
Action Project

Institution: Indiana University Northwest
Submitted: 2006-03-29 **Contact:** Kwesi Aggrey
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Timeline:

Planned project kickoff date: 04-01-2006

Target completion date: 04-01-2008

Actual completion date: --

A. Give this Action Project a short title in 10 words or fewer:

A Commitment to Diversity: Campus Climate, Students, Faculty and Administration

B. Describe this Action Project's goal in 100 words or fewer:

IU Northwest will increase its efforts to recruit, hire and retain a more ethnically and racially diverse faculty, staff and administrative workforce focusing primarily this year on African-Americans and Hispanic/Latinos. This outcome's success will be measured against the campus's ability to increase the representation of African-Americans and Hispanic/Latinos within our faculty, staff and administrative ranks. IUN will facilitate difficult conversations on race and ethnicity, professional rank and status and gender (and others as discovered in the exploration phase.) Increase the representation of African-Americans and Hispanic/Latinos within our faculty, staff and administrative ranks to be more reflective of our student body.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Valuing People

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

The rationale for for this project is that IU Northwest's commitment to diversity is integral to its Unique Identity and achievement of its Vision. Alongside Excellence, Campus Climate and Unique Identity are two major areas of strategic focus. We have adopted a shared understanding of diversity as a critical component of academic excellence.

E. List the organizational areas - -institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:

Academic Affairs; All academic units, departments, and divisions; Human Resources; Office of Diversity and Equity; Student Services; Student Support Services; and Professional and Bi-weekly staff and department administrators

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:

Recruiting and Hiring: 1.1 The Council on Diversity (CCD) has been in place for approximately 18 months. A member of the CCD serves as a member of all search and screen committees for faculty, administrators and professional staff in ranks of PA 15 or higher. The member reviews all files to make sure that all candidates are given due consideration. 1.2 The Office of Diversity and Equity monitors the recruitment process for faculty, administrators and staff in ranks of PA 15 or higher to ensure that ads indicate that minority candidates are sought, that ads are placed in periodicals that are read by minorities, and that recruitment lists are reviewed to ensure, if at all possible that minority

candidates are included. Mentoring and Retaining: 2.1. The Office of Diversity and Equity created the FRAME process for mentoring new faculty. This process encourages each new faculty member to be offered a mentor who will work with that person to provide information to assist the faculty member in progressing toward tenure or continued employment at IU Northwest. 2.2. The Committee will offer a mentoring workshop to all new mentors by September 15 of each academic year. 2.3. The Committee in collaboration with the Deans, Directors and Chairs will assign mentors to each new faculty member by the first week of each academic year. 2.4. The Committee will develop a list of information that the mentor will provide to the mentee. 2.5. The Committee will collaborate with CETL to provide faculty development workshops each year in line with the FRAME recommendations. 2.6 The staff process includes promotion opportunities including the internal advertising of jobs available on the campus. 2.7 The staff process includes training and development for the operational tasks of the job such as submitting payroll, handling computer software, using PeopleSoft, submitting purchase orders, submitting requests to pay travel, submitting purchase orders and other specific job tasks. 2.8 Study Circles will be formed to initiate 'Difficult Conversations' to assess the issues that require further discussion on, but not limited to race and ethnicity, gender, orientation etc.

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

The length of time necessary to completing this Action Project is the result of the time it takes to recruit, hire, retain and mentor individuals and assess those processes. The project will, as a result, occur in the following phases: Phase One : • Increase the number of African-American and Hispanic/Latino faculty, staff, and administrators in PA ranks of 15 or higher respectively by December 2006, and * Faculty and staff will have been trained in leading 'Difficult Conversations' study circles; • Formulate and implement a pilot 'Difficult Conversations' study circle on aspects of diversity by December of 2006, and * Determine topics of 'Difficult Conversations' from data retrieved from Campus Climate survey and follow-up focus groups; • Research and implement a process to assess the 'Difficult Conversations' study circles component; • Incorporate the Strategic Outcome 4 data collected during 2005 in the Human Capital Plan; and • Implement mentoring and professional development processes for faculty. Phase Two: • Measure campus growth in terms of the number of African-American and Hispanic/Latino faculty, staff, and administrators; • Implement mentoring and professional development processes for staff, and administrators in ranks of PA 15 or higher; • Continue and expand difficult conversations study circles, involving increasing numbers of various constituents; and • Increase the number of faculty, staff and administrators in ranks of PA 15 or higher in underrepresented populations beyond race and ethnicity by December 2007. Phase Three: • Assess campus composition of faculty, staff, and administrators in terms of underrepresented populations, and • Assess the processes related to recruiting, hiring, mentoring, and retaining faculty, staff, and administrators.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

We will monitor the campus's progress in terms of the creation/revision and implementation of the processes related to • recruiting and hiring of African-American and Hispanic/Latino faculty, staff, and administrators in ranks of PA 15 or higher; • mentoring African-American and Hispanic/Latino faculty, staff, and administrators in ranks of PA 15 or higher; • retaining African-American and Hispanic/Latino faculty, staff, and administrators in ranks of PA 15 or higher; • planning and budgeting specific to recruiting, hiring, mentoring, and retaining African-American and Hispanic/Latino faculty, staff, and administrators in ranks of PA 15 or higher; and • and initiating difficult conversation study circles for increased understanding of the many facets of diversity. We will be monitoring more specifically according to the Performance Targets listed above in Section G.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

Recruitment and Hiring: o Number of African-American and Hispanic/Latino faculty, staff and administrators in ranks of PF 15 or higher at IU Northwest on 12/31/06 as compared to those same groups on 12/31/05. Mentoring and Retention: o Number of faculty, staff and administrators in ranks of PA 15 or higher who participated in a formalized mentoring process. o The number of faculty, staff and administrators in ranks of PA 15 or higher who remain at IU Northwest on 1/1/07. Difficult Conversations: o Number of study circles held on the IU Northwest campus during 2006. o Number of faculty, staff and administrators that participate in the study circles in 2006.

J. Other information (e.g., publicity, sponsor or champion, etc.):

We plan to keep your institution's attention and energies focused on this Project and its goal(s) in the following ways: • provide administrative and institutional support, • provide faculty, staff, and administrative development opportunities , • recognize and integrate into the institutional reward process, and • provide financial support. The campus community will be engaged using the following methods: o Share with campus community the definition, purpose, dates, times, locations and facilitators of the difficult conversations study circles` via IUN listserv and the Deans and Directors Council to be distributed and discussed in unit meetings; o Vice Chancellors will share definition, purpose, dates, times, locations, themes and facilitators of difficult conversation study circles with department heads to be distributed and discussed in department staff meetings; o AQIP project director on diversity will work with the Executive Committee of the Faculty Organization to ensure faculty participation and understanding of the definition, purpose, dates. times, location, themes and facilitators for the 'Difficult Conversation' study circles; o Publish definition, purpose, dates, times, locations, themes and facilitators of the 'Difficult Conversations' study circles on the Shared Vision Web page; and o Publish definition, purpose, dates, times, locations, themes and facilitators of the 'Difficult Conversations' study circles in the IUN News.

K. Project Leader and contact person:

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Annual Update: 2006-09-12

A. Describe the past year's accomplishments and the current status of this Action Project.

The campus has been successful in meeting its goal to increase the representation of African Americans within our faculty, biweekly staff, and administrative ranks. African American representation on our faculty has grown from nine to twelve. The Division of Nursing, which had no full-time African American faculty, was successful in recruiting two new African American faculty. At the biweekly level the campus added two additional African Americans. At the administrative level, the campus increased its African American representation through the recruitment of a Vice Chancellor for Academic Affairs. African Americans now represent 50% of the members of the Chancellor's Cabinet. The campus was able to retain all of its seven Hispanic faculty, and one of the Hispanic faculty was promoted to the rank of Associate Professor. The number of Hispanics represented among our professional staff increased by one. The campus was able to promote a biweekly employee, who had recently been awarded his/her baccalaureate degree into a professional position. While we have not reached our goals to increase African American representation at the professional staff level or Hispanic representation at the biweekly level, there are still several vacant positions for which we are recruiting, and we may still reach our objectives by December 31. While our measurement for achieving the goal is based on the change of gross numbers for faculty, staff, and administrators, we are also collecting data that drills down for faculty rank and professional and biweekly staff classifications. Collecting this data will allow IU Northwest to track our hiring processes over time to insure that we are not just

hiring diverse candidates to fill the lower-level positions. It will also allow us to track those who have been hired to see if they are advancing. For instance, in the case of African American faculty, we increased the number of lecturers from one to three; increased assistant professors from zero to two; and decreased visiting faculty from two to one as one of the visiting faculty was hired into a tenure-track position. In a proactive move to prepare for the 'Difficult Conversations' component of this Action Project, five faculty, administrators, and staff members of IU Northwest attended a train-the-trainer workshop on 'Difficult Conversations' conducted by the Race Relations Council in October 2005. Each member was an active participant in the training process and has agreed to facilitate 'Difficult Conversation' circles on the IU Northwest campus in fall 2006. The Campus Climate Survey was administered to all faculty and staff during the Spring Semester. Participation was much higher than we had expected with 73% faculty participation and 63% staff participation. On July 25 and 26, four focus groups with staff and three focus groups with faculty were conducted by IU Human Resources consultants. There was a waiting list for staff who wanted to participate in a focus group. The purpose of the focus groups was to develop ideas regarding the most effective actions to take in addressing the concerns identified through the campus climate survey. After the focus groups were conducted, the results of the Campus Climate Survey were shared with the campus. The consultants' report from the focus group will be delivered to the Chancellor's Cabinet in September and shared with the strategic planning committee. Data from the 2005 analysis on mentoring was utilized to develop additional research questions designed to gather data on individual academic units mentoring processes. On June 6, 2006 members of the Deans' and Directors' Council were asked to think about mentoring in their units and the process they are currently utilizing. On June 16, 2006 a four question survey was distributed to the Deans/Directors of Social Work, Business, Education, SPEA, Nursing, Education, the College of Arts and Sciences and the Library. The survey yielded the following results: A. Does your unit have a formalized mentoring process in place? If yes, is the mentoring process in writing? Business, Education and Social Work have a written formalized mentoring process in place. Nursing and SPEA do not have a formalized process in place; however, both units make every effort to pair new faculty with a faculty member in their respective area. The Library does not have a formalized process in place; however, the IU Libraries system (8 campuses) has a mid-tenure review process and theoretically a mentoring program to accompany this. The College of Arts and Science does not have a formalized process in place; however, they are participating in the 2006 mentoring process as they have assigned mentors to all new 2006 hires. Note: Although Social Work has a formalized process in place, a discussion was held between the Director of Social Work and the Dean of Business about the structure and methodology of the Business mentoring process. As a result, Social Work adopted several of Business' mentoring components. B. How long is the mentor assigned to the new hire? Business, Education, and Social Work assign a mentor through the tenure process. SPEA's mentor is assigned "as long as the new hire wants it," and the Nursing faculty mentor is assigned for the first semester of hire. C. Have you identified any gaps in your mentoring process? Business, Nursing and Education have not identified any gaps in their mentoring processes. SPEA identified having difficulty when the new faculty member has a specialization that does not match well with current tenured faculty members. When this occurs, SPEA faculty try to fill the gaps, but they may have to call on a faculty member from a different SPEA campus to accomplish this. Historically, in Social Work, the third year review has not taken place. It is their plan to institute the review in the 2006-2007 academic year with the goal that this review is institutionalized within the Division. D. Is there any service/function that you would like centralized, e.g., scheduling of certain workshops? The Center for Excellence in Teaching and Learning is utilized by all units for faculty development. It is the common agreement among the Deans and Directors that this Center continue to serve in this capacity. In July 2006, the Deans and Directors were asked to submit the names of all new hires and their assigned mentors to the Center for Excellence in Teaching and Learning. Questions from this group and COAS Chairs were referred to this AQIP Action Project Team. Issues addressed included who could/should be a mentor, what

happens if there is not a mentor available within the unit, and how Divisions can most effectively pair mentors with new hires. On August, 21, 2006, the leader of the AQIP Action Project Team made a presentation regarding the progress on the mentoring component of this Action Project to date to new faculty hires at the New Faculty Orientation. The attendants' questions were answered, and they were referred to their Deans or Directors when inquiries were made about who specifically their mentors would be. In addition, a member of this Action Project Committee attended a workshop on diversity, Minority Faculty Recruitment and Retention at the 13th Annual International Conference on Learning, to gain insight into how other colleges and universities were addressing these issues.

Review (09-16-06):

This is an important action project and connects especially well with AQIP Category Valuing People. It is outstanding that at this point in your action project, you have already documented the gains that have been made in recruiting and hiring African-Americans and Hispanic/Latinos at a number of levels. Even though you haven't quite met your goals, your progress is to be commended. The broad participation of people makes this even more effective for your institution and the students.

B. Describe how the institution involved people in work on this Action Project.

The Deans and Directors of each academic unit were instrumental in the work performed on this Action Project. Feedback on the recruiting processes for diverse candidates was solicited by the Chancellor's Cabinet from the Council on Campus Diversity and the Deans and Directors. The Chancellor and Vice Chancellors kept the spotlight on the importance of creating a more diverse workforce. Many Deans and Directors took a more active interest in the recruitment process and made inquiries about the diversity of the pool of candidates. The emphasis on measuring success in concrete terms rather than intangible plans seemed to communicate a heightened level of importance. A member of the Campus Council on Diversity (CCD) served on each search and screen committee for faculty, administrative, and professional positions at level 16 and above. Their presence on each committee kept the importance of diversity front and center, and the CCD members also provided resources on effective ways to reach diverse candidates. The Chancellor sent emails to the campus to encourage participation on the Campus Climate Survey. Reminders of the deadline for the completion of the survey were sent out. Vice Chancellors, Deans, and Directors encouraged their employees to complete the survey. A \$5 gift certificate to the campus cafeteria was also provided to those who completed the survey. Those who participated in the focus groups were also given a token stipend. To ensure motivation and communication, mentoring was placed on the agenda of the Deans' and Directors' Council meeting on three separate occasions. This communication was then followed up by an email restating the data request. Emails were followed by telephone and face-to-face conversations. Additional follow-up emails and communication were added when necessary.

Review (09-16-06):

Internal involvement in this action project appears to be extensive from many different levels. Information about this action project has been shared with all employees in a variety of formats. The utilization of multiple formats is an excellent strategy to disseminate information and to facilitate discussion about an action project that has the potential to create positive change in your organization.

C. Describe your planned next steps for this Action Project.

At this time, all of the faculty positions have been filled, and we have not met our objective to increase the number of Hispanic faculty. As a result, the recruitment process used this year will be

reviewed with the members of the Campus Council on Diversity, the Deans, Directors, and the chairs of the search and screen committees to learn what practices were successful in providing a diverse pool of candidates and hiring diverse candidates and if there were any obstacles in being able to successfully hire diverse candidates. Our peer institutions, which were approved by the Indiana University Board of Trustees in 2006, will also be queried as to their best practices. Any changes to be made in the recruitment process will be implemented by November 1, so that the new faculty and staff recruitment cycle for the next fiscal year will have the full benefit of any lessons learned. When the IU Human Resources consultants' report is received in September, the topics for "Difficult Conversations" will be identified. One topic for a "Difficult Conversations" study circle will be identified by the Chancellor's Cabinet to be conducted on campus in November. Next steps will be the development of a plan to insure maximum participation in the study circles, which will include scheduling, possibly another small gift certificate, and the identification of measures to determine success or effectiveness of the study circles. The next step in the mentoring component of the Action Project is to take the results of the mentoring survey and make recommendations for a shared formalized mentoring process to IU Northwest Administration and the Strategic Planning Team. Given this, it is understood that there is uniqueness within the departments that will be respected as the shared process is formulated.

Review (09-16-06):

Planned next steps include reviewing of the recruitment process as well as the mentoring process. Using small tokens to celebrate participation may be a successful strategy for getting people involved. This may also be an opportunity to build working relationships across institutional departments to help form new connections between individuals and departments.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

The mentoring component of this Action Project is being developed as a shared process that can be used across all the academic units at Indiana University Northwest. Upon the completion of this initiative, other institutions interested in a shared, formalized faculty mentoring methodology can adopt or adapt the processes, policies and procedures to fit their institutional needs. The value of this shared, formalized faculty mentoring process is improved faculty morale, increased faculty retention, and a decrease in costs associated with recruiting and replacing faculty.

Review (09-16-06):

As your project progresses, this may prove to be an effective practice that could be replicated at other colleges and universities. Please keep AQIP apprised of your progress and assessment of this practice.

E. What challenges, if any, are you still facing in regards to this Action Project?

One of our challenges is the available number of diverse Ph.D faculty across disciplines. In some disciplines, for example, Business, there are few candidates from which to recruit and many recruiters. At a small regional campus like ours, it is difficult to be able to offer a competitive compensation, and when we do, it creates compression issues and hard feelings for existing faculty. Another issue, which we explored but on which we were not able to come to agreement was providing rewards to those academic units that were able to recruit successfully and hire diverse faculty for their unit. Some academic units thought some disciplines would have an unfair advantage due to the supply of PhDs in that particular discipline. Although there has been substantial participation in the survey and focus groups, to date, everything has been confidential. It will be important to create an atmosphere where employees will feel comfortable participating and being open and frank in the 'Difficult Conversations' study circles. The College of Arts and Sciences (COAS) presents the biggest challenge for the mentoring component. Comprised of 14

departments, up to 20 programs, and 87 faculty members, the COAS is diverse in its academic offerings. Although a formalized mentoring process does not currently exist in the COAS, it is here where the majority of the faculty hold appointment. In August 2006, all new hires in the COAS were assigned mentors. Keeping in mind the uniqueness of each unit within the COAS, it is recommended that this College also participates in the shared mentoring process. Communication with the Dean and Chairs of Arts and Sciences is critical to the formulation and implementation of this process.

Review (09-16-06):

It is evident that you understand the difficulties and challenges that you face in this action project, but it is also evident that you are committed to the successful implementation of this project. Be sure to celebrate your successes and continue to communicate progress throughout the institution. These strategies will help to build the enhanced employee confidence and participation you are seeking.

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s) here and tell us who to contact and when?

Review (09-16-06):