU.

The Council and Task Force were asked to focus on:

- Commissioning an institutional analysis to determine the racial/ethnic climate
- Developing a recruitment and retention plan based on best practice models in higher education
- Reconstructing a University-wide infrastructure for diversity and inclusion based on a model of inclusive excellence

As part of this effort, an external consultant, Dr. Gerda Govine, of G. Govine Consulting, was hired to conduct a university climate study. The key themes that emerged during her review were:

1. *The University is the most diverse residential higher education institution in the State, an asset that resonates throughout the institution and community*
2. *The Diversity Inclusion Climate Study Report is the preamble for providing recommendations and action plans to guide the establishment of the implementation process including evaluation and sustainability components*

3. *Numerous successful efforts to assist students were recognized (i.e., Charles E. Brown African-American Cultural Center, Center for Global Engagement and the University College)*
4. *Adopt broader working definition of diversity across campus to be more inclusive and reflective of students, faculty and staff*
5. *Provide customized professional diversity and inclusion training for staff, faculty and students*
6. *Implementation effort to include diverse community stakeholders to build, support and sustain diversity inclusion on and off campus and in the process strengthen alumni ties and commitment*

Dr. Govine and members from the Council and Task Force visited several universities to learn first-hand how their model of inclusive excellence was created and maintained.

The final four recommendations from the Consultant were:

1. Replace the Office of Diversity with a centralized Inclusive Excellence Training and Research Center (IETRC).
2. Organize an inclusive excellence team model.
3. Develop a shared financial responsibility model for inclusive excellence measures.
4. Inclusive Excellence Award: Create annual President's Award for Inclusive Excellence to recognize individuals, organizations, businesses, etc. or other groups.

We would like to thank Dr. Gerda Govine, the Council on Diversity and Task Force members for their hard work this year.

Dr. Elonda Ervin, co-chair
President's Council on Diversity

Dr. Jack Turman, co-chair
President's Council on Diversity

Section 1: Students

Statutory Requirement

The specific requirements of IC 21-27-5-4 related to students are to *make recommendations to promote recruitment and retention of minority students.*

The increase in minority student recruitment has been constant during the last 7-years. Table 1 indicates the changing minority student demographics at ISU. By reviewing the information, it is imperative that more efforts are developed that will increase the retention and graduate rates of our students.

Table 1 - Enrollment Counts

	PREV 3YR AVG	2009	2010	2011	2012	2013	2014	2015 (DRAFT)	GOAL 2017
Total student headcount	10,523	10,534	11,494	11,528	12,114	12,448	13,183	13,584	14,000
Total FY degree production	2,153	2,171	2,073	2,175	2,110	2,175	2,185	2477	2,437
Total new freshmen headcount	1,692	1,801	2,566	2,512	2,658	2,654	2,735	2784	3,000
Total degrees per 100 FTEs	24.1	24.6	21.4	22.3	20.5	20.2	19.4	21.5	19.9
First-year retention rate	66.4%	63.9%	63.9%	58.1%	60.6%	63.5%	64.5%	64.2%	68.0%
Four-year graduation rate	20.1%	20.5%	21.6%	22.2%	19.6%	21.8%	19.3%	23.4%	30.0%
Six-year graduation rate	42.6%	40.4%	43.5%	41.9%	42.5%	41.8%	39.5%	40.8%	50.0%

Table 2 – Retention/Graduation Rates

Strategic Plan Student Success Metrics

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
First-Year Retention Rate - All	58.1%	58.1%	60.6%	63.5%	64.5%	64.2%
First-Year Retention Rate - African American	43.2%	43.2%	51.6%	52.5%	55.7%	53.8%
First-Year Retention Rate - Pell Recipient	51.1%	51.1%	56.5%	57.6%	58.8%	57.8%
First-Year Retention Rate - 21st Century Scholars	57.1%	57.7%	56.6%	61.2%	64.2%	62.8%
Four-Year Graduation Rate - All	21.6%	22.2%	19.4%	21.3%	19.3%	23.4%
Four-Year Graduation Rate - African American	5.6%	8.2%	9.8%	9.8%	8.5%	11.6%
Four-Year Graduation Rate - Pell Recipient	14.1%	13.2%	14.1%	15.1%	14.3%	16.8%
Four-Year Graduation Rate - 21st Century Scholars	17.1%	15.5%	14.2%	13.0%	14.9%	16.8%
Six-Year Graduation Rate - All	43.5%	41.9%	42.3%	41.8%	39.5%	40.9%
Six-Year Graduation Rate - African American	28.1%	26.5%	26.1%	25.8%	25.2%	24.2%
Six-Year Graduation Rate - Pell Recipient	32.7%	32.3%	33.8%	33.2%	31.9%	30.7%
Six-Year Graduation Rate - 21st Century Scholars	32.5%	36.2%	36.6%	33.8%	36.3%	26.8%
First-Year Retention Rate - Transfer Students	67.0%	68.7%	67.0%	71.9%	71.6%	70.8%
Four-Year Graduation Rate - Transfer Students	48.5%	45.3%	56.4%	46.0%	46.7%	49.6%
Six-Year Graduation Rate - Transfer Students	54.7%	56.5%	56.8%	51.6%	63.2%	51.0%

Note: Includes only first-time, full-time bachelor's degree seeking students (freshmen or transfer students)

Sources: FR Retention & Graduation Rates cube; TR Retention & Graduation report (ARGOS)

Total student enrollment has grown by 30% since fall 2008. There has been a 77% marked rise in the enrollment of African American students' from 2008 to 2015 (1,287 to 2,279). As shown in Table 2, Indiana State has experienced growth in overall first-year retention rate at 6%. The first-year retention of African American student improved the most at 6.1%. Four-year graduation rates for all students slightly increased from fall 2010 to fall 2015; however, the greatest increase (6%) was seen in the African American student numbers.

The Consultant interviewed student groups and posed the following questions:

- In terms of diversity and inclusion on this campus, what do you believe is working?
- What do you believe can be done individually and collectively to help people (students, faculty and staff) stay?
- Looking into the future of diversity and inclusion on this campus (do not consider any barrier) what would you like to see happen?
- Have you had any experiences participating in diversity/inclusion events on campus or in the community?
- If appropriate, a reflective question was asked, what was your experience like as a newcomer in this community?
- The questions asked of community participants were adjusted as follows in terms of diversity and inclusion in Terre Haute and on campus.
- In terms of diversity and inclusion, what do you believe is working?

- What do you believe can be done individually and collectively to help people (students, faculty and staff) stay?
- Looking into the future of diversity and inclusion in Terre Haute and on campus (do not consider any barrier) what would you like to see happen?
- Have you had any experiences participating in diversity/inclusion events in the community or on campus?
- If appropriate, a reflective quest was asked, what was your experience like as a newcomer in this community?

The Consultant remarked that the students' stressed that there was access to support services when needed (i.e. mentors, programs, and study groups). Students also mentioned that ISU's involvement in community service allowed them ways to *connect with the campus and community*. Finally, those that participated in the focus group sessions explained that student organizations were a great way to *find resources and provide education to those who were not familiar with domestic and international cultures*.

Section 2: Faculty

Statutory Requirement

The specific requirements of IC 21-27-5-4 related to faculty are to:

- *Review and recommend faculty employment policies concerning diversity issues.*
- *Make recommendations to promote and maintain cultural diversity among faculty members.*

The 2014-15 goal was to develop a recruitment and retention plan based on best practice models in higher education. Four university site visits were completed to help in the development of recruitment and retention strategies. The university site visit were as follows:

- Washington University - Dean Jack Turman, Jr.
- Western Michigan University (HEED awardee) - Dean Lynn Maurer & General Counsel Katie Butwin
- San Diego State University (HEED awardee) - Dr. Gerda Govine, Consultant
- California State University Los Angeles (CSULA) - Dr. Gerda Govine, Consultant

Another outcome from the Council and Task Force work was the creation of a Recruitment Toolkit (See Appendix C).

As noted in Table 2, the recruitment and retention of African American and Hispanic faculty has remained steady. However, an area of concern is the small percentage of female full-time professors when compared to total number of full professors.

An area warranting even greater attention is the number of new faculty obtaining tenure within 7-years. This may be related to the retention of new faculty up to their 7th year. Numbers have dropped significantly between 2009 (60%) and 2014 (27%) (See Table 3).

Table 3: Faculty, EAP, and support staff retention efforts

	PREV 3YR AVG	2009	2010	2011	2012	2013	2014	2015 DRAFT	GOAL 2017
# of African-American and Hispanic full-time faculty	21	21	23	32	30	33	36	41	45
% of female full professors to total full professors	26%	25%	24%	26%	32%	32%	33%	33%	34%
% of faculty making 90% or more of target salaries	---	60%	87%	100%	100%	100%	100%	100%	100%
New faculty hires obtaining tenure in 7 years	56%	60%	70%	51%	49%	68%	27%	29%	65%
6-year retention rate for EAP and support staff, combined	33%	42%	33%	46%	43%	33%	35%	36%	75%

The Consultants summary statement regarding faculty perception of the climate at ISU explained that:

There have been some major changes in leadership, for example, four new deans where the climate seems to be poised and ready to go beyond diversity to implementation of inclusive excellence on and off campus that is sustainable. Incredible progress has been made to bring strong women into leadership positions, for example, deans in the Bayh College of Education, Graduate Studies and the library. Faculty believes there are lots of opportunities at the University.

Positive strides in diversifying and professional development of faculty have been made via several avenues. However, more attention needs to be made in recruitment and retention efforts.

Section 3: Review of Faculty and Administration Personnel Complaints

Introduction

A fourth and final requirement of IC 21-27-5-4 is to review faculty and administration personnel complaints concerning diversity issues.

The Equal Opportunity and Title IX Office is responsible for the investigation and resolution of allegations of discrimination by students, faculty, staff and visitors, management of faculty and staff requests for workplace accommodation because of a documented disability, and training and compliance initiatives. The Office is responsible for administration of the ISU Non-Discrimination Policy, oversight of the Equal Opportunity and Affirmative Action Policy, the Americans with Disabilities Policy, and the Policy Prohibiting Sexual Misconduct, Intimate Partner Violence, and Stalking.

Indiana State University is committed to the policy that all persons shall have equal access to programs, facilities, admission and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. Indiana State University prohibits discrimination and harassment against any person because of age, color, disability, ethnicity, gender identify, marital status, national origin, race, religion, sexual orientation, including gender identity or expression, or veteran status and also prohibits retaliation against one who complains of such discrimination or harassment.

ISU's Non-Discrimination Policy 920.1 specifically states: *Indiana State University does not discriminate on the basis of sex, race, age, national origin, sexual orientation, including gender identity or expression, religion, disability, or veteran status. In line with its commitment to equal opportunity, the University will recruit, hire, promote, educate, and provide services to persons based on their individual qualifications meeting established criteria.*

Additional information about non-discrimination policies, procedures and resources is available on the Equal Opportunity and Title IX Office website:

<https://www.indstate.edu/equalopportunity-titleix>.

Summary of Faculty and Administration Personnel Complaints - 2014-2015

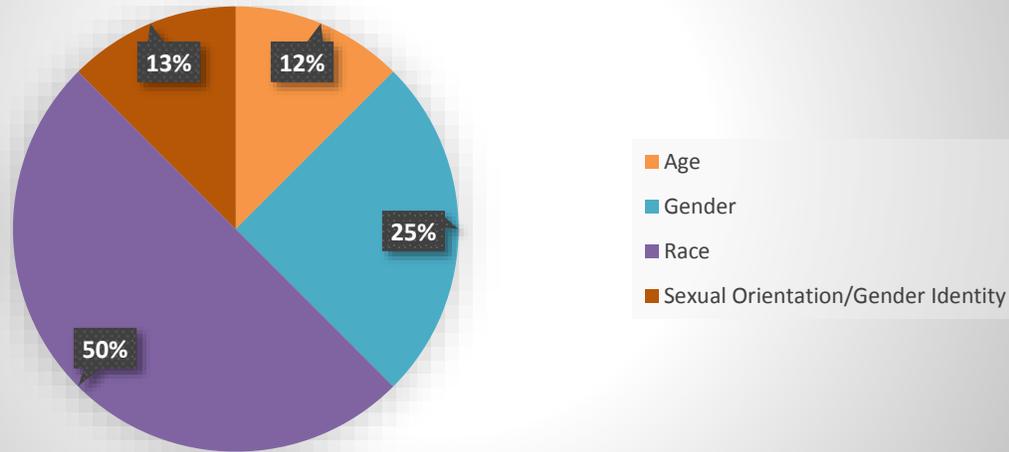
In compliance with I.C. § 21-27-5-4(a)(2), the Council on Diversity annually reviews only a portion of the complaints received by the Equal Opportunity and Title IX Office. The Council is specifically charged by Indiana Statute to review faculty and administration personnel complaints concerning diversity issues.

In academic year 2014-2015, the Equal Opportunity Office (now Equal Opportunity and Title IX Office) received 8 complaints filed by a total of 5 employees alleging discrimination. One complainant alleged violations involving 3 classes of discrimination. All complaints were internal complaints. Complaints for the 2014-2015 academic year are detailed in the chart below

and were resolved in accordance with the ISU's Non-Discrimination Policy and related procedures.

	2014-2015 Academic Year	
	<u>Complaints</u>	
<u>Nature of Complaint</u>	Internal	External
Age	1	0
Disability	0	0
Ethnicity	0	0
Gender	2	0
Marital Status	0	0
National Origin	0	0
Race	4	0
Religion	0	0
Retaliation	0	0
Sexual Orientation/Gender Identity	1	0
Veteran Status	0	0
TOTAL	8	0

2014 -2015 Academic Year Complaint - Internal Faculty & Administrative Personnel



Analysis of Complaints

In academic year 2014-2015, eight complaints by faculty and administrative personnel were reported. Of those eight complaints, four of the complaints alleged race discrimination, two alleged gender discrimination, one alleged age discrimination, and one alleged sexual orientation discrimination. Of the eight complaints, two were informally resolved; two complainants opted not to continue with an investigation, one determination was made that there was no basis for further investigation, and one complaint resulted in a determination that the Non-Discrimination Policy was violated. This reporting year sees a decrease of discrimination complaints from those reported in 2013-2014. In 2013-2014, 16 complaints were reported. However, that number represents a mix of both employee and student complaints, including reports of sexual misconduct, intimate partner violence, and stalking. This year's report does not include student discrimination complaints because the Council is charged by statute with reviewing faculty and administrative personnel complaints only.

Sexual Misconduct, Intimate Partner Violence and Stalking

In June, 2015 the ISU Board of Trustees approved [Policy Prohibiting Sexual Misconduct, Intimate Partner Violence, and Stalking, 922](#). This policy enactment was done in response to changes to federal regulations and guidance issued by the U.S. Department of Education. Indiana State University has gone above and beyond the requirement of educating incoming student and new employees. Beginning August 13, 2015 ISU implemented mandatory sexual misconduct prevention education in the form of an online training for all degree-seeking students and all employees. The mandatory online education program is one element of the It's On Blue sexual misconduct prevention and education initiative, which is a campus-wide initiative designed to create a culture of care, safety, and support within the ISU campus community. More

information is available about It's On Blue at www.indstate.edu/itsonblue. Employee completion of the It's On Blue training was 100%.

Workplace Accommodation Requests

The Equal Opportunity and Title IX Office is responsible for management of workplace accommodations for faculty and staff. The Office works closely with supervisors, faculty, staff, the Office of Human Resources, and the Office of Information Technology to review accommodation requests and to ensure qualified employees are provided reasonable workplace accommodations. Student requests for academic and other accommodations are made through the Center for Student Success and Disabled Student services. During 2014-2015 the Office facilitated and/or processed reasonable accommodation requests for three employees.

Recommendations

Discrimination

Indiana State University is committed to a diverse, inclusive, and engaged campus culture. ISU works to ensure that diversity, in its many forms, is understood, respected, and valued within the campus community to advance the mission of the University. It is recommended that a review of the current policies and procedures be conducted as the sexual misconduct, intimate partner violence, and stalking policy was updated this past year. Greater awareness and education is needed to be certain that ISU students, faculty, and staff are familiar with policies, procedures, how to file a complaint, and available resources and services. This includes updating the Equal Opportunity and Title IX websites to ensure accuracy, accessibility, and inclusion of appropriate resources. Greater collection and organization of data is needed to create databases in order to systematically and effectively assess progress and align Equal Opportunity and Title IX Office with University mission, vision, values, and goals. Development of accurate databases related to the numbers of women and minority faculty, staff, and students at the University level. The office also will work closely with Human Resources and the newly established Inclusive Excellence in Academic Affairs and the Office of Multicultural Services and Programs in Student Affairs to ensure compliance and work towards University goals.

Accommodations

Currently there is no established budget for providing accommodations when determined reasonable. It is recommended that data be collected, organized and reviewed to establish a budget to meet reasonable accommodation requests as to eliminate the financial burden this has the potential to place on departments.

Sexual Misconduct, Intimate Partner Violence, and Stalking

Continuation of the It's On Blue initiative through the online training, bystander intervention, and response services. Expansion of the response services for Sexual

Misconduct to include multiple trained investigators and multiple trained support persons to provide students with a timely process that includes greater options in support persons while not over burdening one area.

Appendix A - 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 B: Council Members

Term	Name	Position
Faculty Senate appointments (8)		
2015	Namita Goswami	Associate Professor, Philosophy, College of Arts and Sciences
2015	Leslie Barratt	Chair & Professor, Literatures, Languages and Linguistics, College of Arts and Sciences
2016	Portia Adams	Associate Professor, Social Work, College of Nursing, Health and Human Services
2016	Barbara Eversole	Associate Professor, Human Resource Development, College of Technology
2016	Dennis Bialaszewski	Professor, Management Information Systems, Scott College of Business
2016	Devadrita (Tanya) Talapatra	Assistant Professor, Educational and School Psychology, Bayh College of Education
2016	Jennifer Latimer	Associate Professor, Geology, School of Graduate and Professional Studies
2016	Natalie Bulick	Assistant Library, Library Services, Cunningham Memorial Library
Community Members (3)		
2017	Don Turner	Owner, Turner Graphic Designs
2015	Peter Ciancore	Executive Director The WILL Center
2015	Kiel Majewski	Executive Director CANDLES Holocaust Museum and Education Center
Staff Council appointments (7)		
2015	Kenneth Chew	Director, ISU Student Counseling Center, Student Affairs rep
2015	Venita Stallings	Adviser, ISU University College rep, Academic Affairs rep
2015	Debra Jeffries	Office of Student Success, Staff Council rep
2015	Lisa McDaniels	Administrative Assistant, Office of VP for Student Affairs, Staff Council rep
2015	Joseph Newport	Chief, Public Safety, Business Affairs rep
2016	Marlene Lu	Office Assistant, Blumberg Center, Staff Council rep
2017	Santhana Naidu	Associate Vice President, Office of Communications and Marketing, Enrollment Management rep
Student Government appointments (5)		
Undergraduate	Olivia Finley	Student Government Representative
Undergraduate	Dale Lockman	Student Government Representative
Undergraduate	Polina Kaniuka	International Student Association Representative
Graduate	Donna Edmond	Graduate Student Association
Graduate	Rochelle Hampton	Black Graduate Student Association
Ex-officio Voting Members		
	Beatrice Momanyi	Human Resources Recruiter
	Channon Brown	Affirmative Action Officer
	Claude Grimes	Foundations Board of Directors
	Christopher Hicks	African American Alumni Council
	Elonda Ervin – <i>Co-chair</i>	University Diversity Officer
	Jack Turman – <i>Co-chair</i>	Dean, College of Nursing, Health, and Human Services

Appendix C: Recruitment Hiring Toolkit

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Introduction

Indiana State University is committed to equal employment opportunity for all, regardless of race, religion, color, sex, age, national origin or ancestry, genetic information, disability, status as a veteran, marital status, parental status, sexual orientation, gender identity, or gender expression. Federal legislation has singled out the following groups of racial/ethnic minorities for specific attention: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian, Pacific Islander, and two or more races. The University recognizes that the entire academic enterprise is strengthened by enlarging its community of well-qualified individuals and providing role models for its faculty, staff, and students. Indeed, a proactive stance in support of equity and diversity broadens the institution's cultural richness and enhances its vitality and reputation.

Hiring supervisors are charged with the immediate responsibility for recruiting, supporting, assisting, mentoring, and, thus, retaining employees with a diversity of backgrounds and experiences. The Office of Equal Opportunity and Human Resources staff are available to assist and direct supervisors in these activities. Indiana State University, as an academic institution, shares the responsibility of attracting and retaining capable and aspiring individuals, including those from traditionally underrepresented groups.

The purpose of this manual is to equip all hiring decision makers for all faculty and staff vacancies at the University with the means to ensure that every search provides each job seeker with equal access to the entire process and equal opportunity throughout the process. The following pages set forth the required procedures, practices, and requisite forms to use in effectuating Indiana State University's commitment to these objectives and are to be undertaken for every faculty and staff search at all levels of the University. The ultimate goal of the selection process is to positively contribute to the University's effort to recruit, select, and retain the best candidate for each job.

Recruitment and Selection Process Goals

Recruitment

- To attract highly qualified individuals to Indiana State University; and
- To provide an equal opportunity for potential job seekers to apply for vacancies.

Selection

- To systematically collect information about each job seeker's ability to meet the requirements of the advertised position;
- To select a candidate that will be successful in performing the tasks and meeting the responsibilities of the position;
- To engage in hiring activities that will result in eliminating the need for benchmarks for women and minorities in particular units; and
- To emphasize active recruitment of traditionally underrepresented groups (i.e., individuals with disabilities, minority group members, women, and veterans).

920 Equal Employment Opportunity/Affirmative Action Policy

Policy 920 was included in the 2001 University Handbook revision and was amended by the ISU Board of Trustees as follows:

Section 920.5 in its entirety on September 23, 2003 and Section 920.1 in its entirety on October 24, 2003; Section 920 in its entirety revised on July 23, 2012.

920.1 Purpose. Indiana State University pledges itself to continue its commitment to the achievement of equal opportunity within the University and throughout American society as a whole.

920.2 Equal Employment Opportunity Statement. In this regard, Indiana State University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications.

920.3 Non-Discrimination. Indiana State University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

920.4 Affirmative Action Statement. Indiana State University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and veterans.

920.5 Equal Employment Opportunity/Affirmative Action Clause. The “Equal Employment Opportunity/Affirmative Action Employer” clause will be included in all official University publications, purchase orders, leases, contracts, and documents covered by Executive Order 11246, as amended, and its implementing regulations.

920.6 Communication. The existence of this Equal Employment Opportunity/Affirmative Action Policy will be communicated to present and prospective employees, and such elements of the affirmative action program will be made available as will enable these individuals to know of and avail themselves of its benefits.

921 Americans with Disability Policy

Policy 921 was approved by the ISU Board of Trustees on April 29, 2005: deleted Sections 921.2 and 921.3 on July 26, 2012.

921.1 Policy. Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Indiana Civil Rights Act, and this policy prohibits discrimination in employment and educational programs against qualified individuals with disabilities. It is the policy of Indiana State University to provide reasonable accommodations or academic adjustments for its employees and students upon documentation of the disability and making known the type of accommodation needed. These accommodations and adjustments shall be made in a timely manner and on an individualized and flexible basis, and shall be the result of the dialogue between the requesting individual and designated representatives of the institution.

921.1.1 Individual Responsibility. It is the responsibility of individual students, staff and faculty to identify themselves as individuals with a disability when seeking an accommodation or adjustment. It is also the responsibility of individual students, staff and faculty to document their disability from an appropriate licensed professional, and to demonstrate how the disability limits their ability to complete the essential functions of their job or limits students' participation in programs or services of the university. Medical documentation will be kept confidential as the law permits.

921.1.2 Institutional Standards of Performance. Students, staff and faculty must maintain institutional standards of performance.

923 Discrimination and Harassment Policy

Policy 923 was moved from Section 920 in the University Handbook in July 2012.

923.1 Discrimination and Harassment Policy. Indiana State University prohibits discrimination and harassment based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, marital status, national origin, race, religion, sexual orientation, gender identity, or veteran status, and also prohibits retaliation against one who complains of such discrimination or harassment.

Glossary

Ability

Aptitude or competence, the skill or proficiency needed to perform certain tasks.

Accessibility

The extent to which an employer's facilities, programs, and services are readily approachable and useable by individuals with disabilities, including areas such as the Human Resource Office, the worksite, Web sites, and public areas.

Accommodation

A change in workplace methods, procedures, equipment, schedules, or physical arrangement that facilitates the performance of job tasks by workers with special needs.

Adverse Impact

Practices or policies that result in the selection of members of a protected class at a rate lower than that of other groups.

Affirmative Action (AA)

Actions, policies, and procedures undertaken by a contractor in recruiting, hiring, promotions, and all other personnel actions that are designed to achieve equal employment opportunity and eliminate the present effects of past discrimination. Affirmative action requires (1) thorough, systematic efforts to prevent discrimination from occurring or to detect and eliminate it as promptly as possible, and (2) recruitment and outreach measures. See Appendix D for a discussion of equal employment opportunity and affirmative action.

Affirmative Action Plan (AAP)

A written set of specific, results-oriented procedures to be followed by all applicable federal contractors. The plan is intended to remedy the effects of past discrimination against or lower rates of hiring or promoting or higher rates of terminating women, minorities, individuals with disabilities, and veterans than expected based on availability. The effectiveness of the plan is measured by the results it actually achieves rather than by the results intended, and by the good faith efforts undertaken by the contractor to increase the pool of qualified women, minorities, individuals with disabilities, and veterans in all parts of the organization.

Applicant

A person who seeks work at a certain employer's facilities who meets certain prescribed basic qualifications, as defined by the employer, and is considered by the employer for a particular position.

Availability

The availability of minorities or women for a job group is the percentage of minorities or women among persons in the relevant labor area and/or internal feeder pools having the requisite qualifications to perform the positions included in the job group. The term is broad enough to include any factor that is in fact relevant to determining the availability of individuals for the jobs in the job group. Availability figures are used in determining whether there are fewer

minorities and women than expected in a job group, and, where a goal is established, in determining the level of the goal.

Business Necessity

Specific job-related requirement that is considered by the employer to be fundamental to the mission of the business.

Candidate

An individual who is deemed to meet the requirements for a specific vacancy, either by applying or by accepting a nomination.

Compliance

Meeting the requirements and obligations of affirmative action imposed by Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, the Vietnam-Era Veterans' Readjustment Assistance Act of 1974, Jobs for Veterans Act, and their implementing regulations.

Disability

A physical or mental impairment that substantially limits one or more of a person's major life activities.

Discrimination

Illegally differentiating between people on the basis of group membership rather than individual merit.

Disparate Impact

A disproportionate adverse effect on a particular disadvantaged group.

Disparate Treatment

Occurs when protected class members are treated differently from others, whether or not there is discriminatory intent.

Employment Inquiries

Communications received by any office within Indiana State from individuals expressing interest in positions that may be available. Employment inquiries are not considered applications for specific vacancies.

Equal Employment Opportunity

Proclaims the right of each person to apply and be evaluated for employment opportunities without regard to race, color, sex, disability, age, veteran status, religion, ancestry, genetic information, or national origin. It guarantees everyone the right to be considered solely on the basis of his/her ability to perform the duties of the job in question, with or without reasonable accommodation(s).

Essential Functions

Duties that are basic or fundamental to a position. Under the Americans with Disabilities Act, reasonable accommodation must be made in order to allow a qualified individual with a disability to perform the essential functions of a position.

Minorities

Men and women of those minority groups for whom EEO-6 reporting is required; that is, American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and two or more races. The term may refer to these groups in the aggregate or to an individual group.

Protected Class

Group of people protected from discrimination under government regulations and laws. The specific groups are defined as women, American Indians or Alaska Natives, Asians, Blacks or African Americans, Hispanics or Latinos, Native Hawaiians or Other Pacific Islanders, people of two or more races, people over 40, individuals with disabilities, and Disabled Veterans, Recently Separated Veterans, Other Protected Veterans, and Armed Forces Service Medal Veterans. Individuals are also protected from discrimination on the basis of genetic information under government regulations and laws.

Qualified Individual with a Disability

An individual with a disability who satisfies the requisite skill, experience, education, and other job-related requirements of a position held or desired, and who, with or without reasonable accommodation, can perform the essential functions of the job.

Reasonable Accommodation

Used in connection with individuals with disabilities: Modification or adjustment to a job, the work environment, or the way a job is usually done that enables a qualified individual with a disability to enjoy an equal employment opportunity. Reasonable accommodations should be such that they do not create an undue hardship and may involve such actions as adjusting the physical environment, equipment, schedules, or procedures. Used in connection with religion: Requirement that an employer grant an employee accommodations for religious reasons. These accommodations may be adjustments to hours or days worked or other similar actions that will make it possible for an employee to fulfill his/her religious obligations.

Undue Hardship

An action that requires significant difficulty or expense in relation to the size of the employer, the resources available, and the nature of the operation.

A. First Step of Recruitment Process

Before any announcement or advertisement is released, all vacancy information must be reviewed and approved.

1. Review of vacancy information

The hiring unit submits vacancy information for approval to Human Resources (HR) and Affirmative Action Officer (AAO) or Equal Employment Opportunity Officer (EEOO). Upon approval, HR transmits the approved information to the hiring unit for review and preparation of posting and advertisement for the position.

A recruitment is not required in order to reappoint an individual when that individual was previously recruited for the same position, provided that no more than two years have elapsed since the last period of service in that position.

2. Search committee composition

Search Committees are utilized to review and evaluate applicants' credentials for interview and recommendation for hire. Search Committees should be representative of the various constituencies which have an interest in the outcome of the selection. The hiring manager should explain the committee's charge to its members.

The composition of the committee should represent the diversity of the institution and advance ISU's commitment to the principles of affirmative action and equal employment opportunity. In determining the appropriate nominees to a search committee the hiring manager must make every attempt for a diverse membership of search committee as well as take into consideration the time required to devote to a complete and thorough search.

When possible, a majority of the members should have experience participating in successful searches, be open-minded, committed to diversity and fair process, able to negotiate conflict to achieve group results and knowledgeable in the area/field/responsibilities of the advertised position.

A diverse committee is more likely to generate diverse candidate pools and finalist lists. Individuals from outside a hiring department may be invited to serve on a search committee to share insights, challenge assumptions and bring lessons of experience from other perspectives, disciplines and organizations. A student should serve on every search committee. To help in the development of a diverse search committee, review Appendix A – Developing a Search Plan.

3. Position description

- i. **The hiring unit prepares the following vacancy information to be included in the position description:**
 - a. Area hiring;
 - b. Rank/salary grade;
 - c. Minimum qualifications - the required criteria for selection of candidates;
 - d. Essential duties and responsibilities;
 - e. Salary range;

- f. Date position will be available;
 - g. Instructions for submission of material, including confidential letters of Reference or names of referees; and
 - h. Initial review date or closing date for submission of application materials.
- ii. An abbreviated advertisement may be prepared for submission to professional journals, bulletins, etc., when space or cost constraints do not allow publication of the complete advertisement text.
 - a. An abbreviated advertisement must contain:
 - 1. The EEO statement: EOE/Minority/Female/Individual with Disability/Veteran
 - 2. The rank/status of position.
 - 3. The initial review date or closing date for submission of application materials.
 - 4. A link to online listing of full position description, <http://jobs.indstate.edu>
- iii. Every position description must include:

Every position description must include the Equal Employment Opportunity statement: *Indiana State University is an Equal Opportunity Employer and conducts its recruitment and hiring based solely upon job-related qualifications, without regard to race, color, religion, age, sex, national origin, sexual orientation, disability, veteran status or citizenship status.*

4. Search plan submission (Advertising Plan)

The Search Plan is a list of all recruitment sources informed about the position vacancy. Any journals or publications in which advertisements will appear must also be listed.

- i. **Developing a search plan**

Developing an active search plan begins as early in the recruitment as possible. The search committee should explore every means of making recruitment information available to viable applicants.
- ii. **Beginning the process**

The process begins with developing a list of target departments, websites, professional groups, graduate programs, and individuals who are likely to include or know of possible applicants. Advertisements in professional journals and national or local newspapers are appropriate to the extent of budgetary considerations. If the scope of the search does not deem such advertising, then appropriate outreach should be implemented. The full position description should be sent to these sources **early in the search**, so that applicants have enough time to assemble and submit material. Please consult the Office of Diversity, Human Resources, and Office of Equal Opportunity for possible recruiting resources.
- iii. **Making the search effective**

An effective search also uses the search committee and members of the hiring unit to develop additional recruitment possibilities. Meetings, seminars, and other formal contacts with professionals may be effective means of expanding the search. Letters to individuals active in the discipline and informal contacts by individual search committee members can lead to promising applicants. Organizations and professional caucuses for women and minorities in the field must also be identified and targeted. All efforts should be documented in the Search Plan.

- iv. **Documenting the Search Plan**
Documentation of the Search Plan is required for **EVERY** faculty/staff recruitment. The plan records every recruitment source notified of the opening. It should include a copy of the mailing list used, the names of any publications in which announcements appear, and copies of journal inserts or newspaper advertisements. Names of individuals informally contacted as possible sources of applicants should also be listed. The Search Plan must be completed and submitted, so that an accurate record of all the search committee's efforts will be compiled. The Search Committee Chair must review and sign the completed Search Plan prior to submission.
- v. The Search Plan must be submitted well before the initial review or final filing date for applications, since **this stage must be completed before** applications can be screened.
- vi. When the Search Plan is filed later in the recruitment process, any revisions required by reviewing authorities (HR, AAO/EEOO, Diversity Officer) may require an extension of the closing date and re-advertising.
- vii. The hiring manager may require additions to the proposed plan.
- viii. Based on the information provided, HR prepares an advertisement of the position description for every recruitment. An abbreviated advertisement may be prepared for submission to professional journals, bulletins, etc., when space or cost constraints do not allow publication of the complete advertisement text. Abbreviated advertisements must be approved by the hiring unit before submission for publication.
 - a. An abbreviated advertisement must contain:
 - 1. The statement EEO/AA/Vet/Disability/Employer statements.
 - 2. The rank/salary grade of position.
 - 3. The initial review date or closing date for submission of application materials.
 - 4. A link to online listing of full position description. A full position description must be provided to all applicants.
- ix. When the search plan is approved, a copy of the signed Equal Employment Opportunity Approval Sheet is sent to the hiring manager. This authorizes the search committee to proceed with the screening of applications. The original search plan is returned to EEOO.

This is a summary of the recruitment activities undertaken for all staff/faculty. Refer to Appendix A – Developing a Search Plan

5. Full consideration deadline (timeline between posting and initial screening)

- i. Faculty searches and exempt positions pay grade 12 and above: a minimum of 30 days must be allowed from the beginning of recruitment.
- ii. All other positions, a minimum of 3-weeks must be allowed.

6. Extending the close date

When a search must be extended beyond the published closing date, and is not advertised as open until filled, for reasons such as changing/expanding the search plan or too few applications received, a written request for an extension must be sent to HR.

- i. The hiring manager must approve the proposed extension.
- ii. Notice of the extended deadline must be sent to every recruitment source that originally received an announcement and to every individual who has applied.

B. Documenting the Recruitment

A record of every recruitment must be prepared so that the campus can respond to questions, complaints or audits. The record must include a valid, job-related reason for the selection or rejection of each individual who applied for the position. The reasons must be based on the advertised job description.

1. Recruitment approval

The EEO prepares the Recruitment Approval Sheet (see Appendix B). This sheet is used during the review and approval stages of the recruitment process.

- i. National availability data by gender and ethnicity for the area/discipline under recruitment is added to the approval sheet as an indication of the characteristics of the applicant pool that might be expected in the recruitment. For some disciplines, appropriate data may not be available. The EEO may consult with the unit regarding appropriate areas/disciplines to be used for comparison to the applicant pool.
- ii. Information from applicant data is entered for comparison to availability figures.
- iii. The search committee chair review Recruitment Approval Sheet and evaluates the search plan.

2. Determining and documenting applicant status

Categories of applicants:

- i. **Applicant:** Anyone who submitted application material for the advertised position within the announced filing period, regardless of qualifications.
- ii. **Candidate:** Applicants who meet the minimum qualifications listed in the position description.
- iii. **Interviewees:** Candidates who are finalists for the position and the hiring unit proposes to interview.
- iv. **Alternate Interviewees:** Candidates who are finalists for the position and may be interviewed at a later time, (e.g., in case interviewees withdraw or the group of interviewees needs to be augmented).

The following information provides guidance on how to evaluate applicants according to the advertised position description. The above mentioned categories of applicants must be used based on the following guidelines:

- i. **Applicants:**
 - a. Basis for the elimination of an applicant must be stated in the Applicant Tracking System (ATS);
 - b. Any applicant who does not meet the advertised minimum qualifications for the position is eliminated from further consideration; and
 - c. An applicant who fails to submit the application materials advertised in the position announcement may be eliminated from further consideration. **All** applicants must be treated consistently in this respect (e.g., if one is eliminated

because letters of reference are lacking, all applicants lacking letters of reference must be eliminated).

- ii. **Candidates:**
 - a. If a candidate is eliminated from further consideration, the basis for the decision must be indicated in the ATS;
 - b. Assessment of the candidate should be made on the basis of specific requirements listed in the advertised job description; and
 - c. Where a candidate has applied for a position at a lower position/rank than he/she currently holds, the department may not eliminate the candidate because he/she is perceived to be “overqualified”.
- iii. **Interviewees:**
 - a. The basis for the selection must be stated in the ATS;
 - b. Those who will be interviewed must be indicated; and
 - c. Departments must offer an interview to all identified as interviewees.
- iv. **Alternate Interviewees:**
 - a. The basis for the selection must be stated in the ATS;
 - b. Interview alternates must be ranked in order of possible interview; and
 - c. Comment briefly on why alternates were not selected for interview at this time.

3. Applicant screening

The applicant screening must be done for every person who applied for the position and specific reasons why they were eliminated or selected must be clear. This is a summary of the review and evaluation of applications before interviews are held. The search committee should complete Comparative Rating Sheet (see Appendix C) during this process.

- i. Evaluation of every application; and
- ii. Designation of those who are candidates, those who are proposed for interview, and those proposed as alternate interviewees. (Refer to Section B.2 for definitions of applicant categories).
- iii. Final ranking
 - a. This is an evaluation of those individuals who were identified as an interviewee or alternate interviewee for the position.
 - b. For the ranking of those who are proposed for interview, and those proposed as alternate interviewees candidates must contain detailed and concise reasons for the rankings.
 - c. For candidates not selected candidate, the Comparative Rating Sheet (see Appendix C) must reflect the reasons for non-selection.

4. Review of documentation

The chair of the search committee is responsible for the preparation of the recruitment forms.

- i. AAO/EEEO reviews the Search Plan Sheet (see Appendix A) and authorizes the next stage of the recruitment by returning the signed Search Plan Sheet to the search committee chair; and

- ii. AAO/EEOO reviews and authorizes the continuation of the recruitment process by returning the signed Recruitment Approval Sheet (see Appendix B) to HR. HR will provide copies of the signed approval sheet to the search committee chair.
- iii. Search committee completes the Comparative Rating Sheet (see Appendix C) and enters the final criteria ratings and justifications into the ATS system.
- iv. Copies of approved documents (Appendixes A, B, C) are to be sent to the Diversity Officer and HR.
- v. Upon completion of the above, the hiring process can begin.

C. Waiver of Recruitment

A waiver is an exception to the recruitment procedures which authorizes review for appointment without an open recruitment.

1. Duration

A waiver is granted for a specific period. Waivers are granted on a one-time only approval per position.

2. Documentation

The hiring manager prepares a written request which includes:

- i. A current curriculum vitae or resume of the proposed appointee must be forwarded with EVERY waiver request.
- ii. The proposed title, effective date, length, and percent time of the appointment must be included in the written waiver request.
- iii. The duties of the position must be stated.
- iv. The justification for the request must be stated.

3. Justification

Valid reasons for waiving the recruitment process could be requested in if:

- i. The candidate is highly qualified for a unique position based on research expertise or specific knowledge, skills, abilities, or experience;
- ii. There is not enough time to conduct a recruitment (normally less than two months until employment begins; and
- iii. The candidate has the expertise and is available to begin immediately, and there is an urgent need to fill the position because:
 - a. A recruitment has failed to produce qualified applicants;
 - b. A recruitment has been conducted, but all qualified applicants have been appointed or declined the position; or
 - c. Authorization for the position was secured too late to recruit.

4. Review of the waiver request

The recommending unit sends the request to the Dean or Administrator.

- i. The VP reviews the request, makes a recommendation, and sends the waiver request to the HR.
- ii. Final review is by HR.
 - a. The request will be returned to the unit with approval or reason for denial.
 - b. A copy of the request will be sent to the dean and one will be retained in the HR.
- iii. Any questions about the waiver request process should be addressed to HR.

Appendix A – Developing a Search Plan

Current Composition of Department

(To be completed by Search Chair)

	African American	Native American	Asian/Pacific Islander	Caucasian	Hispanic
Female					
Male					
Lesbian					
Gay					
Bisexual					
Transgender					
Specify other					

Open Position Information

Position Number _____ Position Title _____ Hiring Manager _____ Department/Division _____
Position Rank/Salary Grade _____ Position Start Date _____ Position Application Closing Date _____

Search Committee Selection

Search Committee			
Name	Title	Race	Gender
Chair Name			
Member			

Member			

Recruitment Source

Provide recruitment source and date in boxes below (attach additional pages if necessary).

LIST **EACH** SOURCE OF ADVERTISING FOR THIS RECRUITMENT.

MARK ALL SOURCES THAT REACH MINORITY OR WOMEN APPLICANTS WITH AN **“M”**.

PLEASE **ATTACH** MAILING LISTS AND **COPIES** OF ADVERTISEMENTS OR ONLINE LISTINGS.

Source	Date planned	M designation?

Approved by Search Committee Chair:

X _____

Signature

Date

This completed form and attachments should be forwarded to AAO/EEEO for review.

Appendix B – Recruitment Approval Sheet

This form is to be completed by the AA/EEOO Office and forwarded to HR, Office of Diversity, and search chair.

Position Information

Position Number _____ Position Title _____ Hiring Manager _____ Department/Division _____
Position Rank/Salary Grade _____ Position Start Date _____ Position Application Closing Date _____

Current Composition of Department

	African American	Native American	Asian/Pacific Islander	Caucasian	Hispanic	Other	Unknown
Female							
Male							
LGBT							

Availability Information

	African American	Native American	Asian/Pacific Islander	Caucasian	Hispanic	Other	Unknown
Female							
Male							
LGBT							

Applicant Information

	African American	Native American	Asian/Pacific Islander	Caucasian	Hispanic	Other	Unknown
Female							
Male							
LGBT							

Approval (signature/date)	
AAO/EEOO Officer _____	Date: _____
File copies to: Diversity Officer Human Resources	

Appendix C – Comparative Rating Sheet

Appendix C - Comparative Rating Sheet

Committee Member Name	Date
<p>The Search Committee Chair is responsible for completing a summary Comparative Applicant Rating Sheet (CARS). The names of all search committee members should be listed on the CARS.</p> <p>CARS compares each candidate based upon the specific job-related criteria stated in the job announcement. These criteria will vary according to the requirements of the position. It may be helpful to use a CARS for the 'telephone screening' stage, and a second CARS for the interview stage of the application process. In each instance, applicants must be rated on the same scale, either numeric or qualitative, and the rationale for the final recommendation should be apparent from the candidates'</p>	

	3 - HIGHLY QUALIFIED	2 - WELL QUALIFIED	1 - MINIMALLY QUALIFIED	Overall Numeric	Average Overall Rating
Evaluation Criteria:					
Committee Members:					
Name					
App #					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					