

IU Board of Trustees
Diversity Advisory Council
Annual Report

Chancellor: William Lowe
Campus: IU Northwest
Date: August 6, 2015

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 10, 2015, to the Office of the Vice President for Diversity, Equity, and Multicultural Affairs.

Narrative:

During the 2014-15 academic years, Indiana University Northwest (IU Northwest) engaged in a number of activities to demonstrate its commitment to the principles of diversity, equity and inclusion. Accordingly, in an ongoing effort at continuous improvement through the Academic Quality Improvement Program (AQIP) process, IU Northwest regularly monitors and evaluates ongoing initiatives and implements new service projects. For that reason, the Diversity Advisory Council (DAC), composed of administrators, faculty, students, and staff, continued to meet monthly during the academic year, to plan activities and assess diversity-related outcomes. The purpose of this report is to provide an update of the efficacy of the diversity initiatives introduced in the 2013-14 annual report, to detail new initiatives introduced in 2014-15, and to and provide suggestions for future areas of focus.

In addition to reporting on the statutorily defined categories required for this report, this document will provide an update on the following initiatives mentioned in the 2013-14 report: the Support and Professional Staff Recruitment Guidelines (PA4 and below), the Academic Advising Task Force, the Faculty Development and Career Success Planning (FDCSP) project, the Center for Innovation and Scholarship in Teaching and Learning (CISTL), the ongoing campus conversation on issues of diversity and inclusion, the continuing “culture of service” initiative, ongoing efforts to address pay disparities, and the *One Book...One Campus...One Community* project. It will also summarize a number of surveys of faculty, students, and staff conducted by faculty researchers, the Office of Student Affairs and Enrollment Management, and the Office of Institutional Effectiveness and Research. Accordingly, it is from these materials that much of the qualitative information regarding the campus climate is derived.

New initiatives introduced throughout the 2014-15 academic year that impacted campus climate and student success included: the implementation of degree maps, the development of a new faculty and staff orientation program, renewed attention to Title IX training and awareness, development of the Constituent Relationship Management Project, and acceptance of the Kresge Foundation Grant, which will encourage increasing transfer student enrollments and assist with campus recruiting and advising efforts. Future areas of interest for the campus include the recruitment of students and faculty of color, increasing the effectiveness of academic advising, and a continued focus on improving the “culture of service.” The Diversity Advisory Council presents the following findings and recommendations for consideration.

Findings:

During the 2014 fall convocation, campus stakeholders again suggested that the campus address perceived weakness in IU Northwest’s “culture of service.” Accordingly, faculty colleagues conducted a number of focus groups to solicit feedback and the campus implemented Point of Service surveys to identify areas for improvement. Primary consideration was given to improving IU Northwest’s ability to provide quality academic advising. Small tablets were utilized to survey students following advising sessions to provide a mechanism with which the university could evaluate its performance. Additionally, the campus continued to promote campus-wide participation in the ongoing conversation on issues of diversity and equity through our *One Book...One Campus...One Community* project. This project involved targeted discussions on the phenomenon of mass incarceration and the national unrest surrounding incidents in Ferguson, MO. and elsewhere. Moreover, Michelle Alexander, the author of *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, visited IU Northwest in January 2015 for a lecture and public discussion of the book that was broadcast University-wide. Activities like these provided a unique opportunity for campus stakeholders to discuss the intersectionality of race, socioeconomic status, and power in an academic setting with significant community participation.

The Diversity Programming Series (DPS) continued to engage the campus with events designed to educate our stakeholders while celebrating the diverse cultures within the region. These activities included collaborating with IU Bloomington to sponsor the Indiana Latino Leadership Conference for the first time in Northwest Indiana, in addition to supporting annual favorite activities such as the Clothesline Project (focused on domestic violence), the annual Asia Day Celebration, Islam Awareness Week, the annual Hispanic Heritage Month celebration, Martin Luther King Jr. Day and Black History Month Celebrations, and the second Annual LGBTQI+ Week of Silence events. Similar to last year, the DAC took an active role in supporting these programs.

The campus continues to attend to employee complaints concerning diversity issues and efforts to recruit and retain a diverse faculty and staff. In accordance with federal law, IU Northwest has bolstered its ability to address Title IX complaints by increasing to full time the previously part-time position of the Director of Affirmative Action/Employment Practices (OAA/EP), who acts as the campus’ Title IX Deputy Coordinator. In addition, the campus has adopted revamped University-wide policies and procedures in addition to instituting mandatory employee and student training on how to respond to Title IX complaints. Further, some progress has been made in diversifying the campus executive leadership (with the addition of two men of color) and during the FY 14-15, 50% of all IU Northwest full-time hires were people of color and 67% were women. However, a review of utilization and availability data, as well as student demographic data, suggests there is an underrepresentation of Latino employees in particular service categories.

Demographically, the campus continued to experience enrollment declines between the 2013-14 and 2014-15 academic years. Whites, African Americans, and Asians all declined from previous levels by 6%, 13.7% and 8.1% respectively (representing 375 total undergraduate students, [Source: UIRR](#)). Conversely, Hispanic/Latinos experienced a slight increase in number (3.8%, 38 students). 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.

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 OAA/EP to ensure equity in both the recruitment process and candidate pool screening/interviewing process. Within the fiscal year beginning July 1, 2014 thru June 30, 2015 the university hired 33 new full-time individuals (eight faculty and 25 staff). Of the eight (8) faculty hired, one was a person of color and five (5) were women. Overall, the proportion of full-time faculty members of color is approaching 30%, of which 42% are of Asian descent. The proportion of full-time female faculty members is 55%.

Additionally, IU Northwest continues to encourage responsibility center managers to properly evaluate job responsibilities and in some cases, to use reclassification ensure that employees are compensated appropriately. In fact, from April 2013 to July 2015 there have been 24 successful reclassifications resulting in increased pay. Thirty-three 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 continues to move the needle regarding staff diversity and pay equity.

The [CISTL](#) continues to function as a pivotal resource to the university community by providing training, consultation, and mentoring to any faculty with teaching responsibilities at IU Northwest. Among the workshops offered were faculty discussion groups surrounding the text *The New Jim Crow: Mass Incarceration in the Age of Color Blindness* by Michelle Alexander, which explored themes related to systemic racism, in addition to 22 informational workshops designed to enhance classroom pedagogy. The Faculty Development and Career Success Planning project, begun in 2013, called for the use of faculty mentors to support junior faculty, the use of CISTL workshops and the use of a career map to evaluate the progress of junior and mid-level faculty. Although, due to budgetary constraints, certain elements of the faculty mentorship program were delayed, IU Northwest had a successful faculty career advancement year, with eight (8) promotion and tenure cases. Three (3) of the cases were for promotion to the rank of professor: two (2) were white males and one (1) white female. The other five (5) cases were all tenure cases: three (3) of these were women (one Asian) and two (2) were white male candidates (Source: FDCSP Chair). All were successful.

Furthermore, in addition to the revamped New Faculty Orientation offered to all newly-hired and returning teaching faculty, Human Resources has developed an online orientation to provide newly-hired employees with vital information regarding campus resources and services, in order to ensure an effective on-boarding program for all professional and support staff.

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 complaint should be handled by the OAA/EP or referred to another department for attention.

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, 2014 through June 30, 2015, the OAA/EP responded to approximately 22 complaints that comprised informal and formal fact-finding and investigations, consultations, referrals, and tracking. Seven (7) of the complaints were based on current and previous Title IX incidents reported and handled by the Campus Police and/or Student Affairs that, under recently revised University policy, OAA/EP is required to include in its database and provide follow-up attention. Seven (7) complaints included allegations of discrimination and/or violations of University policy based on race, age, gender, ethnicity, sexual harassment and/or retaliation. Investigations regarding these complaints determined four (4) were non-meritorious, two (2) resulted in individuals being separated from the university, and one is currently still under investigation. Six (6) complaints were not within the jurisdiction of OAA/EP or more appropriately addressed by other offices and therefore referred to other departments. Two (2) matters were consultations and required no further action (Source: OAA/EP).

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. Unfortunately, following the 2014-15 fiscal year, tight budgetary limitations prevented IU Northwest from offering increases to all categories of employees. But the University-wide increase in the minimum wage to \$9 an hour was implemented and the lowest-paid employees received a 2% increase (i.e., hourly employees covered by the CWA and police officers unions, as well as service maintenance staff). Additionally, to remain competitive and recruit and retain Nursing faculty, Nursing students across Indiana University pay a special fee that is earmarked for a faculty salary reserve fund, which will be allocated during FY16, to adjust salaries of both current Nursing faculty, as well as vacant positions. It is hoped that efforts to improve climate and targeted recruitment will result in increased tuition revenue moving forward and thus allow additional pay increases in the future.

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

As noted earlier, 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

has 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 year. Notable recent hires include the Vice Chancellor for Student Affairs and Enrollment Management (Asian male), the director of Admissions and Strategic Recruitment (African American female), the Executive Vice Chancellor of Academic Affairs (African American male) and the Director of Advising (African American female). In fact, of the 28 individuals with executive titles, nearly half are women (13) and 25% are people of color. Additionally, of the twenty-five (25) staff members hired during the fiscal year 2014-15, fifteen (15) were people of color and seventeen (17) were women.

Currently, IU Northwest has a 19% Hispanic/Latino student population. This percentage is expected to increase. A review of Affirmative Action data regarding the representation of people of color in all categories suggests that IU Northwest is currently experiencing underutilization of Hispanic/Latino staff in virtually every service category and particularly among the faculty, clerical, and technical/paraprofessional ranks. Asians are another demographic that is underutilized in the professional and technical/paraprofessional ranks. Finally, within the last fiscal year the campus lost three female African American full-time faculty, representing a significant decrease in their number on campus. This is an area to which IU Northwest will continue to devote attention.

With regard to climate issues, IU Northwest continues to solicit stakeholder feedback. Indeed, there have been a number of efforts implemented within the last year including the Physical Plant Customer Service Satisfaction Surveys and faculty-led focus groups designed to identify “culture of service” issues to which the campus should attend. Feedback from these efforts are being analyzed as of this writing; IU Northwest will continue to monitor this feedback to seek out opportunities for service improvements as part of a major AQIP action project. Additionally, the campus continues to offer a number of training sessions including University Compliance Training on the Equal Employment Opportunity/ Americans with Disability Act and on Title IX concerns. Finally, the OAA/EP offers the Behavior Based Interviewing Techniques trainings and Equity Advisor training on a regular basis. During this reporting period, an additional 32 and 25 employees, respectively attended both. This training is vital to campus efforts to guarantee that all employees are invested in cultivating an inclusive environment at IU Northwest.

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

IU Northwest is committed to promoting the recruitment and retention of students of color. Illustrative of these strategies is the repurposing of the Vice Chancellor of Student Affairs position into the Vice Chancellor for Student Affairs and Enrollment Management, thus formally appointing a chief enrollment officer. Additionally, the university created the position of Dean of Students within the Student Affairs and Enrollment Management suite, to strengthen the safety net that supports each IU Northwest student. As a result of a visit by a consultant from the National Academic Advising Association (NACADA) and a visit by IU Northwest staff and faculty to the NACADA summer institute in 2014, the Office of Academic Affairs recently hired a director of Academic Advising, to whom two full-time and one part-time position were assigned to bolster IU Northwest’s ability to provide the high quality advising required to retain

and guide students to the timely completion of their studies. Furthermore, the campus has adopted the use of degree maps to further inform students of their academic progress. Additionally, the Academic Advising Task force is now a full-fledged project within the campus AQIP process and will accordingly undergo the continuous improvement monitoring and reporting.

Regionally, the university has been involved in important conversations regarding systemic issues that affect students of color. Students and faculty were actively involved in President Barack Obama's national My Brother's Keeper initiative focused on developing best practices for male students of color by providing guidance and analysis of local project data. Further, IU Northwest has been an active partner with the Urban League of Northwest Indiana (Chancellor Lowe chairs the Board of Directors), participating in their annual Diversity Symposium, Diversity and Inclusion Awards Luncheon and Scholarship Fair. Moreover, in 2014, the Northwest campus along with IU Kokomo and IU South Bend were awarded a Kresge Foundation grant, which has allowed the campus to hire a transfer specialist (African American female) who will help facilitate the transition of students from Ivy Tech Community College to a four-year institution, ideally one of the three IU regional campuses.

As in previous years, the 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 Michelle Alexander's *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.

The Office of Diversity, Equity and Multicultural Affairs (ODEMA) continued to support activities designed to promote the recruitment of students of color by hosting activities such as the Indiana Latino Leadership Conference, which brought over 350 Latino students from around the state for student-led workshops and lectures, the Indiana Youth Advisory Board (IYAB) regional meetings for youth who are wards of the state, and, the Developing 21st Century Leaders Workshops, which brought local high school students to campus for student-led workshops. The department of Athletics contributed to the effort to expose local youth to campus by sponsoring 2 summer camps that allowed an additional 125 local youth between the ages of six (6) and 18 an opportunity to spend time on campus during the summer months.

Finally, the campus Behavioral Consultation Team (BCT) continues to provide consultation, make recommendations for action, and coordinate campus resources in response to reports concerning disruptive or disturbing behavior displayed by students', staff or faculty. Since being established in 2010, the BCT has consulted on 22 cases whose outcomes included referrals to IU Northwest's Counseling Services, the Vice Chancellor of Student Affairs and Enrollment Management, or to Human Resources. In the upcoming year, IU Northwest's newly appointed Dean of Students, who will chair the BCT moving forward, will refine the mechanisms used to refer student behavior concerns in order to distinguish between student conduct matters, criminal/police matters, and mental health matters. The BCT will continue to monitor students with recurring behavior issues to ensure the safety of the campus community.

Conclusions and recommendations:

While IU Northwest has made significant strides in addressing concerns related to faculty diversity and equity, there is still, and always will be more work to be done. Institutional reporting procedures for complaints exist, but campus should continue to have regular trainings to increase awareness as a proactive prevention measure. 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. Additionally, recent reductions in the number of African American full-time faculty suggest another area to monitor closely. Continued commitment to established recruitment guidelines and referral to the OAA/EP utilization data should help the campus in that regard.

The campus continues to explore opportunities to improve the “culture of service” for its stakeholders. Accordingly, it has developed faculty guided surveys and focus groups designed to gather feedback to inform strategic improvements. As part of a major campus campaign to more deeply embed continuous improvement thinking and processes during 2015-16, this framework has the potential to provide a structure within which to undertake continuous assessment for improvement. The “culture of service” initiative and how it connects with continuous quality improvement are major themes of the 2015 campus Convocation that will begin the academic year.

ODEMA continues to build relationships with academic units, student groups, and community stakeholders to host conversations surrounding diversity matters. Last year’s *One Book...One Campus...One Community* project focused on a timely topic, which, unexpectedly, exploded upon the nation’s consciousness, allowing an opportunity to explore systemic issues that affect access and opportunity. The campus will continue to seek opportunities to do the same during 2015-16 as it turns to a campus reading of *Operation Homecoming: Iraq, Afghanistan, and the home Front, in the Words of U.S. Troops and Their Families*, edited by Andrew Carroll, a multi-genre anthology of written works by soldiers, veterans, and their families. Additionally, ODEMA’s dotted line relationship with Student Affairs and Enrollment Management in general, and with the Office of Admissions in particular, presents collaboration and outreach opportunities that promote the recruitment and retention of students of color. Furthermore, funds obtained through the Kresge Foundation grant should, in time, increase institutional ability to recruit students from Ivy Tech Community College.

Regarding students, a Senior Survey was conducted in the spring of 2015 by the Office of Institutional Effectiveness and Research. Of the 348 respondents, 88% were satisfied or very satisfied with their experience at IU Northwest, and 93% were similarly satisfied with the quality of education received. Furthermore, 88% agreed that their IU education prepared them for life after graduation. On the other hand, an initial analysis of the Student Victimization Survey, mentioned in the 2013-14 annual report, suggests that nearly 40% of those surveyed (n=969) felt the need to seek out a mental health counselor within the past 6 months and a small portion of those had contemplated suicide. This indicates a strong need for increased campus mental health services as well as the need to market those services and the ongoing need to lessen the stigma of seeing a therapist. In the upcoming year, IU Northwest’s newly appointed Dean of Students,

who will chair the BCT moving forward, will refine the mechanisms used to refer student behavior concerns in order to distinguish between student conduct matters, criminal/police matters, and mental health matters. The BCT will continue to monitor students with recurring behavior issues to ensure the safety of the campus community.

Finally, there was a 11 percent decrease in the number of first-time-full-time African American students at IU Northwest between fall 2013 cohort and the fall 2014 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 2014, all degree-seeking African American students at IU Northwest stood at 20 percent compared with a 16 percent 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.

Moving forward, it is anticipated that the Diversity Advisory Council will continue to monitor [AQIP Systems Portfolio](#) and Feedback Reports and incorporate guidelines recommended by the American Association of Colleges and Universities (AAC&U) to standardize the process by which IU Northwest assesses its ability to offer an environment that is as inclusive as it is diverse.