

ANNUAL REPORT
Diversity Annual Report Committee (DARC)
at IU Northwest

Submitted to:
IU Board of Trustees
August 5, 2011

PURPOSE of the ANNUAL DIVERSITY REPORT

The purpose of the Annual Diversity Report is to prioritize and report the pulse of the institution regarding campus-specific concerns about faculty, administration, staff and student diversity issues. This report will also help identify systemic approaches toward advancing the broader context of diversity (race, ethnicity, gender, age, geography, social class, religion, sexual orientation, and disability), equity, multiculturalism, and the Shared Vision by providing data for use in increasing the presence of underrepresented minorities at IU Northwest.

S H A R E D V I S I O N

The Shared Vision is the long-term campus vision for diversity and equity. It indicates what constituents will come to expect of IU Northwest and inherent benefits from sustained interaction with its faculty, staff, and students.

We, the students, faculty, staff, and alumni of IU Northwest, take pride in our unique identity as Indiana University serving the seven-county region of Northwest Indiana.

As a student-centered campus, we commit ourselves to academic excellence characterized by a love of ideas and achievement in learning, discovery, creativity, and engagement.

Because we value the complete richness of the human family, we embrace diversity in all its facets and aspire to the full nobility of our shared humanity.

We interact in caring and competent ways to support individual and community aspirations and growth.

We honor and value the contributions of all our members.

We promote well-being through an attractive and convenient environment conducive to learning. Our graduates are prepared for life-long learning, ethical practices, successful careers, and effective citizenship.

Indiana University Northwest collaborates and cooperates with other educational institutions, external partners, and the surrounding communities to enhance our overall quality of life.

Annual Report

Chancellor: William Lowe
Campus: IU Northwest
Date: August 5, 2011

The Diversity Annual Report Committee (DARC) is submitting its annual report on diversity in compliance with Indiana state law (IC 21-27-4-4). This law requires the Trustees of Indiana University to create a diversity committee on each campus to submit an annual report to the Trustees regarding findings, conclusions, and recommendations relating to each of the statutorily defined areas below.

- Review and recommend faculty employment policies concerning diversity issues.
- Review faculty and administration personnel complaints concerning diversity issues.
- Make recommendations to promote and maintain cultural diversity among faculty members.
- Make recommendations to promote recruitment and retention of minority students.

Members of the DARC are:

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Report:

DARC members met throughout the 2009-2010 academic year to continue forward with recommendations made in the 2008 and 2009 Annual Reports. The 2009 recommendations (submitted 8-4-09) were revisited and subsequent action plans were discussed over most of the fall, 2009 semester.

Consensus was reached at the DARC meeting held December 17, 2009, to pursue input from Vice President Marshall re: faculty and senior administration accountability for action as a result of Committee recommendations. The Committee specifically elected to pursue advice relative to:

- Academic unit usage of Affirmative Action data, and demonstrated accountability for unit diversity via usage of tools, such as the Good Faith Audit created within the Office of Diversity Programming.
- Mandated and enhanced campus outreach to minority populations and schools for academic units, admissions and recruitment/retention-based offices.
- DARC report review and support for its recommendations as an agenda item during campus-specific Board of Trustee meetings.

The Committee met in January and February, 2010 to prepare for discussion with VP Marshall. DARC members compiled concerns and points of interest regarding campus diversity during these meetings.

The meeting with VP Marshall was held on March 10, 2010. DARC member concerns were aired with discussion following. In summary, the nexus of the meeting was that the DARC should meet with significant academic and administrative groups to create awareness of its concerns, and to determine levels of support for action prior to engaging off-campus administration. In addition, the following action items were agreed upon for the IU Northwest DARC 2010-2011 agenda.

- Update data associated with the four recommendations charged to the Committee.
- Meet with the following campus groups to introduce group-specific and related data as part of a DARC campaign for campus awareness and action:
 - Faculty Organization
 - Deans Council
 - Administrative Council
 - Minority faculty groups.

The Committee shall report results of its actions to VP Marshall. It will also continue to seek time on the agenda of the IU Board of Trustees during its meeting on the IU Northwest campus. To begin, in September, 2010, responsibility for data updates will be divided among DARC members.

1. Review and recommend faculty and staff employment policies concerning diversity issues.

- A. Senior academic and administrative leaders should engage in a quantifiable mid-level leadership succession plan to ensure employment practices, which graduate faculty and administrators to higher levels of responsibility and promotion, as an alternative to immediate search activities. *AQIP Appraisal Feedback, 2006, pg. 7, 4P4; 2010,pg. 27, 5P10*
- B. Academic and administrative leaders should re-enact the IU Northwest commitment to a “Leadership Academy,” and require diversity training as a component of institutional practice for teaching leadership and communication skills within respective departments and prior to promotion. *AQIP Appraisal Feedback Report, 2006, pg. 22, 4P4, 4P5; AQIP Quality Checkup Report, 2008, pg.5*
- C. The Chancellor and Vice Chancellors should compile and utilize internal pools of diverse faculty and staff and develop processes to ensure priority consideration for placement into interim and permanent opportunities. *AQIP Appraisal Feedback, 2006, pg. 7, A*
- D. The EVCAA and the Office of Affirmative Action should implement strategies to improve processes to attract, orient, and mentor a more diverse full-time professional staff and instructional faculty, mirroring the IU Northwest student body by utilizing and evaluating comparative benchmark data from peer institutions and reporting progress on reaching these benchmarks. *AQIP Appraisal Feedback, 2006, pg. 22, 4P2; 2010,pg. 24, 4P2*
- E. The EVCAA should require implementation of the IU Northwest FRAME program for new tenure-track faculty, with goals designed to increase minority faculty mentoring and successful achievement of tenure. *AQIP Appraisal Feedback, 2010, pg. 24, 4P3b, 4P9*
- F. Faculty should be required by academic leadership to participate in the development and usage of the variety of pedagogical approaches to instruction identified by AQIP evaluators. *AQIP Appraisal Feedback, 2006, pg. 13,1C3; 2010, pg. 13,1P9*
- G. Administration should make available a report which identifies minority demographics of faculty/staff and staff, salary and classification/ranks, and retention and promotion of minority faculty and staff in various departments. *AQIP Appraisal Feedback, 2010, pg.32,7P3; pg.27,5P8*
- H. Senior administration should review policies and practices regarding interim appointments to ensure that proper affirmative action procedures are followed and assure that criteria for appointment/ promotion are made available. *AQIP Appraisal Feedback, 2010, pg. 27, 5P10*

2. Review faculty and administration personnel complaints concerning diversity issues.

- A. On-going opportunities for faculty and staff to air issues should be increased by Offices for Diversity and Affirmative Action, as well as student organizations, and resulting resolutions should be distributed for campus transparency and implementation Processes for these opportunities should include clarity of process time frames. *AQIP Appraisal Feedback, 2006, pg. 22,4P8*
- B. Offices for Diversity, Human Resources, Center for Management Development, and Affirmative Action should enact and clarify processes for filing complaints, resolving disputes, and notifying involved parties. Campus programs should be implemented to address diverse workplace needs and promote understanding as a deterrent to repeated conflicts. *AQIP Appraisal Feedback, 2006, pg. 22, 4P8*
- C. Publicize existing procedures for employee complaints including work study employees. Consider creating an ombudsperson position to assist in current efforts to address employee complaints. *AQIP Appraisal Feedback, 2006, pg. 22, 4P8*

3. Make recommendations to promote and maintain cultural diversity among faculty and staff members.

- A. The EVCAA should hold academic deans and department heads accountable for usage of the campus Good Faith Audit to ensure commitment to examining alignment of unit processes with institutional practices, qualitative, and quantitative data on retention of diverse hires. *AQIP Appraisal Feedback, 2010, Pg.24, 4P6*
- B. The IU Northwest Council should ensure that resources for recruitment, orientations, retention initiatives, training, and development for faculty and staff are equitably distributed with increased institutionalized focus on compliance with shared codes of conduct and professionalism. *AQIP Appraisal Feedback report – April 11, 2006*
- C. A process for collecting and analyzing data which identifies accomplishments of diverse faculty and staff should be created by academic and administrative leadership for appropriate recognition and reward. *AQIP Appraisal Feedback, 2006, pg. 22, 4P7, 4P10*
- D. The EVCAA should ensure extensive resources are used to retain and promote minority faculty and staff members by unit. Human, fiscal, and physical resource allocations should be strategically developed and comprehensively distributed to ensure centralized, systemic, and measureable retention and promotion outcomes. *AQIP Appraisal Feedback, 2006, pg. 7,3rd bullet point “strategic alignment”;2010, pg.7,4P2*
- E. Division and unit leaders should engage faculty and staff as ambassadors for core competency areas, regional representation, community outreach, and public relations on behalf of IU Northwest for enhancement of the university image as a diversity corridor. *Jeff Johnson Institute Recommendations, 2010*

4. Make recommendations to promote recruitment and retention of minority students.

- A. The Division of Student Affairs and associated programs should prioritize and measure success in providing financial assistance for the recruitment and retention of minority students. *AQIP Appraisal Feedback, 2010, pg.32, 7P4*
- B. Leadership of professional and academic units should create opportunities for support staff to collaborate, identify, and institutionalize a protocol and continuum for preferred student-staff experiences. *AQIP Appraisal Feedback Report, April 11, 2006; Appraisal Feedback, 2010 pg. 21, 3R3b*
- C. The Office of Student Life & Athletics and student leadership groups should be empowered to collaborate and restore campus social activities, i.e. dances, poetry readings, etc., for the general student body with appropriate funding. *AQIP Appraisal Feedback, 2010 pg. 38, 9P3*
- D. Academic units and recruitment offices should increase collaborative outreach efforts, i.e. campus tours, class visitation, etc., in intermediate, middle, and high schools, where minority students are significantly populated. *AQIP Appraisal Feedback, 2006, pg. 34, 9P1; 2010, pg.21, 3P5b*
- E. Commission the Offices of Student Retention and Institutional Research to establish or utilize data sets which adequately reflect effects of programs which contribute to retention, graduation, and placement rates for minority students. *AQIP Appraisal Feedback, 2010, 4R3*
- F. Develop a strategic plan which provides student access and success. This plan should include creation of a special unit focused specifically on preparing minority students to matriculate and complete their freshman year. This plan should also consider re-establishing a University Division. *Jeff Johnson Institute Recommendations, 2010; AQIP Appraisal Feedback, 2010, OV6-f*
- G. Increase student retention by promoting faculty training through CETL. Topics could include curriculum development based on identified student learning styles and academic advising strategies. *AQIP Appraisal Feedback, 2010, pg. 13,1P9; pg. 29, 6P1b*
- H. Increase student retention by holding faculty accountable for student advising and recognizing advising in the promotion and tenure process. *AQIP Appraisal Feedback, 2010, pg.25, 4R3*

This report is submitted to the Office of the Vice President for Diversity, Equity, and Multicultural Affairs for perusal of the IU Board of Trustees.

DARC Recommendation Priority Matrix

Legend:

Timeline: Short (present to May, 2012)
 Medium (May, 2013)
 Long (May, 2014)









Progress Indicators:

- Green** - Work is complete with documented success.
- Blue** - Substantial work in progress.
- Yellow** - Work is lingering.
- Red** - Needs Attention.






Review faculty and administration personnel complaints concerning diversity issues.

STATUTORY AREA	ITEM	TIMELINE/PRIORITY	RESPONSIBILITY	SOURCE	PROGRESS
Review faculty and administration personnel complaints concerning diversity issues.	Enact and clarify processes for filing complaints, resolving disputes, and notifying involved parties. Campus programs should be implemented to address diverse workplace needs and promote understanding as a deterrent to repeated conflicts.	Short 1	Offices of Diversity, Human Resources, Center for Management Development, and Affirmative Action	<i>AQIP Appraisal Feedback, 2006, pg. 22, 4P8</i> <i>Appendix 2A</i>	
	Publicize existing procedures for employee complaints including work study employees. Consider creating an ombudsperson position to assist in current efforts to address employee complaints.	Short 2	Affirmative Action, Chancellor's Office	<i>AQIP Appraisal Feedback, 2006, pg. 22, 4P8</i> <i>Appendix 2B</i>	
	On-going opportunities for faculty, staff and students to air issues should be increased and resulting resolutions should be distributed for campus transparency and implementation Processes for these opportunities should include clarity of process time frames.	Short/Med 3	Offices of Diversity, Affirmative Action, and student organizations	<i>AQIP Appraisal Feedback, 2006, pg. 22,4P. 8</i> <i>Appendix 2C</i>	

Review and recommend faculty and staff employment policies concerning diversity issues.

STATUTORY AREA	ITEM	TIMELINE/PRIORITY	RESPONSIBILITY	SOURCE	PROGRESS
Review and recommend faculty and staff employment policies concerning diversity issues.	Review policies and practices regarding interim appointments to ensure that proper affirmative action procedures are followed and assure that criteria for appointment/ promotion are made available.	Short 1	Senior administration	<i>AQIP Appraisal , 2010, pg. 27, 5P10 Appendix 1H</i>	
	Require implementation of the IU Northwest FRAME program for new tenure-track faculty, with goals designed to increase minority faculty mentoring and successful achievement of tenure.	Short 2	EVCAA	<i>AQIP Appraisal , 2010, pg. 24, 4P3b, 4P9 Appendix 1E</i>	
	Make available a report which identifies minority demographics of faculty/staff and staff, salary and classification/ranks, and retention and promotion of minority faculty and staff in various departments.	Short/Med 3	Office of Institutional Research	<i>AQIP Appraisal , 2010, pg.32,7P3; pg.27,5P8 Appendix 1G</i>	
	Implement strategies to improve processes to attract, orient, and mentor a more diverse full-time professional staff and instructional faculty, mirroring the IU Northwest student body by utilizing and evaluating comparative benchmark data from peer institutions and reporting progress on reaching these benchmarks.	Medium 4	EVCAA and the Office of Affirmative Action & Employment Practices	<i>AQIP Appraisal , 2006, pg. 22, 4P2; 2010,pg. 24, 4P2 Appendix 1D</i>	
	Compile and utilize internal pools of diverse faculty and staff and develop processes to ensure priority consideration for placement into interim and permanent opportunities.	Short/Med 5	Chancellor and Vice Chancellors	<i>AQIP Appraisal , 2006, pg. 7, A Appendix 1C</i>	
	Engage in a quantifiable mid-level leadership succession plan to ensure employment practices, which graduate faculty and administrators to higher levels of responsibility and promotion, as an alternative to immediate search activities.	Short/Med 6	Senior academic and administration leaders	<i>AQIP Appraisal , 2006, pg. 7, 4P4; 2010,pg. 27, 5P10 Appendix 1A</i>	
	Require faculty to participate in the development and usage of the variety of pedagogical approaches to instruction identified by AQIP evaluators.	Medium 7	Academic leadership	<i>AQIP Appraisal , 2006, pg. 13,1C3; 2010, pg. 13,1P9 Appendix 1F</i>	
	Re-enact the IU Northwest commitment to a “Leadership Academy,” and require diversity training as a component of institutional practice for teaching leadership and communication skills within respective departments and prior to promotion.	Medium 8	Academic and administrative leaders	<i>AQIP Appraisal Report, 2006, pg. 22, 4P4, 4P5; AQIP Quality Checkup Report, 2008, pg.5 Appendix 1B</i>	

Make recommendations to promote and maintain cultural diversity among faculty and staff members.

STATUTORY AREA	ITEM	TIMELINE/PRIORITY	RESPONSIBILITY	SOURCE	PROGRESS
Make recommendations to promote and maintain cultural diversity among faculty and staff members.	Ensure extensive resources are used to retain and promote minority faculty and staff members by unit. Human, fiscal, and physical resource allocations should be strategically developed and comprehensively distributed to ensure centralized, systemic, and measureable retention and promotion outcomes.	Medium 1	EVCAA	<i>AQIP Appraisal Feedback, 2006, pg. 7,3rd bullet point “strategic alignment”;2010, pg.7,4P2 Appendix 3D</i>	
	Hold academic deans and department heads accountable for usage of the campus Good Faith Audit to ensure commitment to examining alignment of unit processes with institutional practices, qualitative, and quantitative data on retention of diverse hires.	Short/Med 2	EVCAA	<i>AQIP Appraisal Feedback, 2010, Pg.24, 4P6 Appendix 3A</i>	
	Ensure that resources for recruitment, orientations, retention initiatives, training, and development for faculty and staff are equitably distributed with increased institutionalized focus on compliance with shared codes of conduct and professionalism.	Medium 3	IU Northwest Council	<i>AQIP Appraisal Feedback report – April 11, 2006 Appendix 3B</i>	
	A process for collecting and analyzing data which identifies accomplishments of diverse faculty and staff should be created by for appropriate recognition and reward.	Medium 4	Academic and administrative leadership	<i>AQIP Appraisal Feedback, 2006, pg. 22, 4P7, 4P10 Appendix 3C</i>	
	Engage faculty and staff as ambassadors for core competency areas, regional representation, community outreach, and public relations on behalf of IU Northwest for enhancement of the university image as a diversity corridor.	Medium/L 5	Division and unit leaders	<i>Jeff Johnson Institute Recommendations, 2010 Appendix 3E</i>	

Make recommendations to promote recruitment and retention of minority students.

STATUTORY AREA	ITEM	TIMELINE/PRIORITY	RESPONSIBILITY	SOURCE	PROGRESS
Make recommendations to promote recruitment and retention of minority students.	Develop a strategic plan which provides student access and success. This plan should include creation of a special unit focused specifically on preparing minority students to matriculate and complete their freshman year. This plan should also consider re-establishing a University Division.	Medium 1	Academic Affairs and Student Affairs	Jeff Johnson Institute Recommendations, 2010; AQIP Appraisal, 2010, OV6-f Appen. 4F	
	Prioritize and measure success in providing financial assistance for the recruitment and retention of minority students.	Short/Med 2	Division of Student Affairs and associated programs	AQIP Appraisal, 2010, pg.32, 7P4 Appendix 4A	
	Increase collaborative outreach efforts, i.e. campus tours, class visitation, etc., in intermediate, middle, and high schools, where minority students are significantly populated.	Medium 3	Academic units and recruitment offices	AQIP Appraisal, 2006, pg. 34, 9P1; 2010, pg.21, 3P5b Appendix 4D	
	Increase student retention by holding faculty accountable for student advising and recognizing advising in the promotion and tenure process.	Short/Med 4	Academic Affairs and P-T Committee	AQIP Appraisal, 2010, pg.25, 4R3 Appendix 4H	
	Establish or utilize data sets which adequately reflect effects of programs which contribute to retention, graduation, and placement rates for minority students.	Medium 5	Offices of Student Retention and Institutional Research	AQIP Appraisal, 2010, 4R3 Appendix 4E	
	Collaborate and restore campus social activities, i.e. dances, poetry readings, etc., for the general student body with appropriate funding.	Medium 6	Office of Student Life & Athletics and student leadership groups	AQIP Appraisal, 2010 pg. 38, 9P3 Appendix 4C	
	Increase student retention by promoting faculty training. Topics could include curriculum development based on identified student learning styles and academic advising strategies.	Medium 7	Center for Excellence in Teaching and Learning	AQIP Appraisal, 2010, pg. 13,1P9; pg. 29, 6P1b Appendix 4G	
	Create opportunities for support staff to collaborate, identify, and institutionalize a protocol and continuum for preferred student-staff experiences.	Medium/L 8	Professional and academic unit leadership	AQIP Appraisal Report, April 11, 2006; Appraisal Feedback, 2010 pg. 21, 3R3b Appendix 4B	