

IU Board of Trustees  
Diversity Advisory Council  
Annual Report

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Chancellor: William J. Lowe  
Campus: IU Northwest  
Date: July 30, 2016

Indiana state law (IC 21-27-4-4) requires the Trustees of Indiana University to create a diversity committee on each campus, to issue an annual report to the Trustees regarding findings, conclusions, and recommendations relating to each of the statutorily defined areas below. This template was created to facilitate the development of a consistent and concise report to the Trustees, which may also be shared with the Indiana Commission for Higher Education and interested members of the Indiana General Assembly. Please submit a completed report by August 1, 2016, to the Office of the Vice President for Diversity, Equity, and Multicultural Affairs.

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**Narrative:**

The 2015-2016 academic year offered Indiana University Northwest (IU Northwest) an opportunity to reflect upon and centralize many of the data collection instruments that will allow the campus to monitor its commitment to continuous quality improvement and address climate concerns related to our commitment to diversity, equity, and inclusion. IU Northwest participated, with the rest of the university, in a several months' long assessment of its diversity and inclusionary activities through the Halualani and Associates diversity assessment initiated by IU Bloomington's Office of the Vice President for Diversity, Equity and Multicultural Affairs (OVPDEMA). The purpose of this assessment was to conduct a six-year review of campus-wide diversity activities during the period of January 1, 2010 through December 2015. The assessment was designed to determine how these activities helped Indiana University advance towards its strategic goals related to diversity, and to make recommendations, where necessary, to more fully accomplish those objectives. Concurrent to the Halualani and Associates assessment, the campus prepared for an Academic Quality Improvement Program (AQIP) site visit by the Higher Learning Commission and conducted a focus group research project to solicit qualitative feedback from constituents as part of the and Chancellor's Service Initiative. Additionally, the campus adopted the use of a Web-based Analysis Visualization Environment (or WEAVE) platform to assist in both benchmarking and documenting efforts at continuous improvement, while also continuing the ongoing campus conversation on issues of diversity and inclusion through a number of broader, campus-wide efforts designed to engage stakeholders in the discussion. Moreover, the IU Northwest Diversity Advisory Council (DAC), composed of administrators, faculty, students, and staff, continued to meet monthly during the academic year, to plan activities for the campus and assess diversity-related outcomes. As such, the purpose of this report, then, is to provide an update of the efficacy of the diversity initiatives introduced in the 2014-15 annual report, to detail new initiatives introduced in 2015-16, and to provide suggestions for future areas of focus.

New initiatives discussed or implemented throughout the 2015-16 academic year that will impact the campus climate and student success included: development of a First Year Experience program, distribution of Redhawk Response cards to gauge student satisfaction, renewed attention to Title IX/sexual misconduct training and awareness, and finally, the Halualani and Associates diversity assessment sponsored by OVPODEMA.

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Future areas of interest for the campus include continued focus on the recruitment, retention and successful completion of students of color, continued efforts to recruit and retain faculty of color that are representative of the community we serve, enhancing support for junior faculty in the tenure process, strengthening commitment to academic advising, and advancing our commitment to developing a “culture of service” that ensures the academic success of all of our students. Accordingly, the Diversity Advisory Council presents the following observations and recommendations for consideration.

### **Findings:**

A common theme offered by campus stakeholders during the past several convocations has been a desire to improve the campus “culture of service” with attention to continuous improvement. As with previous years, feedback that was solicited during the 2015 Convocation suggested that there were eight dimensions of service to which the institution must attend. These include: Servant Leadership, Responsiveness, Listening, Teamwork, Empathy, Assurance, Reliability, and Tangibles (Focus Group Executive Summary 2016). To supplement these findings, the Chancellor’s Service Initiative sponsored focus group research of faculty, staff, and students designed to suggest solutions of how the university could address these concerns. This research was conducted over the spring, summer, and fall semesters of 2015, the results of which suggest there were opportunities for “more and better quality information and training, improving reliability of service provided, improving responsiveness of employees (including enhancing courtesy and professionalism)” while also concurring with the feedback provided from the convocation (Focus Group Executive Summary 2016).

In compliance with suggestions from the 2014 AQIP Systems Appraisal Report to “implement more systematic measures for assessing how we document continuous quality improvement on our campus” Academic Affairs and Office for Institutional Effectiveness and Research introduced the Web Based Analysis Visualization Environment (or WEAVE) platform to create a process through which individual units can identify opportunities for improvement, document those efforts, and ultimately improve the level of service to stakeholders (Quality Highlights Report for AQIP Comprehensive Quality Review Visit, April 11-13, 2016).

IU Northwest has taken a number of steps to improve the retention and success outcomes for all students, based upon best practices, which should result in improved outcomes for all students. In October of 2015, members of Academic Affairs, Student Affairs, and the Office of Diversity, Equity, and Multicultural Affairs (ODEMA) attended the American Association for Colleges and Universities (AAC&U) Equity Academy after receiving an “honorable mention” for a proposal to implement high impact practices (HIP’s), with the possibility of receiving funding to support its enactment. In January, colleagues attended a Re-imagining the First Year Experience conference convened by the American Association of State Colleges and Universities (AASCU), ultimately forming a 25-person team (16 faculty, 8 staff, & 1 student) that focused on developing projects that would address four areas deemed important for student success: curriculum redesign, institutional intentionality, student roles, and faculty and staff roles. By June of 2016, the plan was completed and submitted for approval (IU Council Meeting Notes, May 10, 2016).

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In addition to these efforts, the campus continued to explore opportunities to improve the availability of high quality academic advising for its students, adding two additional staff members to the Academic Advising Center (AAC) whose focus will be exploratory first year students. The AAC has also developed the Academic Advising Fellows initiative designed to offer a course release and research funds to four faculty members in high volume majors who serve as academic advisors to a minimum of 75 students each. Focusing on the “murky middle” (students who are upperclassmen and require additional monitoring and guidance), it is expected that additional support will help these students persist through graduation.

IU Northwest joined the rest of Indiana University in participating in the Halualani and Associates diversity assessment initiated by the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA). The assessment defined a diversity effort as,

Any activity or program that promotes the active appreciation of all campus members in terms of their backgrounds, identities and experiences, as constituted by gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation and language, among others, as well as any activity or program that brings together any of these aspects. (Diversity Assessment Press Release, April 15, 2015)

Furthermore, the assessment was designed to include a comprehensive review of retention-graduation/student success initiatives and efforts across each campus, while evaluating the organizational capacity, effectiveness, and impact of OVPDEMA. After extensive data collection and analysis, Halualani and Associates offered a number of observations and recommendations specific to IU Northwest. They include:

- IU Northwest produced 259 active diversity efforts. This amount is equivalent to that seen at an institution thrice its size. Further, many activities are the result of institutionalized and recurring large scale collaborations across campus units.
- IU Northwest should more carefully define the campus strategic priorities and vision related to diversity. These goals should be included in IU Northwest’s *Strategic Priorities and Objectives: 2015-2020*, either as a separate strategic priority or interwoven throughout the four listed diversity-related priorities (student academic success, diversifying faculty in the larger goal of educational excellence, diverse community engagement, and diversity as a learning outcome in terms of student citizenship). The campus is currently involved in a discussion of a major revision of the *Strategic Priorities and Objectives*.
- In terms of Halualani & Associates Change Order sequence, IU Northwest’s diversity related programming is located in the second order stage, which means that IU Northwest has made a declarative effort to establish a commitment to diversity (Stage 1), and that commitment is demonstrated by action, efforts, and programming (Stage 2). To reach Stage 3, IU Northwest’s actions should be anchored to a strategic framework and positive impact should be measured. Stage 4 calls for transformative & culture-changing practices.
- Further, the engagement level of the majority of the diversity efforts for the campus are in the lower DELTA (Diversity Engagement & Learning Taxonomy) levels (level 1-3; knowledge-

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awareness, skills, & interaction) rather than the higher levels (level 4-7; advanced analysis, evaluation-critique, social agency & action, and innovative problem solving) (Halualani and Associates Executive Summary, May 10, 2016).

Many of the issues raised by the assessment will be addressed through IU Northwest's commitment to AQIP and the adoption of the WEAVE platform as projects are developed and monitored for continuous quality improvement.

There were a number of retirements and resignations within the executive leadership within the last academic year. The resignations included Executive Vice President of Academic Affairs (EVPAA) (African American male) and the Chief of Police (White female). The retirements included the Chief Financial Officer (CFO) (White female), Director of Affirmative Action/Employment Practices (OAA/EP) (African American female) and Dean of the School Business and Economics (White female). The CFO and OAA/EP positions were both filled with African American females. The Chief of Police position was filled by an African American male. The EVPAA post was filled in the interim by the former Dean of the School Business who was also replaced by a White female. Additionally, during the fiscal year 2015-16, 48% of all full-time hires were people of color and 52% were female (Human Resources data). As with the previous year, a review of utilization and availability data, as well as student demographic data, suggests there is an underrepresentation of Hispanic/Latino employees in the majority of service categories.

Demographically, the campus continued to experience enrollment declines between the 2014-15 and 2015-16 academic years. Whites, African Americans, Hispanic/Latino, and Asians all declined from previous levels by 7.2%, 14.2%, 7.1%, and 7.2% respectively in the fall of 2015 (representing the loss of 519 total students, [Source: UIRR](#)). It should be noted that the category of two or more races continues to realize gains as 124 students identifying as such in the fall of 2014 and 137 doing so in the fall of 2015, a 10.5% increase. It should also be noted that the number of students taking online courses continues to rise, with increases of 51.9% for Hispanics/Latinos, 16.1% for African Americans, 114.3% for Asian Americans, and 17.7% for White students (UIRR). Accordingly, the campus developed several projects to increase its ability to recruit students of color. Information regarding IU Northwest's efforts to address these concerns and responses to each statutorily defined area follow below.

## **Responses to Statutorily Defined Areas**

### **1. Review and recommend faculty employment policies concerning diversity issues.**

The guidelines for academic recruitment of Support and Professional Staff (PA4 and below) developed by Office of Affirmative Action and Employment Practices (OAA/EP), the Executive Vice Chancellor of Academic Affairs (EVCAA), and Office of Human Resources (HR), continue to provide a successful framework through which the campus can attract faculty and staff who represent the community IU Northwest serves. These guidelines call for the use of search committees that are well-balanced by demographics and position rank, a review of utilization statistics to determine racially specific recruitment needs, and detailed procedures for advertising positions in places certain to attract the interest of a target demographic. Additionally, all faculty and professional staff searches (PA4 and above) include an Equity Advisor, trained by the

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OAA/EP to ensure equity in both the recruitment process and candidate pool screening/interviewing process. Within the fiscal year beginning July 1, 2015 thru June 30, 2016 the 29 newly hired full-time individuals comprised 12 faculty, including the Executive Vice Chancellor of Academic Affairs, and 17 staff. Fifty-two percent were female, 48% male and 41% minorities. Of the 12 new faculty hires, seven were female representing 58% and five were minorities equaling 42%. On October 1, 2015, the date the affirmative action data is taken; the proportion of minority full-time faculty Tenured/Tenure –track was 34.9% of which 47% were of Asian descent. The proportion of full-time tenured/tenure track female faculty members was 45.9% (Affirmative Action and Employment Practices data). Full-time non-tenured-not on track faculty totaled 53 of which 75.5% were female and 17% were minorities.

Additionally, IU Northwest continues to encourage responsibility center managers to properly evaluate job responsibilities and in some cases, to use reclassification to ensure that employees are compensated appropriately. In fact, within the last fiscal year there have been 15 successful reclassifications resulting in increased pay. Forty-six percent of the reclassifications were for people of color and 50% were for women (Human Resources data). It is through efforts such as these that IU Northwest continues to demonstrate that the hard work of its employees is highly valued.

The Center for Innovation in Scholarship Teaching and Learning ([CISTL](#)) continues to function as a pivotal resource to the university community by providing training, consultation, and mentoring to any faculty member with teaching responsibilities at IU Northwest. During the 2015-2016 academic year CISTL offered 30 workshops to faculty on topics such as operating the online course management system (CANVAS) to Promotion and Tenure sessions. Accordingly, several faculty members were successful in the tenure and promotion process. There were 12 applications for promotion and tenure with promotion. Of the twelve, seven faculty members applied for tenure and promotion to the rank of Associate Professor. Nine of the applications were successful with the following candidates receiving tenure with the rank of Associate Professor; two white males, two white females, one Asian female, and one African American female. Additionally, three white female faculty received promotions (Faculty Development and Career Support Program Chair). A review of the Affirmative Action Plan Data for full time faculty and staff reveals that of the 115 tenure/tenure track faculty currently at IU Northwest, 24 (20.8%) are faculty of color with tenure (8 or 6% African American; 6 or 5% Latino; and 10 or 8.6% Asian) (2015- 2016 Workforce Report as of October 2015, updated as of June 30, 2016 based on recent hiring, promotion and tenure data per Academic Affairs). Accordingly, IU Northwest is encouraged to continue to explore additional opportunities to meet OVPDEMA’s strategic objective of developing a workforce that is representative of the communities it serves.

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

IU Northwest has well-established and effective procedures for addressing personnel complaints regarding diversity issues. Complaint procedures are posted on the OAA/EP website and on the office hallway bulletin board, which is accessible to everyone. When the OAA/EP receives a complaint, the director gathers relevant information, which includes interviews of the complainant and others, as appropriate, to assess the merit of the complaint and determine if the

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complaint should be handled by the OAA/EP or referred to another department for attention. The complaint information below, also includes student complaints made to the Affirmative Action Office.

During this reporting period the OAA/EP, Student Affairs and IU Northwest Police Departments worked with the University-wide Student Welfare Compliance Committee to revise, adopt, and implement policies and procedures to ensure Title IX compliance concerning sexual misconduct. From July 1, 2015 through June 30, 2016, the OAA/EP addressed approximately 24 complaints and issues that comprised informal and formal fact-finding and investigations, consultations, referrals, and tracking. Ten (10) issues were based on current Title IX investigative, reporting and/or tracking criteria. Three (3) were consultations; six (6) were referrals; one (1) formal EEOC complaint; race and ethnicity discrimination was the basis for two (2); one (1) sexual harassment complaint and one was a bias incident. There were multiple training opportunities to raise awareness of university policy regarding Title IX issues including yearly, mandatory web based training for all “responsible employees” as defined by Department of Education Title IX criteria and a workshop delivered by a visiting Sexual Assault Prevention specialist from IU Bloomington in April of 2016.

As a result of past analysis of salary and pay structure for both faculty and staff, the campus has taken aggressive action to improve pay equity. Accordingly, there have been six (6) increases in pay since 2010. Utilizing sound fiscal management practices, IU Northwest was able to fund salary increases for qualifying employees for the 2016-17 fiscal year to further address pay disparities.

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

The Academic and Support/Professional Staff Recruitment Guidelines developed by the OAA/EP, EVCAA, and HR are the centerpiece of IU Northwest’s efforts to ensure that it employs a faculty and staff that are not only representative of its student body, but are in alignment with the utilization statistics regarding the availability of qualified individuals within our service region. Of particular interest have been strategic hires at the executive level, which has diversified significantly within the last several years. Notable recent hires across campus include the Director of Affirmative Action and Employment Practices/ Title XI Coordinator (African American female), Executive Director of Finance (African American female), Interim Executive Vice Chancellor of Academic Affairs (White female), the Coordinator of Multicultural Affairs (African-American female) and the Chief of Police (African-American male). Of the 30 individuals categorized within the executive group (E01), 13 or 43% are female and seven (7) or 23% are minorities. Additionally, of the seventeen (17) staff members hired during the fiscal year 2015-16, eight (8) or 47% were female and seven (41%) were minorities (Human Resources data compiled by the Affirmative Action and Employment Practices Office).

Currently, IU Northwest has a 20% Hispanic/Latino student population. This percentage is expected to increase. A review of Affirmative Action data regarding the representation of minorities in all job groups suggests that IU Northwest is currently experiencing underutilization of Hispanic/Latino staff in seven of the ten categories including tenured/tenured track faculty,

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clerical, service maintenance, skilled and technical/paraprofessional ranks. Asians are another demographic that is underutilized in the professional and technical/paraprofessional ranks. Regarding climate issues, IU Northwest continues to attend to the issues raised during the previous year's Convocation and from the Chancellor's Service initiatives focus group research. Feedback from each has encouraged units to develop AQIP action projects that will be documented through the WEAVE platform. Further, during the summer 2016, the IU Northwest Council has engaged in discussions to revisit IU Northwest's strategic priorities that will guide the campus through 2020. Each of these efforts will be designed to enhance and adapt employee professional growth, improve the reliability of service provided to students and to each other, while learning from a servant leadership philosophy that will promote improved outcomes for our students.

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

Analysis of graduation rates for the most recent year complete data is available (2009 cohort, full-time beginners) reveal that the African American six-year graduation rate was 8.5% (1.2% decline from previous year), the Hispanic/Latino rate was 23.1% (6.1% decline), and the White graduation rate was 28.5% (2.4% decline). Additionally, second year retention rates for full-time beginners in 2014 (the most recent year for which full data was available) was 52.9% (a 6% increase over previous year), 71.2% (a 2.9% increase), and 66.9% (2.6% decrease) for African Americans, Hispanic/Latinos, and Whites respectively (UIRR Second Year Retention data). Nevertheless, IU Northwest is committed to promoting the recruitment and retention of all students, including students of color.

Throughout the academic year there were a variety of efforts to provide superior student engagement. As mentioned earlier, members of Academic and Student Affairs attended conferences held by the AAC&U and AASCU, returning with best practices and proposals to enhance student outcomes. The proposal for the Re-Imagining the First Year Experience proposal was completed and preparations are being made to implement those practices during the Fall 2016 semester. The Office of Diversity, Equity, and Multicultural Affairs (ODEMA) collaborated with Academic Affairs and Student Affairs to develop the IU Northwest Academic Achievement Program during the summer of 2016 to provide academic preparedness workshops for select incoming first-time full-time students. Information gleaned from the National Orientation Directors Association (NODA) was utilized by Student Affairs to implement best practices that have significantly improved feedback from stakeholders regarding our campus orientations. Presently, all campus offices and faculty take an active role in welcoming new students to campus. The Academic Advising Center has added two additional staff members (one full-time and one part-time) to bolster support for exploratory students. Additionally, recruitment numbers are expected to improve as we move into year three of the Kresge Foundation grant for the Associate + Bachelor = Career (ABC) program, which has allowed the campus to hire a transfer specialist (Hispanic/Latina female) who will help facilitate the transition of students from Ivy Tech Community College to campus.

Recently, IU Northwest has seen an increase in student involvement in and around campus. Student Government has taken an active role in serving as members of the IU Northwest Council and the IU Northwest Diversity Advisory Council. Students have created a RedHawk Nest, a free

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pantry to supplement the resources of students who are financially challenged or otherwise food insecure. Students have also taken an active role in helping to organize recruitment opportunities by serving as ambassadors during campus orientations or working with ODEMA to plan the METAS conference, which in March of 2016 brought more than 250 local Latino high school students to campus for a series of college preparedness workshops. Programmatically, ODEMA and other units on campus continued to support the Diversity Programming Series, with events such as the Annual Disabilities Employment Awareness Symposium, Alma Borinquena (Hispanic Heritage Month celebration), the Reverend Dr. Martin Luther King Jr. Birthday celebration, Black History Month activities, Annual Asia Day celebration, LGBTQI+ Week of Silence activities, and the ongoing *One Book...One Campus...One Community* project during which the campus discussed the themes included in Andrew Carroll's *Operation Homecoming: Iraq, Afghanistan, and the Home Front, in the Words of U.S. Troops and Their Families*. Through programs such as these IU Northwest demonstrates its commitment to creating welcoming and inclusive environments that will allow our students to do their very best work.

### **Conclusions and recommendations:**

While IU Northwest has made significant strides in addressing concerns related to faculty diversity, there is still, and always will be more work to be done. Currently, there is a 20% disparity in the number of tenure/tenure track faculty of color and the current student of color saturation which stands slightly above 40%. This disparity should be addressed to ensure OVPDEMA's goal of fielding a faculty and staff that is more closely representative of the community and students we serve. Further, while IU Northwest continues to make headway in diversifying executive-level positions, improvement could be made in the area of hiring of Hispanic/Latino candidates in virtually every employee category. Continued commitment to established recruitment guidelines and referral to the OAA/EP utilization data should help the campus in that regard. Feedback from the Chancellor's Service Focus Group research suggests the campus develop appropriate training and professional growth opportunities to address the service concerns related to the quality of information provided, improving the responsiveness of employees, and adopting a servant leadership philosophy that will place the needs of students first. Additionally, ongoing commitment to implementing AQIP action projects with the utilization of the WEAVE platform to monitor and measure success will allow the campus to improve in many areas. Finally, there was a 16 percent decrease in the number of first-time-full-time African American students at IU Northwest between fall 2014 cohort and the fall 2015 cohort (Source: UIRR). Considering the demographics of the community that IU Northwest serves, this is cause for concern that is receiving redoubled attention by the Director of Admissions and Strategic Recruitment. However, it should be noted that in the of fall 2015, all degree-seeking African American students at IU Northwest stood at 19 percent compared with an 18 percent saturation of available students within our service region (Source: UIRR). Furthermore, there has been a shift in recent years in the number of students reporting two or more races further affecting disaggregated enrollment data. Nevertheless, IU Northwest continues to surpass other local institutions with regards to student diversity and service to the African American community.