

IU Board of Trustees  
Diversity Advisory Council  
Annual Report

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Chancellor: William Lowe  
Campus: IU Northwest  
Date: July 21, 2014

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 15, 2014, to the Office of the Vice President for Diversity, Equity, and Multicultural Affairs.

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**Narrative:**

During the 2013-14 academic years, Indiana University Northwest continued to advance the institution's commitment to diversity and inclusion in a number of ways. The campus has continued its conversation on issues of diversity, equity and inclusion with intentionality towards improving the climate of service both internally and externally. The Diversity Advisory Council (DAC), composed of administrators, faculty, students, and staff, meets once per month, providing the campus with an opportunity to discuss and voice concerns related to diversity and inclusion. The DAC assumed additional responsibilities by becoming the selection committee for the Diversity Programming Series events supported with institutional funds managed by the Office of Diversity, Equity and Multicultural Affairs (ODEMA). This change produced two-fold benefits for the campus. First, it broadened the involvement of the campus constituency in selecting activities for all to enjoy. Second, it helped expand the marketing reach of the programming as all active members encouraged their constituencies to attend campus diversity events.

The Office of Affirmative Action and Employment Practices (OAA/EP) continued its work in establishing equitable recruitment guidelines by working with the Office of Human Resources (HR) to develop Support and Professional Staff Recruitment Guidelines (PA4 and below). These guidelines serve as a companion to the previously established Academic Recruitment Guidelines (2012), continuing the campus' ongoing commitment to recruiting and retaining a diverse faculty and staff. The Office of Institutional Effectiveness and Research administered a faculty and staff Campus Climate Survey just outside of its regular three-year cycle in 2013. From it and the AQIP Systems Portfolio Update from 2013 is much of the information on faculty and staff satisfaction regarding diversity related issues derived.

The campus Enrollment Management Group continued to explore ways to recruit, retain, and improve the graduation rates of all students including students of color. These efforts included the creation of an Academic Advising Task Force, tasked with strengthening the quality and reliability of academic advising available to our students.

Throughout the 2013-14 academic years, the DAC continued to monitor previous recommendations to determine areas of progress regarding each statutorily defined area and make recommendations for improvement, where appropriate. The Diversity Advisory Council presents the following findings and recommendations for consideration.

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**Findings:**

As a result of campus feedback during the 2013 fall convocation the campus continues to explore ways to improve the climate through service initiatives to be implemented during the 2014-15 academic year. These include a continuation of efforts to promote conversations regarding the intersectionality of race, sexuality, gender, and socioeconomic status through community readings of text such as Sandra Cisneros' *The House on Mango Street*. Those discussions will continue in 2014-15 as our collective focus turns to Michelle Alexander's text *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. Through the "One Book, One Campus, One Community" program, the campus continues to examine issues of critical importance for Northwest Indiana.

The Diversity Programming Series continued to engage and educate the campus with events intended to celebrate the culture and ethnicities within the region. These activities included the annual Asia Day Celebration, Islam Awareness Week, Hispanic Heritage Month celebration, MLK Jr. and Black History Month Celebrations, the first Annual LGBTQI Diversity Symposium and Week of Silence events, and a campus hosting of the Race Experience Kiosk, which allowed students to see themselves in a different skin color.

All of these efforts were intended to develop a climate that promotes inclusivity and intellectual discourse. Additional efforts to address climate concerns have included the establishment of a Behavioral Consultation Team (BCT) to identify potential threats to campus safety led by our campus counseling staff. Our faculty have been no less involved with this work as they have partnered with student researchers to conduct a student victimization study to discover how much and what kinds of trauma and abuse our students have witnessed or experienced. The ultimate goal is to help students more effectively negotiate their personal lives and be more successful in their academic pursuits. Data has been collected from 969 students from 47 courses for a nearly 20% response rate from the IU Northwest student population. The results of this data are still being analyzed as of this writing.

Finally, the previously mentioned efforts of the Office of Affirmative Action and Employment Practices, Human Resources, and Academic Affairs have been successful in establishing recruitment guidelines for faculty and support/ professional staff (PA4 and below). These guidelines have not only enhanced the equity of the process, but resulted in increases in the hiring of women and people of color in the faculty ranks while contributing to improving employee confidence in administrative leadership, collegiality, and sense of community here at IU Northwest.

Demographically, the campus continued to experience enrollment growth in certain categories of students of color. Latino, Asian American, Pacific Islander, and individuals of two or more races increased by 5.4%, 9.1%, 14.3%, and 24.3% respectively, although numerical gains for the last three categories amounted to only 30 students combined. Conversely, African American student enrollment declined 12.9% and white student enrollment declined by eight (8) students (Source: UIRR).

More information regarding IU Northwest's efforts to address each statutorily defined area follow below.

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

Within the last two years IU Northwest's Office of Affirmative Action and Employment Practices (OAA/EP) has collaborated with the Executive Vice Chancellor of Academic Affairs (EVCAA) to refine academic recruitment guidelines for the campus. These guidelines provide an explanation of search committee responsibilities, a review of utilization statistics to identify racially specific recruitment needs, and details procedures for advertising positions in places certain to attract the interest of a target demographic. In 2013, OAA/EP worked with the Department of Human Resources (HR) to develop similar guidelines for Support and Professional Staff (PA4 and below). Consequently, of the 116 full and part-time positions filled since January of 2013, to date, 81% have been women and/or people of color. Additionally, IU Northwest continues to encourage responsibility center managers to properly evaluate job responsibilities and in some cases use reclassification to compensate employees appropriately. In fact, during the same period, there have been 20 successful reclassifications resulting in increased pay. Thirty-five percent of the reclassifications were for people of color and 75% were for women (Source: HR). It is through efforts such as these that IU Northwest is able to move the needle regarding diversity of staff and pay equity.

The interim appointment guidelines developed in academic year 2012-13 were used twice during the 2013-14 academic year to ensure transparency and equity in the process of appointing professional staff; once to fill a vacancy in the Department of Information Technology, and once again to fill an unexpected vacancy for the Vice Chancellor of Student Affairs. Due to a set of extraordinary circumstances, the Associate Dean and Director of the Indiana University School of Medicine-Northwest/ Dean of the College of Health and Human Services was appointed as the interim Dean of the School of Education with the approval of the Office of Affirmative Action and Employment Practices (OAA/EP).

The [Center for Innovation and Scholarship in Teaching and Learning \(CISTL\)](#) continues to function as a pivotal resource to the university community by providing training, consultation, and mentoring to any faculty with teaching responsibilities on the IU Northwest campus. These workshops have included faculty discussion groups surrounding the text *Whistling Vivaldi* by Claude Steele, which explored the theme of stereotype threat and its effect on student academic performance, research presentations from Diversity Fellows who received funding from ODEMA to develop diversity related curriculum enhancements, and a promotion and tenure workshop delivered by a panel of past members of the Campus Promotion and Tenure Committee and the EVCAA.

Additional measures instituted to address concerns regarding the promotion and tenure process include the establishment of a Faculty Development and Career Success Task Force (FDCSTF) in the fall of 2012. A report, submitted to the EVCAA in the spring of 2013, called for the use of faculty mentors to support junior faculty, the development of a yearly conference of mentors and protégés organized by CISTL, and the use of a career map to evaluate the progress of junior and

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mid-level faculty. The report clearly highlighted the potential stressors related to mentoring minority and underrepresented faculty and made recommendations to address those concerns (Source: FDCSTF 2013 Report).

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

IU Northwest has a well-established and effective procedure for addressing personnel complaints regarding diversity issues. Complaint procedures are posted on the OAA/EP website. 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 to determine if the complaint should be handled by the OAA/EP or referred to another department for attention. From 2011 to June 30, 2013, there were 19 formal complaints of discrimination filed with the OAA/EP. Eight complaints alleged multiple discrimination basis; four were disability related, three were for harassment, two were race-based, and two were claims of sexual harassment. During that same time period 19 informal complaints were handled involving consultations, referrals and mediations.

Led by the IU Northwest Council, the campus has been engaged in an ongoing conversation on issues related to diversity, equity, and inclusion. The topic is a standard agenda item addressed at each monthly council meeting. Furthermore, the council's summer reading project was adopted by CISTL, which started a faculty-reading group to explore best practices in teaching and learning. The campus in general has multiple occasions to address diversity issues through the monthly Diversity Advisory Council (DAC) meetings, which are open to the public. The campus continues to support the "One Book, One Campus, One Community" initiative. The upcoming year will see the campus adopt Michelle Alexander's text *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. This community reading will give the campus an opportunity to explore the themes related to the intersectionality of race, gender, power, and socio-economic status and how this convergence shapes relationships and educational outcomes within the Northwest Indiana region.

Additionally, as a follow-up to a campus discussion held at the August 2013 all campus meeting, colleagues will be hearing about opportunities to help design an effort to strengthen the culture of service at IU Northwest that embraces students, other members of the Northwest Indiana community and, of course, each other. This will insure that all faculty and staff have a hand in developing an improved service model.

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

The Academic and Support and Professional Staff Recruitment Guidelines developed by the OAA/EP, EVCAA, and HR are the centerpiece of IU Northwest's efforts to insure that it has a faculty and staff that is not only representative of our student body but in alignment with the utilization statistics regarding the availability of qualified individuals within our service region. These guidelines call for the submission of a recruitment plan to the OAA/EP, targeted advertisement in publications familiar to applicants of color and women, and the use of behavior based interviewing techniques and equity advisors to ensure consistency and equity. As noted last year the guidelines resulted in significant increases in the numbers of faculty and professional staff hired by the university since 2011. Consequently, of the 116 full and part-time positions filled since January of 2013, to date, 81% have been women and/or people of color (Source: HR).

The campus continues to host myriad trainings to promote fairness and equity in hiring and employment practices. These trainings help promote and maintain both fairness and cultural diversity. The Office of Human Resources sponsors several of these trainings throughout the year including the University Compliance Training on the Equal Employment Opportunity/ Americans with Disability Act and on Harassment. Campus community members are encouraged to be a part of the hiring process by participating on search and screen committees. Committee participants are encouraged to attend one of several Behavior Based Interviewing Techniques trainings and/or attend Equity Advisor training. One Hundred and seventy (170) faculty and staff have attended the Behavior-Based Interviewing training since 2009. Equity Advisor training is provided by the OAA/EP twice a year; once in the fall and spring. The campus averages 25 equity advisors during the academic year. This training is implemented with intentionality with the belief that the more informed the campus community is in the process of searching and screening applicants, the more inclusive the pool and thus, greater the opportunity to select a qualified member of an underrepresented group.

A review of the most recent 2013 Campus Climate Survey reveals that these changes have had a positive effect. Some highlighted findings:

- 82% of the respondents were very satisfied or satisfied with the level of collegiality at IUN; an increase of 11 percentage points from the 2009 survey;
- 65% of the respondents rated the quality of administrative leadership at IUN as excellent or good; an increase of 16 percentage points from the 2009 survey;
- 75% of the respondents were very satisfied or satisfied with the identity and sense of community here at IU Northwest; an increase of 7 percentage points from the 2009 survey;
- 88% of the respondents agree or strongly agree with the statement "my work experiences have contributed to my appreciation of multiculturalism and diversity," an increase of 10% from the 2009 survey;

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- While already high at 90% in 2013, 93% of the respondents indicated an increase in socialization with staff, faculty and students from backgrounds different from their own.

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

IU Northwest continues to implement programming designed to recruit and retain students of color. These programs are designed to provide an inclusive climate where all students can thrive. In the fall of 2013, IU Northwest hosted, in collaboration with the campus LBGTQI student organization Connectionz, the first regional symposium on issues related to the LBGTQI community. This event involved informational sessions, speakers, HIV/AIDS testing, and film screenings. Building upon this momentum, the group sponsored a Week of Silence in April to raise awareness of the community's concerns.

The spring 2013 semester saw the campus discuss the School to Prison Pipeline with a panel of community stakeholders that included a school superintendent, a judge and the Lake County Prosecutor among others. This event gave the campus an opportunity to explore a phenomenon that prevents students of color from advancing beyond high school and entering college. Another activity, which saw students collaborating with faculty to conduct research, was a victimization study. This study was designed to identify what kinds of trauma and abuse our students have experienced or witnessed and to identify student needs that IU Northwest could address. These actions were all taken to produce a climate in which our students could succeed. Finally, the campus has created a Behavioral Consultation Team, which provides consultation, makes recommendations for action, and coordinates campus resources in response to reports concerning behavior displayed by students', staff or faculty. Since being established in 2010, the BCT has consulted on 11 cases whose outcomes included counseling referrals to IU Northwest's Counseling Services or referrals to the Vice Chancellor of Student Affairs or to Human Resources.

Academically, the Enrollment Management Group (EMG) and the Academic Advising Task Force (AATF) continue to prioritize student success by identifying ways the institution can serve our students better. These include standardizing the process by which all students receive academic advising on this campus. Because of student concerns expressed through surveys regarding the quality of academic advising, a National Academic Advising Association (NACADA) consultant was invited to campus during the fall 2013 semester. The NACADA consultant made some recommendations for improvement. Additionally, the AATF attended a workshop in Portland, OR during the summer of 2014. It is anticipated that the action plan developed during the retreat will result in actionable items that will increase IU Northwest's capacity to provide effective academic advising to its students. Among the recommendations offered from the NACADA consultant were the identification of designated academic advising contacts for each major, clarification of advisor responsibilities, and training for staff members to offer comprehensive support for our students. Moreover, the ODEMA is completing a search by August 5, 2014 for a new Advisor/Coordinator of Multicultural Affairs who will work closely with colleagues in both Student and Academic Affairs to address advising concerns of students of

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color and other underrepresented groups. These suggestions will result in improved retention and graduation rates for all students, including those of color.

**Conclusions:**

While IU Northwest has made significant strides in addressing previous concerns related to faculty diversity and institutional complaints regarding equity, there is still, and always will be more work to be done.

The Office of Diversity, Equity and Multicultural Affairs continues to build relationships with academic units, student groups, and community stakeholders to identify areas for improvement. While the recent faculty and staff climate survey did indicate improvement in the awareness of diversity and multicultural events, which contribute to its appreciation, respondents did indicate unit cohesion has declined from the previous survey. For example, there was a 5% decrease in feelings of support within the units; a 10% decrease in feelings of trust; and a 5% decrease in feelings that unit members were honest and ethical (2013 Campus Climate Survey). Furthermore, 30% of the African American or Latino faculty and staff surveyed felt unwelcome at IU Northwest because of race/ethnicity; 30% felt they were not taken seriously because of race/ethnicity, and 34% felt that favoritism was shown based upon race/ethnicity (2013 Campus Climate Survey). Clearly, the campus has work to do to address those concerns.

Additionally, there was a significant (12.9%) decrease in the number of first-time-full-time African American students at IU Northwest between the 2012-13 and 2013-14 academic years (Source: UIRR). Considering the demographics of the community in which IU Northwest resides, this should be cause for concern. However, it should be noted that the 2013 undergraduate degree-seeking students at IU Northwest stood at 20.2% compared with a 16.4% saturation of available students within our service region (Source: UIRR). Therefore, IU Northwest continues to surpass other local institutions with regards to student diversity and service to the African American community.

The revised recruitment and interview guidelines developed by the EVCAA and the OAA/EP have been particularly successful in diversifying faculty ranks. It is anticipated that continued use of the recently implemented procedures will move the campus closer to a faculty and student representation that closely mirrors its 48% domestic minority and 68% female student populations. Furthermore, the Support Professional Staff Guidelines created by the OAA/EP and Human Resources should continue to diversify those job categories as well.

The Campus Conversation on Diversity, Equity and Inclusion has kept the entire campus engaged with the result being increased awareness of diversity related issues in our community. Additionally, there is a renewed emphasis on collaboration between academic and service units to commit to developing relevant diversity related programming to consolidate expenditures and enhance program exposure for the campus. Moving forward, it is anticipated that the Diversity Advisory Council will continue to monitor [AQIP Systems Portfolio](#) and Feedback Reports to

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identify areas of concern to monitor, promote a greater degree of involvement from faculty members and students in Council discussions, while continuing to develop recommendations that will allow the campus to create an environment that is as diverse as it is inclusive.

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