

**President's Council on Diversity**  
**6<sup>th</sup> Annual Report 2013-14**  
**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

Executive Summary .....	4
Synopsis of 2013-14 Recommendations.....	7
Students .....	7
Faculty.....	7
Staff .....	7
Section 1: Students.....	9
2013-14 Accomplishments.....	9
Approach 1 - 2013 Diversity Learning Environments Survey (DLE) Results .....	10
Approach 2 – Hybrid Survey and Focus Group.....	11
Hybrid Survey Results.....	11
Focus Groups.....	17
Conclusion.....	19
Section 3: Faculty .....	21
2012-13 Recommendations.....	21
2013-14 Accomplishments.....	21
2014-15 Recommendations.....	22
Section 4: Staff.....	23
2013-14 Accomplishments.....	23
Recommendations .....	24
Retention and Recruitment Recommendations .....	24
General Recommendations and Priorities .....	25
Conclusion.....	26
Section 4: Complaints .....	28
Analysis of Complaints .....	28
Appendix A - Council on Diversity Members .....	30

Appendix B - Council on Diversity Vision and Mission ..... 31

Appendix C - Indiana Statute on Diversity Committees..... 32

Appendix D – Office of Diversity End of Year Report ..... 33

Appendix E – Hybrid Survey of Yes Responses to Discrimination Experiences..... 41

## 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. The report highlights the efforts and initiatives developed to continue our commitment to diversity as emphasized in the university's value statement.

The 30 members of the Council represent a broad cross-section of the university community (graduate and undergraduate students, faculty, and staff) and representatives from the Terre Haute community (See Appendix A). The Council on Diversity mission is clear:

- 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 by: addressing impediments to a culture of support for diversity; capitalizing on opportunities that are present; and stimulating movement toward the achievement of the vision that can position Indiana State University as a 21st Century leader in this arena.

A proactive step taken to increase professional development of ISU was implemented by Human Resources in October 2013. The eLearning Resources project aims towards offering an online learning solution for faculty, staff, and students. Between 10/2013 and 9/25/14, a total of 84% (310) have completed the Diversity Module. Also, 89% (277) completed the Workplace Harassment Prevention for Employees Module. Please note that these numbers include mainly new hires and are not representative of the entire faculty, staff, and student numbers.

Through collaboration between Academic Affairs, Student Affairs, Council on Diversity, Human Resources, and Goal 6-4A and Goal 6-4B committees, numerous initiatives were designed to attract and retain historically underrepresented staff and faculty at ISU occurred (see Appendix C).

1. The creation of a Diversity Hiring Toolkits webpage
2. With support from Goal 6 Initiatives 4a and 4b sixteen staff, student, and faculty (nine faculty, one student, and six staff) attended the [National Conference on Race and Ethnicity \(NCORE\)](#) in Indianapolis, Indiana - **100%** increase from 2013
3. [Certified Diversity Professional \(CDP\)](#) certification obtained by minority staff
4. The creation of the Asian and Pacific Islanders Caucus
5. The creation of the Hispanic Organization for Leadership and Advocacy (HOLA) Group

To guide the Council on Diversity in accomplishing its single charge from President Bradley, to create a University Diversity Plan, the Council recognized that more information was required to determine the needs of the students, faculty, and staff. Additionally, the Council recognized that to adequately address the needs of the diverse ISU community, the Board needed additional training and professional development. As a result, two committees were created:

- Board Training Committee – chaired by Martha Reed and Maria Chaqra

➤ Diversity Plan Committee – chaired by Christopher Childs and Elonda Ervin

A proactive step to recruiting and retaining minority faculty and staff is the continued support of the African American Faculty Affinity Group led by Dr. Mary Howard-Hamilton and the Asian/Pacific Islander group led by Dr. Karen Liu. To facilitate the transition of Black faculty and staff at ISU, the Black Faculty and Staff Caucus (BFSC) continues its efforts to create an atmosphere that is welcoming and inclusive.

The Hispanic Organization for Leadership and Advocacy (HOLA) persists in their efforts to provide culturally significant workshops and events that educate the campus community on issues and concerns of note within the Hispanic community. One such event was José Galvez, Pulitzer Prize recipient, presentation of "Shine". This event focused on Galvez time documenting Latinos' experiences living in the U.S., incorporating his own life from a young boy with a shoeshine box to LA Times photographer.

In relation to faculty related initiatives, the Opportunity Hire Faculty Program designed to recruit minority faculty was suspended in 2013. However, a new committee 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), Sarah Pigg, and the University Diversity Officer was formed to develop a strategy to expand the diversity found in the composition of faculty at ISU.

The Goal 6 Initiative 4B committee stressed:

For Indiana State University to fulfill its mission of enhancing the recruitment and retention of minority faculty, it must develop a culture of inclusive excellence.

Although the specific target groups for this initiative focus on African American and Hispanic faculty, taking a holistic view will be a top priority.

In order to ensure that Council members were kept abreast of current diversity related issues facing our nation, the Board Training Committee initiated the following training opportunities for Council members:

- Held Council on Diversity first retreat and monthly training workshops
  - Retreat held fall 2013
  - The hybrid leader webinar – presented by the Society for Diversity – fall 2013
  - Employment Discrimination Report webinar – presented by the Society for Diversity – fall 2013
  - The business case for managers with diversity & inclusion skills webinar – presented by the Society for Diversity – fall 2013
  - Transgender workshop conducted spring 2014
  - Focus group workshop conducted spring 2014

During the fall of 2013, the Goal 6 Initiative 1 team released a survey to faculty and staff in order to capture their level of job satisfaction. The tool utilized, the Collaborative on Academic Careers in Higher Education Survey. The feedback of 294 (68.2%) faculty and 553 (53.8%) staff provided much needed information. One finding of the survey showed, when compared to peer institutions, ISU faculty was satisfied with personal and family policies,

interdisciplinary work, and senior leadership. Another finding of the survey was that faculty of color and tenured faculty were the least satisfied populations within faculty ranks. The findings of the faculty and staff satisfaction surveys will be released fall 2014.

During the spring 2013 academic semester, the Council asked all full-time students (freshmen, sophomores, juniors, seniors, and graduate level) to complete a campus climate survey called the Diversity Learning Environments Survey (DLE) which was created by the Higher Education Research Institute.

As a result of the DLE, in the spring 2014, a hybrid survey was created by the Diversity Plan Committee utilizing questions contain within the DLE and questions obtained from the 1998 climate study administered at ISU. This hybrid survey, created by Christopher Childs, focused on areas of concern highlighted in the DLE.

This new survey was released in the spring of 2014 and measured students' perceptions of diversity and inclusion on Indiana State's campus. The survey resulted in 1,406 responses – approximately 12% of the student population. The next step in the process of understanding the lived experiences of our students, focus groups were also conducted.

The focus group participants were from minority students groups that self-identified as: Black, Hispanic, Native American, Asian/Pacific Islander, Multiracial international, lesbian, gay, bisexual, transgender, and queer/questioning. More information regarding the survey and focus group results will be discussed in the student section of this report.

I would like to sincerely thank the Council members for their hard work this year. I would also like to express my appreciation to the focus group facilitators and scribes (many of which were not members of the Council) for their willingness to serve the University in this capacity. A heartfelt thank you to: Dr. Leslie Barratt, Dr. Joni Clark, Leroy Richardson, Nicholas Pennington, Ryan Steiner, Jennifer Roxas, Bart Stucker, and Heidi Staggs.

Finally, thank you to the Diversity Plan Report Committee (Dr. Kenneth Chew, Dr. Leslie Barratt, and Marlene Lu) for their dedication and expertise in writing this report.

Elonda Ervin  
ISU Council on Diversity Chair

## Synopsis of 2013-14 Recommendations

### Students

The Council recommends that the suggested improvements offered by ISU students be considered and implemented. It is vitally important that thought is given to the inherent gender, heterosexual, and able bodied privilege that the students perceive on our campus. It is imperative that we understand and acknowledge the work needed to positively affect the campus climate.

We highly suggest that a group of student representatives from the various minority groups attending ISU be convened to develop strategies that address the unique needs of minority students.

### Faculty

1. Conduct a post Opportunity Hire survey
2. Conduct a survey to find out what the faculty diversity is with regard to groups not reported to HR (LBGT, for example)
3. Complete the recruitment toolkit for Aim #2

### Staff

1. 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.
2. Not only should recruitment and retentions be an emphasis of hiring managers, diversifying staff needs to be the focus of each department or unit on campus.
3. Steps should be undertaken to determine the actual causes of why minority administrators and staff leave ISU.
4. There is a critical need for a staff climate survey to determine a baseline for the design needed for institutional change. Without this survey, there are only basic assumptions as to why recruitment and retention efforts of diverse staff have remained fairly stagnant. If our goal is to truly improve in this area, it has to start with a more empirical set of data to drive the change.
5. Though current employee data provided by HR does a good job of describing diversity in terms of ethnicity, there needs to be an expansion of the data captured to reflect a more accurate representation of diversity on the ISU campus in reference to sexual orientation and sexual identity.
6. Employment data from the past 5-10 years should be used to identify those areas or departments which have routinely displayed underrepresentation in terms of having staff from diverse backgrounds. Each identified area should be required to develop goals and/or a plan for staff diversification that would reflect a more appropriate representation of diversity in their respective area by fall 2015.
7. 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 release time and offered incentives for participation (e.g. receive small stipend for workshop attendance or provided funding to attend a professional conference).

8. There needs to be more emphasis placed on the importance of participation in diversity training by all employees. As was done with the Diversity and Sexual Harassment Modules, currently in use, the goal should be to have all administrators and staff members complete a training either online or in person by fall 2015 and/or within 1-year of hire.
9. 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.
10. Professional development opportunities that include a social networking component should be developed as a way of expanding connectedness to campus and others from diverse backgrounds.
11. As part of the 5-year plan going forward, there should be efforts to make the University look more like the students that we are here to serve.
12. With the loss of the VP for Student Affairs who was the sole representative of a diverse background on the President's cabinet, it's imperative that future positions at the executive level are considered as opportunities to hire highly qualified persons from diverse backgrounds. Failure to have diversity at the executive level provides little to no motivation for managers at lower levels to promote diversity if it's not seen as a priority for the President or Board of Trustees. Additionally, lack of representation at the highest level is another factor that can possibly lead to faculty, staff, and students not staying at ISU; especially when sensitive topics arise and these individuals feel as if their voices are not heard.

## 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.”

### 2013-14 Accomplishments

There have been many accomplishments that occurred during the 2013-2014 academic year in regards to student diversity. Furthermore, Indiana State’s campus continues to provide campus activities for students from diverse backgrounds.

According to the Center for Public Education, minority populations - especially Hispanics - are growing more quickly than the population as a whole. Between 2000 and 2010, the total U.S. population increased by 9.7%. However;

- Hispanic population grew by 43%
- Asian population by 43%
- Black population by 12.3%
- Non-Hispanic White population grew by 4.9%

The increase in minority populations should serve as a guide for Indiana State’s minority student recruitment and graduation initiatives. Table 1 indicates the changing minority student demographics at ISU just within the last two years.

**Table 1 - Enrollment Counts 2013 and 2014**

	UNDERGRADUATE			GRADUATE			Total change	% of change
	2013	2014	+/-	2013	2014	+/-		
<b>African-American</b>	1853	1977	+124	194	222	+28	+152	<b>7.4%</b>
<b>Hispanic</b>	355	338	-17	44	57	+13	-4	<b>-1.0%</b>
<b>Asian</b>	113	128	+15	39	51	+12	+27	<b>17.7%</b>
<b>American Indian</b>	24	35	+11	0	1	+1	+12	<b>50%</b>
<b>Multi-racial</b>	302	342	+40	42	32	-10	+30	<b>8.7%</b>
<b>Hawaiian/Pacific Islander</b>	6	8	+2	2	0	-2	0	0%
<b>Caucasian</b>	6,875	7,196	+321	1,494	1,547	+53	+374	<b>4.5%</b>
<b>International</b>	596	673	+77	280	325	+45	+122	<b>13.9%</b>
<b>Unknown Origin</b>	144	184	+40	85	67	-18	+22	<b>9.6%</b>
<b>TOTAL</b>	10,268	10,881	+613	2,180	2,302	+122	+735	

\*Data from Institutional Research

Table 1 illustrates the increase in student enrollment numbers with the exception of the Hispanic (-1.0%). The highest increases were in the numbers of American Indian (50%) and Asian (17.7%) students.

**Table 2 - Enrollment Percentages 2013 and 2014**

2013 TOTAL HC ENROLLMENT: 12,448	2014 TOTAL HC ENROLLMENT: 13,183
67.2% Caucasian	<b>66.3% Caucasian</b>
16.4% African-American	<b>16.7% African-American</b>
7.0% International	<b>7.6% International</b>
3.2% Hispanic	<b>3.0% Hispanic</b>
2.7% Multiracial	<b>2.8% Multiracial</b>
1.8% Unknown	<b>1.9% Unknown</b>
1.2% Asian	<b>1.3% Asian</b>
0.19% American Indian	<b>0.27% American Indian</b>
0.0006% Hawaiian/Pacific Islander	0.0006% Hawaiian/Pacific Islander

\*Data from Institutional Review

By viewing table 2, you will note, between 2013 and 2014, the changes in the makeup of the student enrollment. Minority group representation remains a major component of Indiana State's student enrollment at approximately 34% of its total. This validates the need for continued study and implementation of measures to increase the retention of minority students.

During FY13-14, the primary focus of the Council was to determine how the experiences of minority students could be positively strengthened in order to assist in recruitment efforts and increase retention and graduation rates. To facilitate this, the Council undertook a two-prong approach.

### **Approach 1 - 2013 Diversity Learning Environments Survey (DLE) Results**

During the spring 2013 academic semester, the Council 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. The DLE *captured student perceptions regarding the institutional climate.*

The students who completed the survey were asked questions regarding their experiences with discrimination and harassment; positive and negative experiences with people who were 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, 1,136 students completed the DLE. The sample size of the survey represented about 10% of Indiana State's student body during the spring semester of 2013.

Students were questioned about their experiences at ISU based on bias, harassment, and discrimination (BHD). The survey had nine questions that covered BHD centered on: race, ability/disability, age, citizenship status, political beliefs, religious beliefs, sexual orientation and gender bias. The most telling results of the DLE were:

1. More than **70%** of students who self-identified as gay or lesbian experienced some form of bias, harassment, or discrimination while on campus
2. International students experienced bias based on citizenship status

## Approach 2 – Hybrid Survey and Focus Group

### Hybrid Survey Results

In the FY12-13 report, the Council recommended “utilizing a tool that garners more specific responses that help identify the nature and type of experiences that students are reporting”. As a result of the DLE, in the spring 2014, a hybrid survey was created by the Diversity Plan Committee utilizing questions contain within the DLE and questions obtained from the 1998 climate study administered at ISU. This hybrid survey, created by Christopher Childs, focused on areas of concern highlighted in the DLE.

With the aid of this hybrid survey, the Council was able to examine different social groups’ experiences with discrimination based on race, citizenship status, gender, or sexual orientation, a hybrid survey and focus groups were conducted during FY13-14 to the entire student body. Of the 11,516 students enrolled, 1,406 that responded, 1,237 answered all the questions. There was a 12% response rate.

**Table 3 – 2014 Hybrid Survey Classification Response**

Answer	Response	%
<b>Freshman</b>	348	27%
<b>Sophomore</b>	205	16%
<b>Junior</b>	203	16%
<b>Senior</b>	210	16%
<b>Graduate Student (master level or above)</b>	310	24%
<b>Total</b>	<b>1,276</b>	<b>100%</b>

**Table 4 – 2014 Hybrid Survey College Response**

Answer	Response	%
<b>Undeclared major</b>	47	4%
<b>College of Arts and Sciences</b>	426	35%
<b>College of Business</b>	111	9%
<b>College of Education</b>	236	19%
<b>College of Nursing, Health and Human Services</b>	239	19%
<b>College of Technology</b>	173	14%
<b>Total</b>	<b>1,232</b>	<b>100%</b>

**Table 5 – 2014 Hybrid Survey Racial/Ethnic Response**

Answer	Response	%
American Indian or Alaska Native	8	1%
Asian	101	8%
Black or African American	242	19%
Hispanic of any race	49	4%
Native Hawaiian or Other Pacific Islander	5	0%
Nonresident (international student)	63	5%
Multi-Racial (two or more races)	67	5%
White	663	53%
Other:	45	4%
<b>Total</b>	<b>1,243</b>	<b>100%</b>

According to the spring 2014 student data, Table 5 is somewhat representative of the student body. Of the 11,516 students enrolled during spring 2014: **17.4%** identified as African American; American Indian/Alaska Native .2%; Asian American 1.2%; Caucasian 67.4%; Hispanic American **3.1%**; International **6.1%**; Multiracial 3.0%; and Unknown 1.6%.

**The students were asked to consider their experiences while at ISU when answering the questions.** What was telling in the comments for this question were the clarifying notes students made regarding how they self-identify. This illustrates that students’ identity cannot be categorized so easily via the traditional categories. **It also stressed the necessity of traditional recruitment and retention strategies evolving into more multi-layered and multi-faceted practices.** The practices cannot be developed to address just a singular student identity but must take into account the multiple identities that make up our current and prospective students. Table 4 contains the most common clarifying “categories” submitted by the respondents:

**Table 6 – 2014 Hybrid Survey Racial/Ethnic Comments**

Jewish
I wish to not disclose.
Race is not a valid concept as a means of categorizing human populations meaningfully.
Non-resident is not a racial identity
Biracial
Caucasian
spirit in a human body
Arab
North African
African
White, African American, and Indian
half African and half White
Hispanic of any race, White
Hispanic, White
Black or White
Hispanic and Asian
Homo Sapien
Indian American
Haitian American
Middle Eastern
American

**Table 7 – 2014 Hybrid Survey Disability Response**

Answer	Response	%
Learning disability (such as dyslexia)	69	6%
Attention-deficit/hyperactivity disorder (ADHD)	85	7%
Physical disability (speech, mobility, hearing, etc.)	38	3%
Chronic illness (e.g. cancer, diabetes, autoimmune disorders, etc.)	50	4%
Psychological disorder (e.g. depression)	137	11%
Other disability or medical condition (please specify)	59	5%
No	906	75%

Table 7 provided information on a largely unseen or “invisible” minority. Those with special needs counted for approximately 36% of those that responded to this question. The response also showed that the Council needed to increase its understanding of disability related services and programs. We were able to locate programming offered by the Blumberg Center for Interdisciplinary Services in Special Education and the Cunningham Memorial Library. The only additional information located dealt with requesting accommodations and the Student Support Services Program which coordinates support services for students with disabilities.

**Table 8 – 2014 Hybrid Survey Gender Response**

Answer	Response	%
Male	476	37%
Female	792	62%
Neither	12	1%
<b>Total</b>	<b>1,280</b>	<b>100%</b>

It is interesting to note that 12 respondents selected the “neither” category.

**Table 9 – 2014 Hybrid Survey  
Do you identify as Transgendered?**

Answer	Response	%
Yes	35	3%
No	1,227	97%
<b>Total</b>	<b>1,262</b>	<b>100%</b>

A review of current services did not provide specific information that would aid transgender students, faculty, or staff. The only information that focused on transgender services can be found on the Office of Diversity website. One recent addition to the site is the listing of gender neutral bathrooms and their locations.

**Table 10 – 2014 Hybrid Survey**

**What is your sexual orientation/identity (check any that may apply)?**

Answer	Response	%
Bisexual	72	6%
Gay	42	3%
Heterosexual	1,003	82%
Lesbian	27	2%
Questioning	18	1%
Transsexual	3	0%
Other (please specify)	83	7%

Table 10 focused on sexual orientation/identity. The majority of respondents identified as being heterosexual; however, comments provided additional information that pointed to concerns with the addressing persons that identify outside of the traditional gender and sex identifiers. The comments in Table 11 also highlights the generational gap in understanding how to address students that identify as lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ). Students commented:

**Table 11 – 2014 Hybrid Survey Sexual Orientation/Identity Comments**

Queer/Pansexual
Pan romantic Asexual
Metrosexual
Transsexual is an out of date term BTW
regular person
I am a straight transgender (no -ed suffix please) male. And transsexual is not a sexual orientation.
Pansexual/Polysexual
Straight
Asexual (Non-Sexual)
Just a few clarifiers, sex/gender are two separate things, and it's transgender not transgendered. Also sexual orientation and identity are two completely separate topics. So far this survey is a bit offensive. Transsexual is an out of date term
Abstinence until marriage
Attracted to women, but cannot see myself in a relationship with one
Girl
Demi pansexual (Must be emotionally connected to you to like you as you are no matter what gender)
Normal
Eschatological
Natural
Single male interested in females
Simply Male without any further orientation
male
Pansexual Genderqueer
man to woman or woman to man , please go natural

Some comments signified that being “natural” or “straight” was “normal” in reference to orientation and identity. However, several comments provided identifiers that were not offered (i.e. demi-pansexual, pan-romantic asexual, polysexual, etc.). Polysexual is to be attracted to multiple genders and/or sexes. The comment eschatological led to yet another interesting question. This branch of theology concerned with the end of the world or of humankind begs the question: Was this comment referring to being gay or homosexual as signifying the end of days?

The strongest data was provided in the following responses.

When asked about *being part of the university community*, the respondents were largely in the “agree” to “strongly agree” categories. However, 40% of the responses (3.47 mean) fell into the “strongly disagree”, “disagree”, and “neither agree or disagree” categories.

When asked about *recommending others to ISU*, the respondents were once again largely in the “agree” to “strongly agree” categories. However, 35% of the responses (3.61 mean) fell into the “strongly disagree”, “disagree”, and “neither agree or disagree” categories.

While more than 60% of the respondents see themselves as part of the community and would recommend ISU; it is alarming to see that there was not a more favorable response to those questions. This suggests that we must look at the strategies, policies, initiatives, and programs implemented to assist students acclimation to ISU.

The next set of questions focused on how students perceived the University’s commitment to diversity.

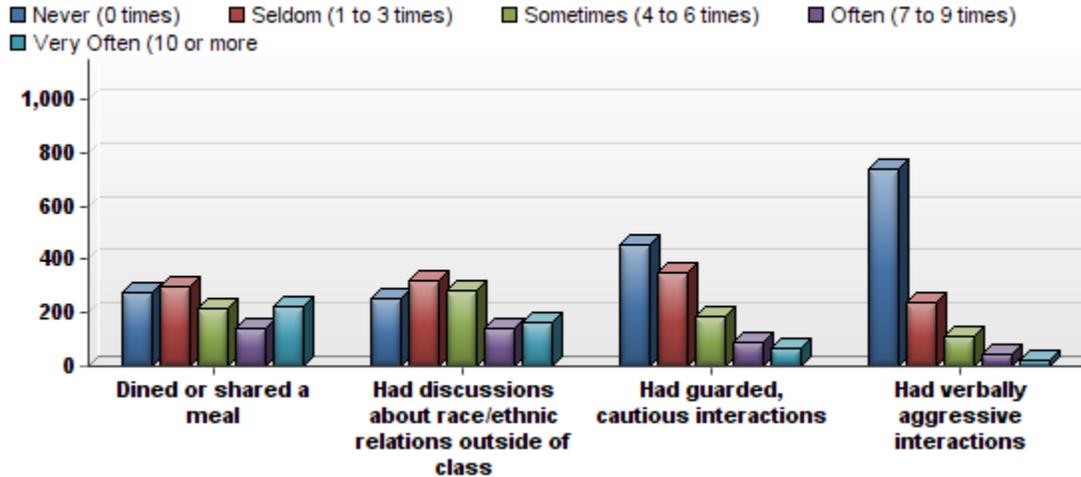
**Table 12 – 2014 Hybrid Survey Perception of Diversity Responses**

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
The University encourages students to have a public voice and share their ideas openly	62	120	287	550	141	1,160	3.51
The University has a commitment to diversity	63	101	214	540	242	1,160	3.69
The University accurately reflects the diversity of its student body in publications (i.e. brochures, website, commercials)	66	143	276	500	169	1,154	3.49
The University promotes the appreciation of cultural differences	59	105	221	558	211	1,154	3.66
<b>The University has campus administrators who regularly speak about the value of diversity</b>	<b>63</b>	<b>161</b>	<b>406</b>	401	128	1,159	<b>3.32</b>
<b>The University has racial tension</b>	<b>123</b>	<b>284</b>	<b>369</b>	291	86	1,153	<b>2.94</b>
The University provides the financial support I need to stay enrolled	154	175	287	395	147	1,158	3.18

Most responses appeared in the “strongly disagree”, “disagree”, and “neither agree or disagree” categories. However, two questions highlighted other concerns that need to be reviewed for action. “*The University has campus administrators who regularly speak about the value of diversity.*” The results for this question showed that 54% of respondents believe that University administration do stress the importance of diversity. The other question “*The University has racial tension*” illustrated that students did not perceive that there was a marked atmosphere of

racial tensions at ISU - 67% feel into the “strongly disagree”, “disagree”, and “neither agree or disagree” categories. However, please note that “neither agree or disagree” choice had the greatest number of responses recorded.

**Chart 1 – 2014 Hybrid Survey Interactions with Diverse Individuals Responses**



Question	Never (0 times)	Seldom (1 to 3 times)	Sometimes (4 to 6 times)	Often (7 to 9 times)	Very Often (10 or more)	Total Responses	Mean
Dined or shared a meal	278	300	219	140	223	1,160	2.77
Had discussions about race/ethnic relations outside of class	252	319	280	139	163	1,153	2.69
Had guarded, cautious interactions	456	351	189	88	68	1,152	2.10
Had verbally aggressive interactions	738	237	110	42	26	1,153	1.60

Chart 1 illustrates that 54% of the respondents did not take advantage of the opportunity to engage others from diverse backgrounds. Sixty-seven percent of the respondents reported that they had not had discussions involving race/ethnicity outside of the classroom. What the survey revealed that was alarming was that 30% of the respondents had *cautious, guarded interactions*. The other number that was of concern was that 16% of the respondents reported that they had been involved in *aggressive verbal interactions*. Clarifying comments for the last two responses were not requested of the respondents. This provides the opportunity for future study by the Council.

The next question focused on being bullied via electronic media and showed that 28% had experienced bullying.

**Table 13 – 2014 Hybrid Survey Personal Experience of Discrimination Responses**

Question	Never	Seldom	Sometimes	Often	Very Often	Total Responses	Mean
<b>Your medical conditions</b>	893	77	72	24	13	1,079	1.32
<b>Your citizenship status</b>	939	54	52	30	18	1,093	1.29
<b>Your race/ethnicity</b>	725	151	160	45	49	1,130	1.71
<b>Your sex/gender</b>	817	152	102	28	21	1,120	1.47
<b>Your sexual orientation</b>	951	59	56	25	14	1,105	1.27

The area of concern regarding experiences of discrimination, issues involving race/ethnicity, were noted to have been experienced by 23% of the respondents while at ISU. Two hundred and nine students indicated other instances where they experienced discrimination (See Appendix E).

When asked specifically about bullying based on body weight, 26% (134) indicated that they had been bullied.

When asked if they considered leaving ISU due to episodes of discrimination, 16% (189) responded in the affirmative.

Additionally, 23% (269) of the respondents felt “negatively” towards ISU due to the instances of discrimination they experienced.

In reference to how respondents’ exposure to discriminatory incidents interfered with their academic performance, 16% (184) responded “Yes”.

### **Focus Groups**

The hybrid survey indicated a need to continue the exploration of the perceptions of minority students. Focus groups maximize insight gathered from the interaction between participants and group resistance narratives (Madriz, 2005; Morgan & Kreuger, 1997) and provide a rich sense of self-confirmation and validation, especially to marginalized groups (Morgan, 2002).

After reviewing the survey results, the Council determined that additional information was required in order to explore the perceptions of specific minority student populations. Focus groups targeting these student populations were scheduled during spring 2014. Invitations were sent to: Spectrum (LGBTQ student group); each international student group (i.e. Muslim, Asian, Saudi, etc.); race/ethnic based student organizations (Black, Hispanic, Native American); students that identified as multiracial; and Student Support Services to connect with students with special needs.

Twelve focus group sessions were planned.

- Black
- Hispanic
- Native American
- Multiracial
- Indian Student Association
- African Student Association
- Taiwanese Student Association

- Yes Women Association
- LGBTQ – White
- LGBTQ - Black
- Special Needs
- Transgender

Of the sessions planned, seven focus group sessions were held.

- LGBTQ – Black
- LGBTQ – White
- Transgender
- Black
- Multiracial – Native American/White
- African Student Union
- Indian Student Association

The focus group sessions were guided by six questions:

1. Have you personally experienced harassment and/or discrimination on campus based on your race, ethnicity, national origin, and/or membership in a specific student category?
2. Do you have any friends, associates or classmates, who have experienced harassment and/or discrimination on campus based on their race, ethnicity, national origin, and/or membership in a specific student category?
3. Do you feel that the University is inclusive or exclusive in its practices, policies, and/or procedures?
4. In what ways do you feel the University is addressing campus issues relating to harassment and/or discrimination involving race, ethnicity, national origin, and/or membership in a specific student category?
5. Imagine that you are an administrator and you have been charged within improving the climate on campus. What suggestions do you have for improving the climate of diversity here on campus?
6. Are there any other issues related to the climate on campus that you would like to raise?

Upon review of the focus group comments, the following themes emerged:

- 1. Feeling discriminated against because of who I am or who they think I am.**
  - *“Fearful of coming out...I’m afraid of being judged, hurt academically”* (Tank – transgendered group)
  - *“Not safe feeling off-campus”* (Tony – Indian Student Association)
  - *“Feels like people sometimes perceive compliments from them in a negative way”* (Jack –LGBTQ White)
  - *“Not everyone knows I am Native American...I have to defend my Native American side”* (Ashley – Multiracial)
  - *“You have to strip down your individuality to be accepted”* (Hymn – LGBTQ Black)
  - *“We live in a society that small things people say make me feel a certain way”* (Music – Black)
  - *“It’s annoying to have other people place their insecurities on you”* (XY2 – LGBTQ Black)

- *“They see we are all here, but we are separated.”* (Sheila – Black)
- *“A lot of students transfer out of here because they didn’t like the atmosphere.”* (Blair – Black)

**2. There is a feeling that policies are not created equal. They tend to favor one group over others.**

- *“What do we have here that says we respect minority students?”* (Devonta – Black)
- *“No representation here... we should think of that. No input from our perspective... more voices need to be heard”* (Devonta – Black)
- *“I feel like they are trying to change my voice”* (Sade – Black)
- *“Just back us up. We want to do things, but everyone is making this too hard. Stop sweeping us under the rug like we don’t matter.”* (Logan – LGBTQ White)
- *“Where can we go? Who can we talk to?”* (Emma – Indian Student Association)
- *“ISU wants to stay competitive, then they need to provide services for gender minorities”* (Freck – LGBTQ White)
- *“They have all these theme floors and whole sorority complex then have nothing for the alphabet soup of people who need a place to be safe”* (Freck – LGBTQ White)
- *“The University does not want us to exist. Why can’t we have a safe space?”* (Freckles – LGBTQ White)
- *“They advocate for us to have a voice but they don’t really want us to use it.”* (Tatiana – Black)
- *“They want us to have a voice but then they write us off.”* (Tatiana – Black)
- *“It’s them telling you about you. I’ve been Black since I was born.”* (Tatiana – Black)

**3. There were suggestions made that would change the climate at ISU.**

- Creation of a LGBTQ Resource Center
- Include a question regarding sexual orientation and sexual identity on the housing application
  - *“Ask more questions on the housing applications. Who would you be comfortable with or not comfortable with?”* (XY2 – LGBTQ Black)
- Requiring staff/faculty to undergo mandatory diversity training
- Provide more minority staff and faculty mentors
- Recognize the inherent bias of policies created through the lens of heterosexual and able bodied privilege. Review of policies and procedures that discriminate due to their lack of consideration of the needs of LGBTQ students
  - *“Gym classes are required to change in the locker room. I don’t feel comfortable doing that or talking to my professor about this.”* (Vladmir – LGBTQ White)
  - *“Buildings don’t have handicapped accessibility.”* (Queen – LGBTQ White)
  - *“During campus tour asked about support for gay people. Have information for incoming students.”*(Tank – LGBTQ White)
  - *“We are straight lying. It is not more from day one.”* (Tatiana – Black)

**Conclusion**

FY12-13 Council report recommendations included:

1. More resources need to be dedicated to LGBTQ programs to make this campus more welcoming and inclusive.
2. 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, ISUccceed). 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.
4. 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 recommends that the suggested improvements offered by ISU students be considered and implemented. It is vitally important that thought is given to the inherent gender, heterosexual, and able bodied privilege that the students perceive on our campus. It is imperative that we understand and acknowledge the work needed to positively affect the campus climate.

We highly suggest that a group of student representatives from the various minority groups attending ISU be convened to develop strategies that address the unique needs of minority students.

## 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.

### 2012-13 Recommendations

1. Continue the Opportunity Hiring Program
2. Continue the emphasis on African Americans, but ensure that it includes permanent residents
3. Advance a recommendation that the Faculty Senate review a proposal to allow hiring with tenure
4. Examine exit interviews to see what minority faculty leave ISU
5. Conduct a diverse climate study
6. Continue support the Black Faculty Affinity Group

### 2013-14 Accomplishments

1. A job satisfaction study was conducted among faculty
2. Faculty travel expenses for recruitment of minority faculty were paid through the funds for the ISU Initiative Goal #6, which was begun in 2011
3. Creation of the Asian and Pacific Islander Caucus

**Table 14: Number of African American and Hispanic full-time faculty**

	2009	2013	GOAL 2014	GOAL 2017
<b>Number of African American and Hispanic fulltime faculty</b>	<b>21</b>	<b>33</b>	<b>35</b>	<b>58</b>
<i>*78 was the previous 2017 goal</i>				

**Table 15: Comparison of Minority Faculty to Student Population**

Ethnicity	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
% of African American Faculty/ % of African American Students	2.2% / 13.0%	1.8% / 14.7%	3.3% / 14.3%	2.8% / 15.3%	3.9% / 16.4%
<i>% Student/Faculty Gap</i>	-10.8%	-12.9%	-11%	-12.5%	-12.5%
<i>% of Faculty Growth</i>		-0.4%	+1.5%	-0.5%	+1.1%
% of Hispanic Faculty/ % of Hispanic Students	2.0% / 1.8%	2.8% / 1.3%	3.3% / 2.4%	3.2% / 2.8%	2.8% / 3.2%
<i>% Student/Faculty Gap</i>	+0.2%	+1.5%	+0.9%	+0.4%	-0.4%
<i>% of Faculty Growth</i>		+0.8%	+0.5%	-0.1%	-0.4%

*Note: Faculty counts include: all full-time faculty (T, TT, FT not TT) - does not include part-time lecturers or instructors*

\*Data from IPEDS Employee file as of October 2014

### **2014-15 Recommendations**

4. Conduct a post Opportunity Hire survey
5. Conduct a survey to find out what the faculty diversity is with regard to groups not reported to HR (LBGT, for example)
6. Complete the recruitment toolkit for Aim #2

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

## Section 4: Staff

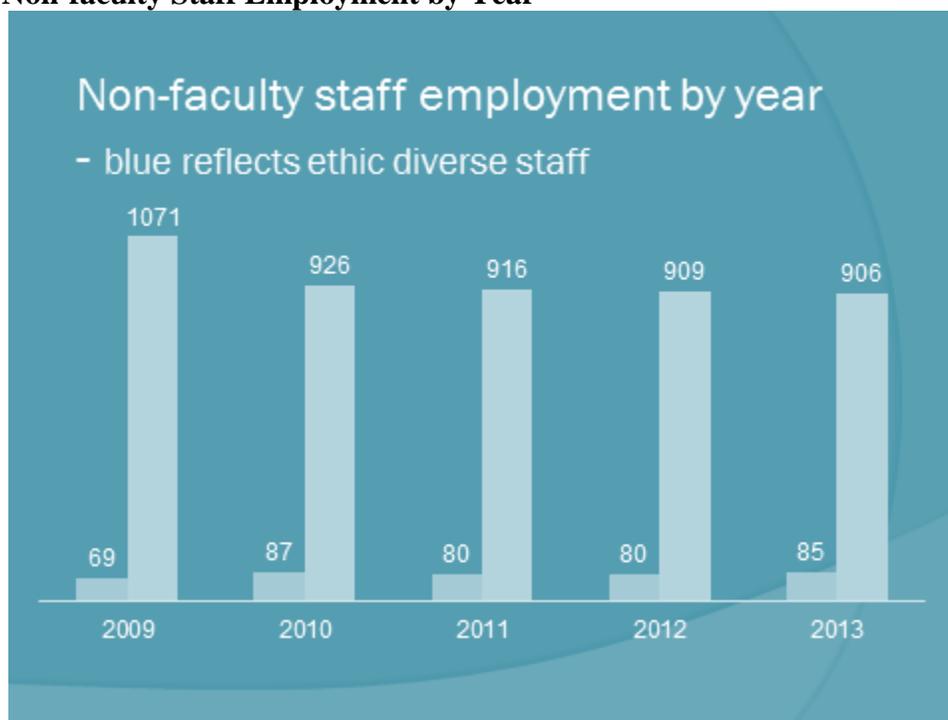
### Statutory Requirement

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.

### 2013-14 Accomplishments

1. This past year, two surveys were given. The first was a climate survey of ISU students' perception of diversity at ISU, which subsequently followed by select focus groups to obtain additional feedback. The second survey was as Staff Satisfaction survey that included breakdowns by ethnicity, education, gender, and job category. The information obtained through both surveys provided good information about how staff may have a greater impact on students going into the future as well as ways that satisfaction of current staff may be improved, with the plan to continue improving the retention and recruitment of diverse staff.
2. Over the past year, the Office of Diversity continued to work with the Diversity Council to provide the "Eye on Diversity" Series of talks and presentations to the ISU community. Each presentation has involved a member of the ISU community from a diverse background to discuss topics such as the use of Native American mascots, the impact that racism has on White Americans, misogynistic messages in the media, gender and sexuality, the impact the media has on the perception of the working class, and African American traditions and culture around food. There were even two nationally recognized speakers who were brought in to address topics associated with diversity.
3. To improve the perceived connectedness of staff to ISU, community, and state resources, the initiatives continued in year 2011-2012 were continued and expanded upon. These included the creation of affinity groups, which included groups for Black, Asian, and Hispanic faculty and staff, and the group for Black males. Also continued was the cooking classes that offered an opportunity to learn how to cook diverse foods, expanded invitations to state and national conferences, and targeted communications to staff of diverse backgrounds making them aware of events and resources that they may find beneficial.
4. There was an increase of 6.25% in the number of staff members who identify as coming from a diverse ethnic background.

**Chart 2 – Non-faculty Staff Employment by Year**



**Recommendations**

The following recommendations fall into two broad categories; recruitment and retention, and general recommendations. Please note that most of the recommendations being offered have been suggested in prior reports but have not been addressed. Because we feel that these are important enough to impact the overall climate of diversity on the ISU campus, they are being put forth again.

**Table 16: Staff Retention**

	2009	2013	GOAL 2014	GOAL 2017
Six-year retention rate for EAP and support staff, combined	42%	33%	60%	75%

**Retention and Recruitment Recommendations**

1. 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.
  - a. Unfortunately, the majority of the diversity reflected across Divisions as it relates to diversity falls into the category of support staff. While these jobs are important, hiring diverse individuals in upper and mid-range positions needs to be a priority.
  - b. It is important to highlight that the percentage of ethnically diverse, non-faculty staff has never surpassed 10% of the total non-faculty staff in the past 5-years. Given the percentage of diverse students, this number is extremely low and efforts

should be more make these numbers more closely reflective of our student population.

- c. As it relates to students from diverse backgrounds, please note that having professional role models from similar backgrounds has the potential to improve retention as well as create opportunities for students to develop personally and professionally.
  - d. As noted, there was a 6.25% increase in the number of employees who identify as coming from an ethnically diverse background. Though this may seem like a big jump, the total number of new hires actually only reflects a difference of five people; and not all of these are full-time. This increase is without a doubt movement in the right direction as this has been the first increase in the last 2-years, but the current total is still less than the number of diverse staff members from just 3-years ago. For the most part, the number of diverse staff has been flat over the past 5-years; so there needs to be an effort to promote continued growth in the hiring of diverse individuals.
2. Not only should recruitment and retentions be an emphasis of hiring managers, diversifying staff needs to be the focus of each department or unit on campus. Sometimes, there's the impression that there will be "trickle down" diversity among the different departments, starting with upper administration and deans. Unfortunately, this doesn't happen and very often minority candidates are only enough of the hiring process to say they were considered.
  3. 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.

### **General Recommendations and Priorities**

1. There is a critical need for a staff climate survey to determine a baseline for the design needed for institutional change. Without this survey, there are only basic assumptions as to why recruitment and retention efforts of diverse staff have remained fairly stagnant. If our goal is to truly improve in this area, it has to start with a more empirical set of data to drive the change.
2. Though current employee data provided by HR does a good job of describing diversity in terms of ethnicity, there needs to be an expansion of the data captured to reflect a more accurate representation of diversity on the ISU campus in reference to sexual orientation and sexual identity.
3. Employment data from the past 5-10 years should be used to identify those areas or departments which have routinely displayed underrepresentation in terms of having staff from diverse backgrounds. Each identified area should be required to develop goals and/or a plan for staff diversification that would reflect a more appropriate representation of diversity in their respective area by fall 2015.
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 release time and offered incentives for participation (e.g. receive small stipend for workshop attendance or provided 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. As was done with the Diversity and Sexual Harassment

Modules, currently in use, the goal should be to have all administrators and staff members complete a training either online or in person by fall 2015 and/or within 1-year of hire.

- a. 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.
6. 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. Not only would this help to diversify the views of faculty and staff, but it would show support for students from diverse backgrounds and potentially aid in retaining these students.
7. Professional development opportunities that include a social networking component should be developed as a way of expanding connectedness to campus and others from diverse backgrounds. These opportunities should be inclusive of all ISU staff with an emphasis on opportunities or topics that are more likely to draw in diverse individuals.
  - a. Both release time and funding should be made available for these events.
  - b. Though this has not been a targeted effort in the past, there needs to be exploration of providing targeted funding to assist departments that provide opportunities for minority staff to obtain professional development, certifications, and/or training. This is a fairly common practice at other institutions that place an emphasis on keeping qualified and influential faculty and staff from diverse backgrounds.
8. As part of the 5-year plan going forward, there should be efforts to make the University look more like the students that we are here to serve. For a university that advertises having one of the more diverse campuses in the state, with an emphasis on having the largest percentage of Black students, there needs to be more of an effort to bring staff diversity levels closer to the percentages of the students that we work with. This will serve to reduce the often overwhelming pressures on the few staff of color or from other diverse backgrounds while allowing for greater opportunities for mentorship and guidance, especially for first generation students or those from disadvantaged backgrounds.
9. With the loss of the VP for Student Affairs who was the sole representative of a diverse background on the President's cabinet, it's imperative that future positions at the executive level are considered as opportunities to hire highly qualified persons from diverse backgrounds. Failure to have diversity at the executive level provides little to no motivation for managers at lower levels to promote diversity if it's not seen as a priority for the President or Board of Trustees. Additionally, lack of representation at the highest level is another factor that can possibly lead to faculty, staff, and students not staying at ISU; especially when sensitive topics arise and these individuals feel as if their voices are not heard.

## Conclusion

To summarize, we would like to start by using the part of the conclusion that was offered in last year's Diversity Report.

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.

Adding to this, it is important to highlight that diversity is more than just a concept. For it to be effective as it relates to supporting our students, expansion of ideas and ways of thought, and enriching our campus culture, there has to be an emphasis on breaking away from the homogeneity of culture and ethnicity that is reflected in the current makeup of our system. In doing so, we are not taking away opportunities from one group to give them to another, we are instead offering growth to all groups with the hope of moving the ISU community toward the goal of being more reflective of the future of our state and union.

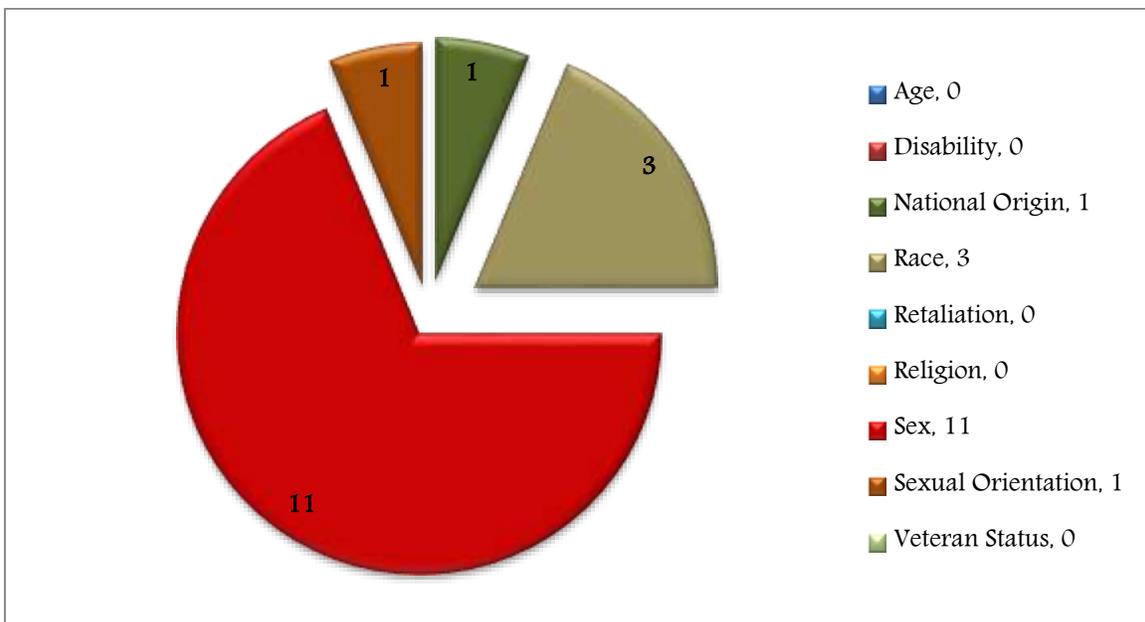
## Section 4: Complaints

### Statutory Requirement

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

Complaints broken down in the pie chart below have been made in accordance to the University's non-discrimination policy and related procedures. Indiana State University has long been pledged to the principles of nondiscrimination and is firmly and unequivocally committed to the creation of a culturally diverse community among and between its faculty, staff, and students. Diversity within the University community advances the academic purpose of the University, and a nondiscrimination policy is essential to achieving such diversity.

**Chart 3 – Complaints 2013-14**



**Note:** The complaints of sex discrimination include both sexual harassment and sexual violence.

ISU's Discrimination & Harassment Policy states: 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.

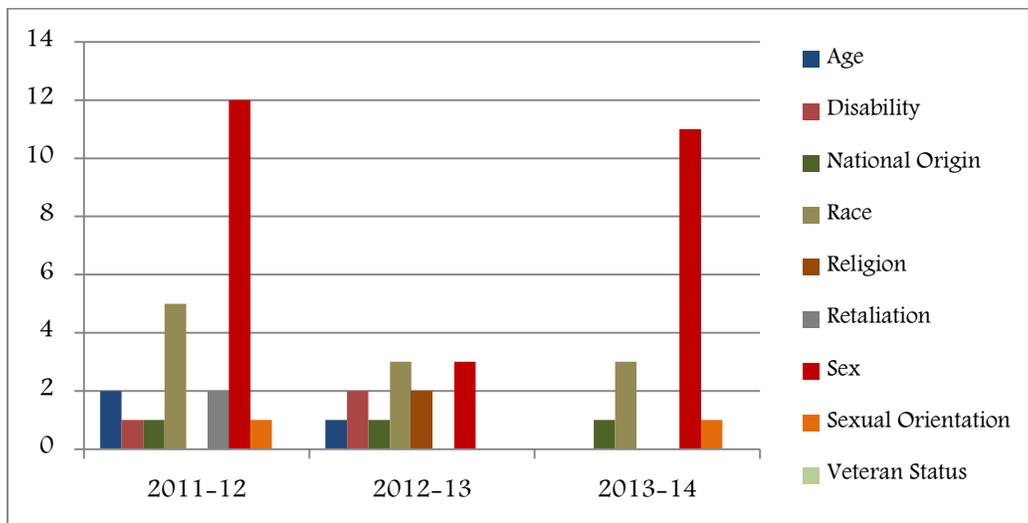
### Analysis of Complaints

Complaints depicted above were made during the fiscal year ending on June 30, 2014. The total number of 16 complaints represent .11 percent of the approximate 13,950 total students, faculty, staff, who were attending class and working on our campus during this period. During this time, there were no employment complaints of sex discrimination made; all 11 sex discrimination complaints were made by students, and all of these complaints were complaints made under the University's Sexual Violence Policy.

Although the University has a Sexual Violence Policy that is separate from its Discrimination and Harassment Policy, claims of sexual violence are categorized as sexual harassment for the sake of consistency in reporting to the federal government. Sexual violence is a form of sexual harassment, which is categorized as prohibited discrimination under federal law. Review and revision of the University’s policies will be made in the wake of finalization of federal regulations (expected in November 2014) related to recent changes in the Violence Against Women Act.

While we had eight more claims of sex discrimination this year than last, we actually had one less than in the 2011-2012 fiscal year. We have increased education and awareness of students concerning issues surrounding sexual violence, and it may be that we see an increase in sexual violence complaints in coming years related to increased awareness.

**Chart 4 – Case Comparison 2011 to 2014**



The Equal Opportunity Director also serves as the title IX Coordinator for sexual violence response. ISU’s Sexual Violence Response Team (SVRT) is composed of representation from Equal Opportunity, ISU Police, the student conduct area, and individuals who assist and function as advocates for both complainants and accused individuals. The Student Affairs area has been particularly diligent to present educational programming to students about this important topic. Sexual violence as an educational topic and how universities respond to this issue has and will continue, for at least the short term, to evolve at a fast pace.

## Appendix A - Council on Diversity Members

Term	Name	Position
<b>Community Members</b>		
2014	Jeff Lorick	Executive Director, Terre Haute Human Relations Commission
2015	Peter Ciancone	Executive Director, WILL Center
2015	Kiel Majewski	Executive Director, CANDLES Holocaust Museum and Education Center
<b>Staff Council appointments (3)</b>		
2014	Joseph Newport	Assistant Chief, Public Safety
2014	Maria Chaqra	Assistant Director, International Programs & Services
2014	Martha Reed	Administrative Assistant I, Career Center
2014	Christopher Childs	Research Analyst, Student Success
2014	Marlene Lu	Office Assistant, Blumberg Center
2015	Joe Thomas	Director, New Student Transition Programs and Testing
2015	Kenneth Chew	Director, Student Counseling Center
2015	Venita Stallings	Adviser, University College
2015	Debra Jeffries	Administrative Assistant, Office of Student Success
<b>Faculty Senate appointments (3)</b>		
2014	Rhonda Impink	Associate Professor, Social Work
2014	Ethan Strigas	Associate Professor, Recreation & Sports Management
2015	Namita Goswami	Associate Professor, Philosophy
2015	Leslie Barratt	Chair & Professor, Literatures, Languages & Linguistics
<b>Student Government appointments (4)</b>		
Undergraduate	Bart Stucker	Student Government Representative
Undergraduate	Phillip Upshaw	National Pan-Hellenic Council, Greek Life Representative
Undergraduate	Kirk Moore	International Student Association Representative
Graduate	Shanice Johnson	Black Graduate Student Association Representative
Graduate	Sowmya Challa	Graduate Student Association Representative
<b>Ex-officio Voting Members</b>		
	Lisa McDaniels, Recorder	Administrative Assistant, Office of Vice-President for Student Affairs
	Beatrice Momanyi	Recruiter, Human Resources Representative
	Bonita McGee	Affirmative Action Officer
	Claude Grimes	African American Alumni Council
	Elonda Ervin, Chair	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 21<sup>st</sup> 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 – 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 committees, numerous initiatives designed to attract and retain historically underrepresented staff and faculty at ISU occurred.

### 1. **Introduce** candidates to ISU and Terre Haute as prospective hires

- Development of web presence that *sells* ISU and Terre Haute to prospective hires
- Create an atmosphere that is accepting of our differences
  - Enhanced web presence with new [Hiring, Recruitment, Training](#) page
  - Development of [Diversity Through the Ages](#) page – minority students perspectives 1870-1970-80's
    - [A History of African American Student Experience at ISU 1870 - 1975](#)  
\* Written by: Crystal Mikell Reynolds, Ph. D.
    - [A History of Asian American Student Experience at ISU 1865 - 1965](#)  
\* Written by: Crystal Mikell Reynolds, Ph. D.
    - [A History of the Hispanic Student Experience at ISU 1870 - 1985](#)  
\* Written by: Crystal Mikell Reynolds, Ph. D.
    - [The Joy of Giving Service Dolly Hood Millender Biography](#)  
\* Written by: Crystal Mikell Reynolds, Ph. D.
    - [A Look at International Student Diversity](#)  
\* Written by: Arjun Reddy Baddam, 2014 graduate
    - [The History of Women at ISU - White Women Perspective](#)  
\* Written by: Sydney McClary, 2013 graduate
- Revised [Safe Zone](#) program and updated webpage
- [Gender neutral restroom](#) information document created
- [Religious Snapshot](#) information document created

### 2. **Welcome** to ISU and Terre Haute as new hires

- [Diversity on the Job: The Importance of Diversity and the Changing Workplace](#) training module offered as of October 2013 - This 60 minute course defines diversity and dispels some common myths that surround the topic of diversity
  - 206 employees have enrolled in the module
  - 158 have completed the module - 76% completion rate
- Increase campus awareness of existing and new affinity groups (two new and two existing)
  - Facilitated in the creation of two new affinity groups
    - [Asian and Pacific Islander Faculty and Staff Caucus \(API\)](#)–  
Led by steering committee: Dr. Karen Liu, Dr. Feng-Qi Lai, Dr. Guo Ping Zhang, Dr. Hemalatha Ganapathy-Coleman, Santhana Naidu, and Dr. Yong Joon Park
      1. [Fall 2013 film series](#) - Understanding Asian parenting styles, students, and/or education system through selected movies
      2. Initial interest meeting conducted March 31, 2014 - 32/47 (68%) API faculty and staff in attendance

- i. Financial support provided for film series and initial interest meeting luncheon
- [Hispanic Organization for Leadership and Advocacy \(HOLA\)](#) – led by Theresa Ortega
  1. The filmmakers of *DREAM: An American Story* have spent the last 4-years filming Juan Gomez and his struggle to remain in the only country he has ever known. The audience had the opportunity to provide feedback on the unedited film.
  2. José Galvez, a Pulitzer Prize-winning photographer, presented *Shine* a documenting Latinos' experiences living in the U.S., incorporating his own life from a young boy with a shoeshine box to LA Times photographer
  3. Alexandra McNichols-Torroledo presented *The Beautiful Patio* video and discussion about the landfill where the Embera people are living in Colombia
- [Black Faculty Caucus](#)
  - Led by Dr. Mary Howard-Hamilton facilitated the reactivation of the [Indiana Association of Blacks in Higher Education](#)
  - The first meeting held October 25, 2013 in Indianapolis. ISU represented by 10 staff, 6 faculty, and 4 students (undergraduate and graduate)
- [Black Faculty and Staff Caucus \(BFSC\)](#)
  - [Sponsorships](#)
    1. Martin Luther King Dinner table sponsor
    2. Alpha Phi Alpha Martin Luther King, Jr. I had A Dream Walk
    3. Student African American Sisterhood 3<sup>rd</sup> Annual Faculty & Alumni
    4. Taiwanese Student Association Lunar New Year
    5. Sycamore Gaming Student Group Jump Into the Community Event
    6. Asian Market
    7. Kappa Alpha Psi Leadership Summit
    8. Feminist Majority Student Organization Vagina Monologues
    9. Black Student Union Essence of a Man Event
    10. United Campus Ministries Pig Roast food donation
  - [Networking Committee](#)
    1. Pizza and Pool (fall 2013) – 30 students, 1 faculty, 8 staff
    2. Black Graduate Student Association Networking (spring 2014) – 10 grads, 7 faculty/staff
  - [Communications Committee](#)
    1. Creation of newsletter and graphic element
      - i. Newsletter – *What's Going On* – production halted 10/2013

- Social Committee
  1. August 2013 – summer jam barbeque – 35+ in attendance
  2. Egg Roll class (fall 2013 ) – 18 in attendance
  3. Thanksgiving food baskets – 3 families given baskets 1 staff given monetary gift and basket
  4. Asian Cooking Class (spring 2014) – 27 in attendance
- Training of Council on Diversity Board members
  - Held Council on Diversity first retreat and monthly training workshops
    - Retreat held fall 2013
    - The hybrid leader webinar – presented by the Society for Diversity – fall 2013
    - Employment Discrimination Report webinar – presented by the Society for Diversity – fall 2013
    - The business case for managers with diversity & inclusion skills webinar – presented by the Society for Diversity – fall 2013
    - Transgender workshop conducted spring 2014
    - Focus group workshop conducted spring 2014

### 3. **Acclimate new minority staff to new environment**

- Train the Trainer program (Sycamore Safe Zone, Bafa Bafa, and Eye on Diversity series) to ensure fully trained diversity facilitators in each division/college
- **Safe Zone**
  - Program redesigned during summer and fall 2013 – new facilitator and participant manuals created for each level

This program creates ongoing educational experiences between Safe Zone members and the Indiana State community that encourage student, faculty, and staff to explore cultural identity, values, and stereotypes in order to better understand how these issues impact the greater community. The Safe Zone program is offered through three levels:

*Level 1 - Safe Zone 101* - This training is designed to introduce participants to the experiences of lesbian, gay, bisexual, transgender and questioning (LGBTQ) people. Safe Zone 101 will introduce terminology, ribbons, and symbols related to sexual orientation and gender identity, address bullying, homophobia and heterosexism, and dispel myths and misunderstandings about lesbian, gay, bisexual and transgender identities and communities. This level of training is required for those that have attended no Safe Zone training. It is a prerequisite for Levels 2 and 3 workshops. Those wishing to become Certified Sycamore Safe Zone Facilitators must complete training in all three levels

*Level 2 - Sycamore Ally* - This level of training is designed for participants who have completed level one of the Safe Zone training workshop at ISU or another university or college within the last year. This level provides participants with information that will help them become better informed

allies for the LGBTQ community. Facilitators assume that participants come with a basic understanding of terminology, meanings of ribbons, symbols, and flags related to sexual orientation and gender identity, and can address homophobia and heterosexism, and dispel myths and misunderstandings. This level will include a discussion of historic and current issues facing LGBTQ people, the concepts of heterosexism, homophobia, and cisgender privilege. The introduction of identity development models will be introduced at this level

*Level 3 - Sycamore Advocate* - Advanced Safe Zone trainings are designed for participants who have completed Safe Zone 101 and Sycamore Ally portions of Safe Zone. They provide participants with a deeper understanding of specific target topics and identities. One purpose of these workshops is to allow for guided discussion and advanced critical thinking on how our university can continue to be a safe space for the LGBTQ community and what participants can do to become stronger allies and advocates

- Three Safe Zone (SSZ) Level 1 facilitator training workshops conducted during spring 2014
  - 23 staff, faculty, students completed Level 1 SSZ facilitator training
- 11 Safe Zone workshops conducted during spring 2014 – 137 participated
- **Bafa Bafa**
  - Bafa Bafa is a very interactive workshop where those that participate come to understand how we are socialization and how we judge other cultures is based on our cultural perspective
  - 23 trained Bafa Bafa staff/student facilitators
    - SCOB = 1
    - CNHHS = 3
    - BCOE = 3
    - COT = 3
    - HR = 1
    - Student Affairs = 2
    - University College = 1
    - Office of Diversity = 3
    - Office of the President/Provost = 1
    - Grad students = 5
  - Seven workshops conducted during FY14
    - Of the seven workshops, two were conducted off campus for Wabash *Society for Human Resource Management* and Ivy Tech Community College
    - A total of 263 attended the sessions
- **Provided funding for professional development and/or training of diverse staff** (via [Certified Diversity Professional certification program and conference attendance](#))

- **Certified Diversity Professionals** - CDP credential indicates that a person has knowledge, skill, and the ability to successfully execute to day-to-day diversity and inclusion tasks. *Candidates who earn CDP designation are recognized as elite players in the field of diversity, are distinguished from diversity practitioners who lack the knowledge and performance indicates that the CDP credentials offer* (Institute for Diversity Certification) - Please see CDP competencies attachment
- One faculty and three staff members completed the CDP program and hold CDP designation
  - Rhonda Impink, Ph.D., CDP, College of Nursing, Health and Human Services
  - Regina Atkins, CDP, Enrollment Management
  - Craig Enyeart, CDP, Student Affairs
  - Tradara McLaurine, CDP, Academic Affairs
- Five (one faculty and four staff) completed coursework and are scheduled to take the exam June 2014
  - Monique Allen, Student Affairs
  - Aimee Janssen-Robinson, Student Affairs
  - Aaron Slocum, Residential Life
  - Ethan Strigas, Ph.D., College of Nursing, Health and Human Services
  - Kevon Christian, Student Affairs
  
- **Webinars**
  - The Transgender Transition in the Workplace held on November 14, 2013 (28 attended)
  - Frontline Staff: Dealing with Difficult People and Disturbing Personalities held on July 11, 2014
  
- **National Conference on Race and Ethnicity (NCORE)**

*In 1988, The Southwest Center for Human Relations Studies launched the first Annual National Conference for Race & Ethnicity in American Higher Education (NCORE®) to address the resurgence of racist incidents in higher education*

  - For FY13, 1 staff attended NCORE
  - For FY14, 7 staff/faculty attended the conference – target was 8

➤ **Eye on Diversity Series**

- i. Funding for diverse speakers to present at ISU throughout the year
  - Four speakers were included in Eye on Diversity series
  - [Tim Wise](#), Jose Galvez, Alexandra McNichols-Torroledo, and Vincent Chin
- ii. Total attendance for the FY13-14 Eye on Diversity series was 663. This number included student, faculty, staff, and community members. A total of 490 students and 173 faculty, staff and community members attended the sessions. Two hundred and sixty-two participants (about 41%) completed a post event assessment.

*\*Note: Assessments were not completed at the 10/09/2013 Tim Wise event - over 240 people attended*

- iii. For the FY12-13 Eye on Diversity series, there were 200-250 in attendance during the sessions. The FY13-14 showed a 167% increase in attendance. There were 142 evaluations collected during the FY12-13 series. The FY13-14 number of completed evaluations showed an increase of 83%
- iv. 16 ISU faculty and/or staff facilitated the discussions following each video
- v. 50% of the facilitators were new participants to the Eye on Diversity series – each year new staff/faculty are selected to be facilitators based on their area of study, research or interest

Academic year (262 respondents):		Percentages
Freshmen	82	31%
Sophomores	47	18%
Juniors	47	18%
Seniors	48	18%
Graduates	8	3%
Faculty	7	3%
Staff	15	5%
Community Members	8	3%

How attendees heard about the Eye on Diversity series (260 responses):	Percentage
Class/Teacher	116 44%
Flyers	44 17%
Friend/Acquaintance	57 22%
E-Mail	68 26%
Website	9 3%
Portal	13 5%
Student Organization	13 5%
Other	21 8%

<b>Why did you come tonight?</b>		
Interested in the subject	Invited through ISU Global	For AmeriCorp
For class/teacher	Facebook invite	To see the documentary and to get a better understanding
To learn more about DREAM Act	To learn about cultures other than my own	To support my professor
To learn more about the issue	To write a paper for class	University 101 class required an Eye on Diversity event
Extra credit	Volunteered and wanted to learn more	
<b>What did you learn?</b>		
<i>Interested in the subject</i>	<i>It just takes a small group of passionate and driven people to make a change.</i>	<i>I learned African Americans are not the only other ethnicity suffering from racism. Vincent Chin reminded me of the Emmit Till case.</i>
<i>Revolution takes time to change.</i>	<i>How tv depicts the working/middle class. How the media portrays the working class.</i>	<i>That women need to draw the line.</i>
<i>That women back then took their bodies way more serious than now. They covered their bodies and dressed fully clothed and got pretty for their husbands.</i>	<i>That consent is something that should be taken more seriously. If your partner changes their mind or never says yes, don't do it. I also learned that rape victims go through more than I thought and if my friend or someone comes to me to speak about their incident to support them.</i>	<i>How media impacts individuals. I really want to explore this topic and help spread the word for women's rights.</i>
<i>How important is it to be aware of rape and how to take action.</i>	<i>I learned that music is playing a role.</i>	<i>Other than the common African-American racial discrimination there are also unfortunate and uncivil discriminate acts in our society that need to be dealt with.</i>
<i>This made me think of a lot of racial issues and the strengths of minorities can do when faced with violations of civil rights. Overall, enjoyed this presentation.</i>	<i>We want more of this kind of presentations.</i>	<i>Thank you for bringing diversity to our campus - hopefully conversation will stem from your efforts.</i>
<i>It was good.</i>	<i>More activities like this please.</i>	<i>I was uncomfortable --- but in a good way.</i>

Competency	Expected Performance Outcomes for the Certified Diversity Professional (CDP)
1. <b>The Role of a Diversity Practitioner</b>	The purpose of this competency is to empower diversity and inclusion practitioners to deliver comprehensive solutions to diversity challenges in the workplace.
2. <b>The Business Case for Diversity</b>	The purpose of this competency is to help practitioners overcome objections to an inclusive diversity strategy and present a compelling case for maximizing diversity and inclusion. The Business Case for Diversity must be presented with relevant and concise data—limiting the use of anecdotal evidence and other soft data.
3. <b>EEO Laws</b>	The purpose of this competency is to ensure that all diversity officers and practitioners understand U.S. Federal legislation prohibiting employment discrimination. Within diversity positions, the risk management function necessitates making the design and communication of policies and practices that are legal and inclusive for all employees a high priority.
4. <b>Harassment</b>	Mastering this competency will allow diversity and inclusion practitioners to describe the legislation governing harassment and identify practices that are deemed unlawful in the U.S. Diversity and inclusion professionals will also learn techniques for preventing harassment, as well as for reducing organizational liability in unlawful situations.
5. <b>Diversity Recruiting &amp; Retention</b>	The purpose of this competency is to enable organizations of every size to recruit and retain a diverse workforce utilizing a variety of different strategies. As a result, organizations will be better prepared for future demographic changes through the implementation of strong diversity recruiting and retention policies now.
6. <b>Diversity Training</b>	The overarching purpose of this competency is to change the face of diversity training, and enable diversity and inclusion practitioners to design educational programs that encompass cultural awareness, multicultural competency, mutual respect, and specific business skills. Additionally, diversity training programs should utilize best practices to ensure that it is aligned with organizational goals, diversity and inclusion strategies, and employee expectations, as well as designed to prevent lawsuits.
7. <b>Multicultural Communications</b>	This competency seeks to guide diversity and inclusion practitioners in their efforts to communicate an effective message of inclusion for employees, customers, investors, and other stakeholders.
8. <b>Employee Resource Groups &amp; Diversity Councils</b>	The purpose of this competency is to breed a society for diversity and inclusion within your organization, while providing a means to influence corporate structure and policy. Also, Diversity and inclusion practitioners will be able to align diversity councils and ERG's with the organization's goals and bottom-line growth.
9. <b>Empowering Women in the Workplace</b>	The purpose of this competency is to create a bridge that will enable women to close the gender gap in compensation, pipeline development, and work-life policies. As a result of this competency, diversity practitioners will be able to create awareness of the unique contributions women bring to the workplace, and communicate how women's viewpoints and perspectives can impact team building and organizational performance.
10. <b>Disability and Special Needs Accommodations</b>	The purpose of this competency is to facilitate understanding of the needs of, and accommodations for, workers with visible and non-visible disabilities. In turn, diversity practitioners can educate employees at all levels regarding how individuals with disabilities can contribute to organizational performance.
11. <b>Generational Intelligence</b>	The purpose of this competency is to provide a heightened awareness around the values, attitudes, and psychology of each generational demographic. As a result, diversity practitioners will develop a customized leadership approach that respects and leverages the intelligence of each generation for the good of the individual and for the good of the organization.
12. <b>The Veteran Population</b>	The purpose of this competency is to provide understanding of the unique employment issues and laws affecting veterans. Also, the objective is to ensure that leaders and employees are aware of the distinct challenges that veterans face, and how those challenges can translate into possible business opportunities.
13. <b>The Latino Effect</b>	The purpose of this competency is to empower Diversity & Inclusion practitioners to build high performing teams and develop a better understanding of Latin culture pertaining to global employment, education, and marketing.
14. <b>Religion in the Workplace</b>	This competency is designed to accommodate the religious practices of various faiths and atheists, while providing an inclusive work environment for all.
15. <b>LGBTQ Employment Issues</b>	The purpose of this competency is help diversity professionals understand the workplace issues faced by individuals who are Lesbian, Gay, Bisexual, Transgender and their allies in the workplace, from accommodations to community target marketing.
16. <b>Measuring the Impact of Diversity &amp; Inclusion</b>	The purpose of this competency is to establish a diverse and inclusive environment that can obtain a competitive advantage in the marketplace, as well as develop a framework for global diversity evaluation, gap analyses, diversity assessment and priority setting.

## Appendix E – Hybrid Survey of Yes Responses to Discrimination Experiences

<b>Yes</b>
language
religion
There aren't any sororities here that I'm able to join.
anti-Semitism
Was treated rudely because I am WHITE! Was called a honky by girls I do not know because a black male sat next to me in class. As well was called a stupid American by a FOREIGN STUDENT!
Greek life students excluding and putting down other students who are not part of Greek life.
Administration discriminating against single graduate students
I know that people in Terre Haute are not very exposed to other nationalities. I noticed that most classes cover cultural diversity at least one time. However, most instructors were not able to describe this topic because of lack of experiences about cultural diversities. Most time it seems going by what instructor learned from the book, often stereotyping.
I feel the university only believes there is discrimination if the subject is not white.
ISU is segregated majorly by fraternities and sororities. If you aren't a part of one you don't even feel like you belong and feel victimized by the ones who do.
Physical Appearance, Age, Socio-Economic Status
There is no adversity on campus. It is an anti-intellectual campus; with unintelligent students who are afraid of adversity
Disrespectful actions
Rebound racism, Close minded teachers who don't think MEN should be in nursing
Discrimination based on my religious beliefs because I am catholic.
For being a "white girl" around black people.
At international programs and services and at the residential life by just considering as Indian they won't respond properly
My grades
Physical Appearance.
I did not check the list
Religious, my medical conditions, my limited diet and therefore how skinny I am when I have no control over my weight, my boyfriend's deployment
I have witness discrimination against minority faculty by other students
I am a non-traditional student (older, commuter, transfer), and sometimes feel that other students exclude me from group projects and social situations (partly because they don't know me as well as students that they've been taking classes with for several years)y
Race
Discrimination based on mental health issues
age discrimination when it comes to hiring for student worker positions
discriminated based on dress
body shape
Basically the fact that I am not a minority the University has nothing to offer to me and refuses to help even though my mother got laid off and my dad does not want to help me pay for tuition, so I get zero help from ISU and I think this should change because there is no difference between me and the girl beside me who happens to be African American or Asian. I am very disappointed in ISU. I love the fact we have diversity but not that they are only willing to help you based on your skin color, that should not even be a factor, it should be based on academics and financial issues.
I was placed with a black roommate who did not like white people
grade discrimination. I have been excluded from groups because I was not an upper classmen even though I was allowed to participate.
Playing basketball African Americans only pick other African Americans and I'm pretty sure because of race. I'm better than most at basketball and haven't played since this always occurs.
religion
Age discrimination, discrimination from one in a higher position
Teachers discriminating on those who are working students. Being asked to drop class because work.
If you're not on an athletic team, you are definitely treated different in class.
I am an overweight student. I feel that University does nothing to help students with this type of diversity.
because I am working and not a full-time graduate student
I believe housing discriminates quite a bit.
Religious discrimination
Lack of commuter-student opportunities. For example, being grossly under informed about campus events that would have been beneficial to my education.

The white males and some of the white females on my floor call me the N word and make ignorant jokes about black people. They also bully me because of how articulate, fluent and educated I sound when I speak.
racial, sexual orientation, disability
Age discrimination by ISU Profs. I've been asked why I think I need an education, papers thrown at me called ADHD. I seem to make those who are my age or older very uncomfortable in the class setting...
Racial and disability
I have been discriminated against my learning disability and by my being overweight.
I'm sometimes disrespected for choosing humanities. I've only had people openly mock my choice in front of me a few times. I've had people say some pretty awful thing about me being an atheist. It's also hard to get involved on campus when most of the groups with lots of members/funding/events are religious.
Because of skin color
Exchange students in many different programs get special treatment because they have a harder time communicating. They are given more opportunities to stay in the program while other students that are not exchange students or foreign students are simply pushed aside and forgotten. Many foreign students seem to be pushed through programs even though they barely speak any English. This is a large discriminatory problem from multiple view points and should definitely be fixed as soon as possible.
"ageism" I'm a 65-year old non-degree student, and students in my classes who would likely never make a sexist or racist comment don't even seem to notice when they say something contra old folks
I had a tenured professor mock me when I was unable to complete assignments on time because of a psychiatric condition that he was aware I had. I had to drop the class and was failed in an incomplete class by the same professor. ISU should have paid me the money back for those classes but would not. Also, the department chair would not discipline the professor and I am stuck with an unfair GPA. ISU should have intervened and taken the F and dropped class off of my transcript.
Socioeconomic Status, discriminated against for being on the high end
Discrimination because of previous criminal history
Many scholarship only for USA citizen
Discrimination by a professor - very negative about K-12 educators
student discrimination - my opinion doesn't count, however valid the point, because I am a student
Passive ways almost regularly
As a gay male I don't feel like I have anyone to look up to or feel wanted on this campus. I believe that the students at ISU see gay people as a form of entertainment and that we are made a spectacle.
Age. Many times I feel excluded due to my age.
with police, like how come there is a minority of black students and yet we are usually stopped and questioned more than any other students after an event
disability- hearing- could not hear fire alarm last year and they did not do anything about it
ISU American staff members do not show proper attitude towards international students, even they do not think it is a problem. However, they strongly think that international students need to show perfect positive attitude towards them and American students. When international students do not do that, they think it is a problem and treat international students as criminals. What I want to say to the American staff members, show proper positive attitudes to international students if you want them show positive attitudes to you. International students are staying here by using their own money, and you are getting the benefits of that.
I get discriminated against and am not available for any help because I am your average white person with a good GPA of 3.5 but I know if I was African American or any other race I would get help with the same GPA regardless of what my parents make. This school is not right and I am deeply upset I chose this school.
General bullying
I have been discriminated against based on my weight.
ISU is openly attacking graduate and international students eliminating affordable housing for us at University Apartments.
racial names that led to an altercation
When professor are teaching a class and have students that were in previous classes you feel like they are only teaching them
I feel discriminated against by the university as a graduate student. ISU provides meager support for grad students but will go out of the way for undergraduates.
I feel professors and the University itself is discriminates against those who do not live on campus or those who have children and cannot easily return to campus to complete a project outside of his/her regular class schedule.
equal pay equal work, accused of cultural incompetence (one person accusing the entire class)
Single cannot live In Unit4 !
Yes I was, after I told the ombudsman, my advisor and others no one did ANYTHING. ISU staff very racist.
Political Views

**Religious orientation**

I went to Einstein's to get a bagel, there was a long line so the clerk was taking names with orders, I gave my last name and the clerk asked was my first name one that was hard to spell. I was insulted. I strongly felt she only made the comment because I wasn't white. I chalked it up to ignorance but was disturbed especially being the campus is so diverse.

age discrimination not by students but profs. I've been asked why I feel an education and to go home and baby sit, I've had my paper thrown at me saying basically I was dumb, not informed about scholarships bad advisement, my major dept. seems to be very tight knit to themselves not sharing the funds available, lab fees not adding up to the amount of materials but Pizza bought to the younger student when materials are what is needed

The city I come from is talked bad upon; by Indiana Residents...I am from Chicago.

Being a black person many white students automatically write you off.

Being an International student, there are procedures and policies at ISU and as well immigration policies to travel outside of U.S. But I feel ISU hasn't considered the concerns of international students to bring in a proper set of rules, for which had to go through lot of stress and hurdle as an International student

There are more resources and opportunities for a Caucasian than an African American and some professor are more willing to help someone of their own race than of another.

professors singling me out and discouraging me from staying in school

Age discrimination by Profs. I have Been told that do I think that College will fix my situation, had papers thrown at me saying that I was not smart enough, called ADHD in front of my class, informed how Botox will improve my status, had eyes rolled and humiliated in front of class mates, like STOP WHEN I TELL YOU TO DO SOMETHING YOU DO IT! I was doing nothing at this time. asked did I even know what negative space was by my prof in front of class, advisor has a problem with sharing scholarship information and giving guidance basically letting me fly by the seat of my pants

Someone threw a water bottle at me in my dorm and I did not know them. I have also been harassed because two individuals wanted my phone and would not take no for an answer.