



President's Council on Diversity

Fifth Annual Report to the Trustees

October 5, 2013

FY12-13 Highlights

- Final report of the Bayh College of Education 2010-2013 diversity plan (See Appendix F)
- The College of Nursing, Health and Human Services finalized its diversity plan Spring 2013 (See Appendix G)
- The College of Technology approved its 2012-2015 Diversity Plan (See Appendix H)
- The College of Arts and Sciences has convened a diversity plan steering committee and is working towards approving a diversity plan during FY13-14
- Diversifying Faculty Initiative provided funds to send six faculty of color to the [Faculty Women of Color seminar](#) at the University of Illinois Champaign-Urbana.

FY12-13 Highlights

- The Office of Student Success created a first-generation mentoring program. In this program first-generation students are mentored by faculty and staff who were first-generation college students themselves
- Among its many activities, the Office of Diversity coordinated the Diversity Research Symposium at Indiana State University (See Appendix I)
 - Eight diversity research grants were awarded to faculty and staff. The grants (\$1,000-\$1,500) were given to support interdisciplinary research that involves areas of diversity
- Creation of two new Affinity Groups The African American Professional Men Affinity Group and the Black Faculty and Staff Caucus
- The development of parent and family connections through the Division of Student Affairs Parent and Families Initiative also has had great success (e.g. ParentLink and Family Day)
- The summer bridge program, LEAP, has expanded its efforts to serve students who may not be as prepared to go to college as other first-year freshmen. The expansions include math and English courses. The Program also hired more staff members to assist the students as LEAP counselors.

Council FY12-13 Charge

To guide the Council on Diversity in accomplishing its single charge from President Bradley, to create a University Diversity Plan, Council members served on two committees.

- The Council understood that to create such a plan, a campus-wide diversity climate study for students, staff and faculty was required. As a result, a sub-committee, co-chaired by Kandace Hinton and Christopher Childs, was convened to locate and recommend a nationally recognized tool
- The second sub-committee was tasked with locating and reviewing diversity plans developed by peer institutions. This committee was chaired by Martha Reed and Ethan Strigas

Diverse Learning Environment Survey (DLE) Results

Class Standing	Students who responded to the survey		Students enrolled at Official Spring 2013 Count date	
	Count	%	Count	%
Freshmen	63	5%	2,875	25%
Sophomore	464	41%	1,913	17%
Junior	471	42%	1,858	17%
Senior	82	7%	2,414	22%
Fifth Year or Graduate Student	55	5%	2,019	19%
Total	1,135	100%	11,079	100%

One student did not report class standing.

Gender	Students who responded to the survey		Students enrolled at Official Spring 2013 Count date	
	Count	%	Count	%
Female	757	67%	6,082	55%
Male	378	33%	4,997	45%
Total	1,135	100%	11,079	100%

There were an overwhelming number of female students who completed survey, which is something to keep in mind when reviewing the results. One student did not report gender.

Enrollment Status
Five students were not currently enrolled when they completed the survey.

Enrollment Status	Students who responded to the survey		Students enrolled at Official Spring 2013 Count date	
	Count	%	Count	%
Part-Time	75	6%	2,537	23%
Full-Time	1,056	93%	8,542	77%
Total	1,136	100%	11,079	100%

DLE

Students were asked a series of questions about their experiences based on bias, harassment, and discrimination (BHD). The survey had nine questions that covered BHD based on: race, ability/disability, age, citizenship status, political beliefs, religious beliefs, sexual orientation and gender bias.

Bias, harassment, or discrimination is being defined as an act of ill-will toward an individual based on race, ability/disability, age, citizenship status, political beliefs, religious beliefs, sexual orientation and gender.

The act could have resulted from verbal or written comments, threats of physical violence, or actual violence.

The Council recognizes the Diverse Learning Environment Survey combined the issues of bias, harassment and discrimination in its findings. This can be problematic in determining meaningful action plans to address these issues. In future surveys, the Council suggests utilizing a tool that garners more specific responses that help identify the nature and type of experiences that students are reporting.

DLE Results

Racial Group	Race/ethnicity Bias	
	No	Yes
African American	61%	39%
Asian	73%	27%
Hispanic	100%	--
White	89%	11%
Multiracial	66%	34%
Middle Eastern	71%	29%
Total	80%	20%

Sexual Orientation	Sexual Orientation bias		Count
	No	Yes	
Heterosexual	95%	5%	669
Homosexual	27%	73%	30
Bisexual	74%	26%	31
Other	72%	28%	18
Total	91%	9%	748

Citizenship	Citizenship Status Bias		Count
	No	Yes	
My Parents and I were born here	97%	3%	674
Permanent Legal Resident	100%	--	2
I was born in the United States but one parent was not	100%	--	11
I was born here but both parents were not	100%	--	13
Foreign-born naturalized citizen	90%	10%	10
Foreign born on student visa	48%	52%	21
Other Status	67%	33%	6
Total	95%	5%	737

Students Recommendations

1. More intentional recruitment and retention efforts be directed toward the increase of Hispanic, Native American, and Asian American students
2. More resources need to be dedicated to LGBTQ programs to make this campus more welcoming and inclusive
3. More focus needs to be directed towards making international students feel truly embraced by their temporary home
4. Expansion of mentoring programs international, disabled, and LGBTQ students - furthermore, mentors need training and support

Minority Faculty Hires 8/2012 - 8/2013

Position	African American	Asian / Pacific Islander	Hispanic	Multiracial
Associate Professor	1	0	0	1
Assistant Professor	4	6	0	0
Instructor	2	0	0	0
Total	7	6	0	1

During FY12-13, a different recruiting approach which focused on seeking out candidates at job and career fairs, professional conferences, and personal contact at institutions graduating significant numbers of African American doctorates was utilized.

Faculty Recommendations

1. Engagement with the Opportunity Hire Program needs to be stronger in regards to department and college candidate recruitment rather than primarily waiting for candidates to find us via university-wide national advertising
2. Start the hiring season sooner in the fall so early, ongoing, and active outreach and recruitment of diverse candidates can occur through the posted search process
3. Select a new faculty fellow or hire a professional to provide leadership for the diversifying the faculty initiative within Academic Affairs since that position is currently vacant.
4. Seek feedback from current African American faculty around issues of job and community satisfaction, and professional development opportunities
5. Harvest and glean the field of doctoral producing institutions, professional and academic associations, national registries, online diversity job fairs, career fairs at conferences, and one-on-one contact from collegial networking to find potential faculty candidates

Office of Equal Opportunity

- Individual complaints from faculty, staff, applicants for employment and students dropped from 22 during 2011-12 to 10 during 2012-13
- Two of the 10 complaints were from faculty and staff; the remaining eight were from students
- Only one complaint resulted in a finding that inappropriate behavior (sexual harassment) occurred in the workplace. The employee received disciplinary action
- All other complaints were resolved informally, or there was no finding that discrimination or harassment occurred

Complaints

Category or Characteristics	Total
Age	1
Color	0
Disability	2
Ethnicity	0
Sex	3
Marital Status	0
National Origin	1
Race	3
Religion	2
Sexual Orientation	0
Gender Identify	0
Veterans Status	0
Retaliation	0
TOTAL	12



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