



**IVY TECH**  
COMMUNITY COLLEGE

IVY TECH COMMUNITY COLLEGE  
**STATEWIDE DIVERSITY,  
EQUITY & BELONGING**

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**ANNUAL REPORT – 2020**

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## OFFICE OF DIVERSITY, EQUITY AND BELONGING

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Vice President of Diversity,  
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### Amanda Bonilla

Executive Director of Student  
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Administrative Assistant

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#### Krystal Ardayfio

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### BLOOMINGTON

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### COLUMBUS

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Assistant Director of Student Engagement and  
Mentoring

### EVANSVILLE

#### Wendy Chinn

Financial Aid Advisor

### FORT WAYNE

#### JoAnne Alvarez

Director of Student Success and Retention

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#### Jay Watts

Executive Director of Diversity, Equity and Belonging  
- Central Indiana

### KOKOMO

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Assistant Professor and Program Chair - Social &  
Behavioral Sciences

### LAFAYETTE

#### Rosemary Cheek-Walthour

Director of Diversity & Inclusion

### LAKE COUNTY

#### Katrina Hudson

Associate Accelerated Program (ASAP) Director

### LAWRENCEBURG

#### Katherine Watkins

Criminal Justice, Human Services, Legal Studies &  
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### MADISON

#### Randy Lakeman

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### MARION

#### Lonnie Peek

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### RICHMOND

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Director of Diversity, Equity and Belonging

### SELLERSBURG

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### SOUTH BEND/ELKHART

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Director of Diversity, Equity and Belonging

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### TERRE HAUTE

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Academic Advisor and Coordinator for the Elevate  
Minority Student Scholarship

### VALPARAISO

#### Kate Pantinas

Associate Professor

# I. IVY TECH MISSION, HISTORY AND DIVERSITY STATEMENT

## *Mission:*

We are Ivy Tech, Indiana's Community College. We serve the people of our state through accessible and affordable world-class education and adaptive learning. We empower our students to achieve their career and transfer aspirations. We embrace our vision of economic transformation inspired by the education and earnings attainment of our citizens, the vitality of our workforce, and the prosperity of our unique and diverse communities.

## *History:*

We were founded in 1963 as Indiana Vocational Technical College. Back then, we focused primarily on technical and vocational education—but in the more than 50 years since, we've gone through enormous changes. Today, we're Indiana's only full-fledged community college, offering programs in the following schools (and offering more than 100 transfer programs with in-state and out-of-state schools):

- School of Business, Logistics, & Supply Chain
- School of Public Affairs & Social Services
- School of Information Technology
- School of Arts, Sciences & Education
- School of Health Sciences
- School of Nursing
- School of Advanced Manufacturing, Engineering & Applied Science

We offer hands-on experience with some of the state's most advanced technologies and training facilities, plus the convenience of more than 1,000 online classes, and the attention that comes with a small average class size of 22.

We have more than 40 locations, and teach classes in more than 75 communities. We have grown to become the largest public postsecondary institution in Indiana—and the largest singly-accredited statewide community college system in the entire country.



## DIVERSITY, EQUITY & BELONGING

At Ivy Tech Community College, we honor and appreciate diversity, equity, and belonging as essential elements of a highly-functioning society. We are working every day to build educational environments that respect and affirm the unique contributions of each individual, regardless of race, ethnicity, religious belief, gender identity, sexual orientation, socioeconomic status, age, disability, or political affiliation. We strive to put diversity, equity, and inclusion into practice by graduating culturally literate individuals who will make positive contributions to local communities, and through recruitment and retention of talented faculty and staff who reflect our great state of Indiana. All belong at Ivy Tech.

### *Diversity:*

At Ivy Tech Community College we honor and appreciate the diversity of our students, employees, and community. Ivy Tech seeks to embody individuals who vary in terms of race, national/ethnic origin, gender identity, sexual orientation, age, physical and mental ability, socioeconomic status, religious preference, veteran status, and citizenship, in the service of learning.

### *Equity:*

Ivy Tech Community College seeks to create opportunities for historically underrepresented populations to have equal access in hiring, compensating, promoting, providing services for, educating, and overall support.

### *Belonging:*

The active, intentional and ongoing engagement Ivy Tech Community College has with diversity – in its college community, in its curriculum, in its offices and workplace, and in the communities it serves. A sense of belonging refers to real and perceived social support on campus or in one's department, a feeling or sensation of connectedness, and the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the campus community, including peers, colleagues, faculty, and staff. Ivy Tech seeks to provide a sustained welcoming and protected environment for all people, regardless of their background and identity, as all belong at Ivy Tech.





# LETTER FROM PRESIDENT ELLSPERMANN AND CHAIRMAN ANKER

It is with great pleasure that we present Ivy Tech Community College's Annual Diversity, Equity and Belonging Plan for the 2019-2020 Academic Year. Ivy Tech remains excited about continuing its work to foster an environment that welcomes diversity of students, faculty and staff and values inclusion and belonging for all. This plan allows us to be more intentional with our efforts.

Diversity, equity and belonging are vital to our educational mission as Indiana's Community College. Our community must commit to turning our mission into actions in our policies, practices, and daily interactions. Our expectation is that Goal 8 of our Strategic Plan will help define our values and provides the roadmap for the ways in which we work and interact. A significant factor in the long-term success of Goal 8 is the establishment of a System-wide Office of Diversity, Equity and Belonging and the appointment of a Vice President of Diversity, Equity and Belonging, which we completed this year. The work of the Office of Diversity, Equity and Belonging and the statewide Diversity Leads will have long-lasting impact and will ensure the work that we are doing reaches every corner of Indiana.

This year our community lost a dear friend and champion of diversity, equity and belonging efforts at Ivy Tech and beyond. William R. Goins, affectionately known as Billie Ray, leaves behind a legacy of valuing every individual and committing to the ideals of Ivy Tech. The substantial impact he made here on so many levels will bolster our efforts to make Ivy Tech more equitable and inclusive long into the future. We have created the William R. Goins Spirit of Diversity Award to honor his legacy and to push forward our efforts to cultivate a college culture of diversity, equity and belonging for all.

We want to send a heartfelt thank you to the various campus groups and individuals who contributed to the development of this plan. We know our actions will speak louder than our words as we work to guarantee every single member of our Ivy Tech Family feels welcomed, has a voice that is heard and respected, and is proud of who we are. You Belong Here.

Sincerely,

President Sue Ellspermann, Ph.D.

Chairman Terry Anker, J.D.





## LETTER FROM VICE PRESIDENT OF DIVERSITY, EQUITY, & BELONGING

As I reflect on my first year at Ivy Tech and consider the work that lies ahead for us, I cannot help but to lean on these powerful words by bell hooks: "I want there to be a place in the world where people can engage in one another's differences in a way that is redemptive, full of hope and possibility." This quote resonates because it reflects the College's willingness to work to positively influence inclusion and belonging among the Ivy Tech community. There are countless numbers of students, faculty, staff and community members who have been doing this work for a long time and are champions of diversity, equity and belonging for all.

The work of the Office of Diversity, Equity and Belonging is centered on partnerships and collaboration to ensure our goals are advanced and that we hold each other accountable. It is vitally important to build an inclusive and welcoming environment that recognizes and respects people of all backgrounds and experiences. We cannot build that if we don't understand and recognize the wounds of systemic and institutional racism. It is time for us to work to build communities that embrace diversity, equity and belonging, and ensure every voice is heard. When we think of Ivy Tech's role, this is where we must put our efforts.

We are living in a moment in our history where systemic inequities have been laid bare by the global pandemic and racial injustice has been spotlighted on the national stage. I have been touched by the tremendous care our campus communities have shown to our students, staff, faculty and community by leading with respect and belonging. **This is who we are at Ivy Tech.**

As we look forward, we will strive to build upon the foundation that many before us have helped to lay. This past year, we recognize that we have much for which to be proud. Our annual report shares some of our accomplishments, opportunities for growth, and goals. It is my hope that armed with this information, we will elevate Ivy Tech's commitment to diversity, equity and belonging. The 2020 Diversity, Equity & Belonging Report is a roadmap for our collective journey to ensuring access, anti-racism, equity, and belonging for all.



In Service,

Doneisha L. Posey, J.D.



## IV. STRATEGIC PLAN GOAL 8

The Ivy Tech Strategic Plan was developed through a scan of community college best practices, 120 listening sessions with faculty and staff, the engagement of 250 external stakeholders, and over nine months of development. The plan was unanimously adopted by the State Board of Trustees in December 2017, with 7 goals. When the Strategic Plan began implementation in 2018 there was no Goal 8, and instead the principles of diversity, equity, and inclusion were intended to be imbedded within each goal.

In February 2019, Ivy Tech held the Strategic Plan's first annual refresh, and brought together over 100 College leaders from across the state to celebrate successes, identify areas of improvement, evaluate metrics, and overall refresh tactics and strategies within the plan. During a general session discussing how to further and more intentionally imbed diversity, equity, and inclusion into the Strategic Plan, the College leaders collectively agreed that these principles needed to be called out separately in the plan. At the Strategic Plan's first annual refresh, College leadership converged on adding Goal 8 to our plan, and work began that very afternoon to develop the new goal.

Work began quickly, and between March and May 2019 over 225 participants, including faculty, staff, students, and leaders participated in listening and feedback sessions. This included representation from 14 campuses, as well as statewide leadership from Systems Office. Similar to the development of the original 7 goals, participants diverged and converged on strengths and weaknesses, while mapping strategies and tactics using Simplex creative problem-solving methodology. Five strategies were presented to the State Board of Trustees for initial review in June 2019. The Strategic Planning team then conducted additional faculty and student listening and feedback sessions to ensure their voices were reflected in Goal 8. In September 2019 the individual strategy teams were developed, metrics were associated with the new goal, and tactics were developed based on the feedback received statewide. Goal 8, strategies, tactics, and metrics were finalized and approved by the State Board of Trustees on October 2, 2019.





Goal 8 will establish a sustainable culture of diversity, equity and belonging. It now includes five strategies, which were developed with input from faculty, staff, and students from around the state.

**Strategy 8.1 - Eliminate systemic inequities for students.**

**Strategy 8.2 - Leverage leadership’s power and privilege to drive positive change.**

**Strategy 8.3 - Implement new structures to ensure faculty and staff diversity.**

**Strategy 8.4 - Increase diversity in leadership.**

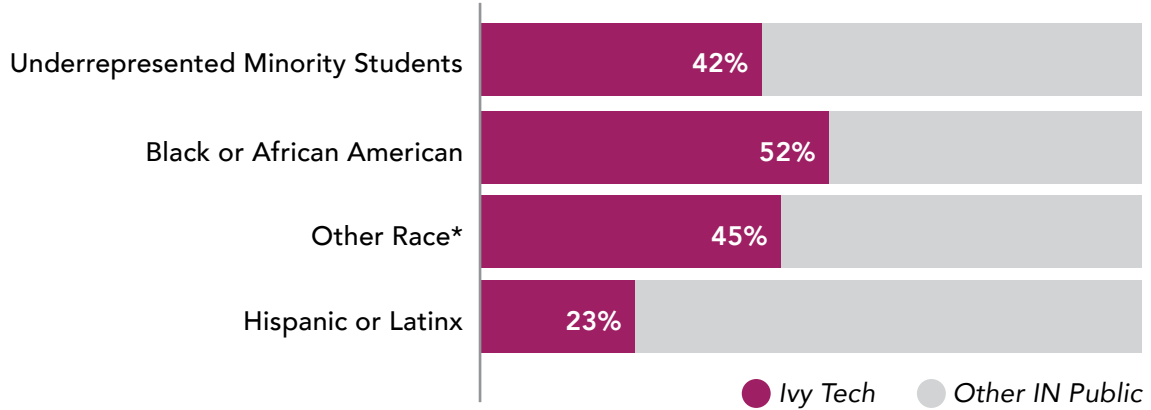
**Strategy 8.5 - Ensure everyone in our college community feels they belong.**

Diversity, Equity and Belonging Student Goals	2018-19 Baseline	2020-21 Target
Reduce Equity Gap in Conversion <i>(white students to students of color)</i>	8.0%	-1%(7.0%)
Reduce Equity Gap in Fall to Fall Retention <i>(white students to students of color)</i>	6.5%	-0.3%(6.2%)
Reduce Equity Gap in 100% Completion Rate <i>(white students to students of color)</i>	6.4%	-1.0%(5.4%)
Reduce Equity Gap in 200% Completion Rate <i>(white students to students of color)</i>	7.1%	-0.6%(6.5%)
Diversity, Equity and Belonging Employee Goals	2019-20 Actual	2020-21 Target
Belonging Score	0.1	0.0+
Diversity, Equity and Belonging Plan Goals	2018-19	2020-21 Target
Campus & Systems Office Diversity Plan	N/A	19 Approved Oct 15 2020

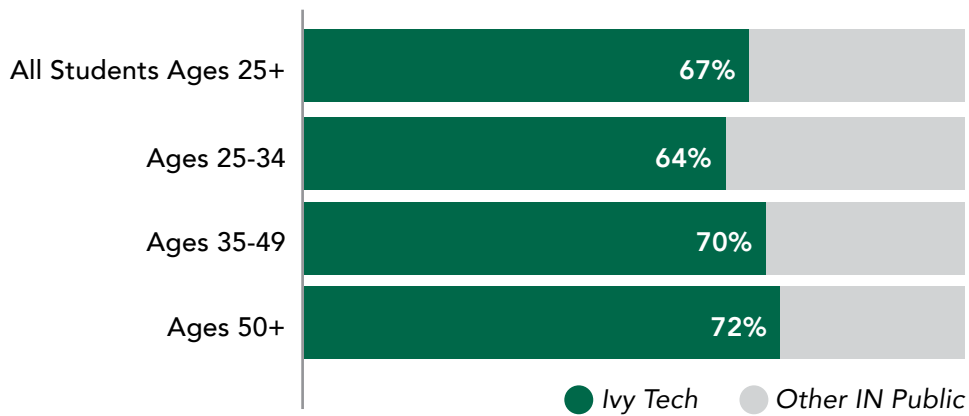


# V. DIVERSITY AT A GLANCE

In AY2019, Ivy Tech represented 38% of all Hoosier undergraduate, degree-seeking students enrolled in Indiana public colleges. In addition, 42% of all underrepresented minority students were enrolled at Ivy Tech.

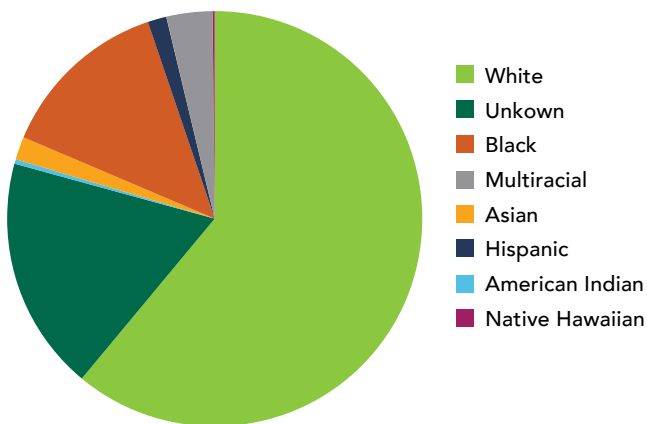


67% of students ages 25+ were enrolled at Ivy Tech

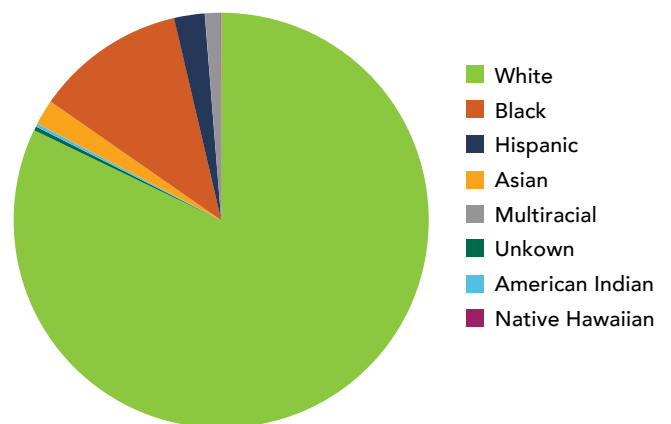


Source: CHE Enrollment and Degree Facts , [https://public.tableau.com/profile/che.staff#!/vizhome/FB\\_11/Story1](https://public.tableau.com/profile/che.staff#!/vizhome/FB_11/Story1)  
 \*includes Multiracial, Nat. Am./Am. Ind. or Alaskan Nat., Nat. Hawaiian, and Undeclared Race

2019-2020 STUDENT ENROLLMENT BY RACE & ETHNICITY



2019-2020 STAFF REPRESENTATION BY RACE & ETHNICITY



# ELIMINATING SYSTEMIC INEQUITIES FOR OUR STUDENTS

Statewide Enrollment by Race								
	Not Available	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Multiracial	Native Hawaiian or Other Pacific Islander	White
2019-2020	21,552	414	2,123	15,826	1,734	4,240	189	72,218
2018-2019	23,311	376	2,088	15,808	1,631	3,978	176	73,409
2017-2018	24,507	361	2,019	15,843	2,229	3,891	176	72,403

## Statewide Student Financial Aid Recipients \* excludes federal loans or work-study

	Federal Aid	State Aid
2019-2020	33,460	12,997
2018-2019	34,914	13,046
2017-2018	35,626	13,175

## 2019-2020 Highlights of Financial Aid Funding

Cares Act Relief Funding	1,311
Federal Pell Grant	33,046
Frank O'Bannon Award	6,551
Workforce Ready Grant	1,824
21st Century Scholarship	1,924

## Statewide Enrollment by Age

	17 And Under	18-21	22-24	25-34	35-49	50+
2019-2020	5,141	50,649	19,065	30,830	17,098	4,864
2018-2019	4,509	50,552	20,523	31,657	18,250	5,299
2017-2018	3,855	50,999	21,337	31,329	18,424	5,443

## Statewide Retention Rates by Race (Fall to Fall)

	Not Available	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Multiracial	Native Hawaiian or Other Pacific Islander	White
2019-2020	46%	42%	55%	39%	46%	39%	49%	48%
2018-2019	51%	47%	57%	39%	50%	42%	52%	50%
2017-2018	48%	43%	61%	39%	51%	41%	52%	49%

## 100% Completion Rates

	Not Available	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Multiracial	Native Hawaiian or Other Pacific Islander	White
2019-2020	16%	10%	22%	7%	21%	14%	14%	20%
2018-2019	22%	10%	16%	8%	1%	13%	43%	19%
2017-2018	15%	0%	10%	7%	15%	11%	0%	13%

## Statewide Enrollment by Race and Student Category

		Continuing/ Other	Readmit	Apprentice	New First Time	Guest	Transfer	Dual Enrolled	Senior Scholar
2019-2020	Not Available	1,693	38	1,610	763	6,904	233	361	24
	American Indian or Alaska Native	212	45	27	93	12	20	13	3
	Asian	1,335	101	19	361	149	211	98	4
	Black or African American	8,116	1,940	352	2,387	376	1,157	281	139
	Hispanic or Latino	2,713	267	220	876	145	264	152	9
	Multiracial	2,189	424	107	840	155	398	242	6
	Native Hawaiian or Other Pacific Islander	98	14	4	29	6	27	6	3
	White	40,800	6,958	5,935	11,362	4,208	5,361	4,000	339
2018-2019	Not Available	1,797	46	1,315	758	7,218	279	313	32
	American Indian or Alaska Native	191	38	26	85	11	34	4	2
	Asian	1,385	103	19	347	141	199	57	3
	Black or African American	8,010	2,035	367	2,421	353	1,243	282	151
	Hispanic or Latino	3,011	201	232	867	130	228	115	9
	Multiracial	2,148	390	97	729	163	340	184	8
	Native Hawaiian or Other Pacific Islander	89	12	2	42	5	10	9	4
	White	42,043	7,659	6,313	11,676	3,829	5,857	3,574	371
2017-2018	Not Available	2,052	46	1,245	890	7,105	334	236	34
	American Indian or Alaska Native	209	37	26	59	9	35	6	1
	Asian	1,358	102	21	385	156	198	40	3
	Black or African American	8,214	1,757	342	2,513	361	1,233	176	164
	Hispanic or Latino	3,193	261	207	925	120	248	87	7
	Multiracial	2,214	332	81	802	136	348	115	9
	Native Hawaiian or Other Pacific Islander	93	11	1	34	4	14	7	2
	White	43,244	6,758	6,130	12,062	3,254	6,036	2,691	358

## STUDENT ACADEMIC ACCOMMODATIONS BY CAMPUS

CAMPUS	FALL 2019			SPRING 2020			SUMMER 2020		
	STUDENTS REQUESTING ACCOMMODATIONS	% STUDENTS USING ACCOMMODATIONS	APPROVED ACCOMMODATIONS	STUDENTS REQUESTING ACCOMMODATIONS	% STUDENTS USING ACCOMMODATIONS	APPROVED ACCOMMODATIONS	STUDENTS REQUESTING ACCOMMODATIONS	% STUDENTS USING ACCOMMODATIONS	APPROVED ACCOMMODATIONS
Lake County	76	2.00%	277	62	2.07%	267	21	1.43%	61
Valparaiso	79	2.30%	346	68	2.25%	300	31	2.13%	101
South Bend/Elkhart	89	2.40%	265	73	2.19%	200	28	1.81%	87
Fort Wayne	208	3.30%	820	180	3.10%	893	45	1.61%	213
Lafayette	95	2.40%	415	78	2.10%	348	37	1.73%	152
Kokomo	91	4.40%	691	73	3.72%	459	23	3.09%	165
Muncie	63	2.80%	299	44	1.98%	243	25	2.29%	119
Anderson	51	3.30%	166	22	1.74%	84	6	0.85%	15
Marion	14	1.70%	54	12	1.52%	42	1	0.25%	4
Terre Haute	85	2.90%	170	43	1.66%	96	24	1.73%	42
Indianapolis	351	2.30%	1191	258	1.84%	1018	111	1.43%	390
Richmond	71	4.70%	385	57	4.05%	280	14	2.20%	46
Columbus	51	2.30%	166	40	2.02%	141	21	2.16%	53
Madison	12	1.20%	39	14	1.49%	53	2	0.44%	6
Lawrenceburg	1	0%	4	1	0%	1	1	0%	3
Evansville	127	4.20%	446	95	3.38%	336	23	2.04%	65
Sellersburg	94	3.30%	323	64	2.55%	232	7	0.62%	26
Bloomington	214	5.00%	1073	193	4.55%	716	79	2.31%	245
College-wide	1811	2.90%	7221	1377	2.42%	5709	499	1.63%	1793

The Office of Disability Support Services (DSS) provides assistance to students, who qualify for reasonable accommodation under the Americans with Disabilities Act (ADA), and Sections 504 and 508 of the Rehabilitation Act. Reasonable accommodations may be granted, based upon verification with appropriate documentation, for chronic illnesses, neurological conditions, learning disabilities, psychiatric illnesses, mobility impairments, and other conditions or impairments that limit one or more of life's major activities.



## STATEWIDE TOTAL APPROVED STUDENT ACCOMMODATIONS

APPROVED ACCOMODATIONS	FALL 2019	SPRING 2020	SUMMER 2020
Extended time (50%) on all quizzes and tests	1376	1115	425
Distraction-reduced area for taking all quizzes and tests	1202	960	297
Use of recorder for class notes	787	676	219
Other	554	448	109
Note-taking assistance	516	379	122
Use of assistive technology (screen reading software) for quizzes and tests	401	324	89
Extended time (100%) on all quizzes and tests	373	293	89
Text in alternative format	340	307	91
Use of calculator for Math tests and quizzes	233	181	52
Option to choose seat location to suit individual needs and accomodate disability	215	175	52
Option to leave class briefly to accomodate disability	159	131	38
Extended consecutive tutoring	158	119	38
Use of recorder and keyboard for class notes	99	96	34
Medical condition letter	97	136	37
Use of keyboard for notes and written work in class	97	80	21
Use of keyboard for written responses on tests and quizzes	65	46	12
Written instructions	58	42	17
Use of alternative answer sheets for responses on tests and quizzes	56	41	11
Use of scribe for written responses on tests and quizzes	53	52	8
Use of assistive technology (screen magnification software) for quizzes and tests	50	45	12
Option to move out of seat to accomodate disability	46	40	14
Closed caption for all videos used for class	38	34	7
Use of adaptive equipment in class	35	25	6
Use of spelling checker/dictionary for written responses on tests and quizzes	32	18	7
Use of voice dictation software for written responses on tests and quizzes	23	28	7
Option to receive tests in separate sections and take breaks during test session	22	25	11
Sign language interpreting	22	19	1
Use of 5x7 index cards for use as memory tool for Math tests and quizzes	22	19	10
Use of earplugs during testing to mitigate ambient noise	20	22	8
Use of fidgets or stress balls in class or testing environment	16	11	3
Use of personal aid in classroom	14	13	4
Use of specific chair to accomodate disability	10	8	4
Use of preapproved white noise or commercially recorded music with headphones during tests or quizzes	8	6	2
Opt. to sit through instruction as needed to accomodate disability at times when safety is no concern	7	6	2
Use of adaptive equipment in class	7	13	3
Use of emotional support animals (ESA)	5	4	1
Access to College video recorded lecture	2	2	2
CART services	1	2	2



## BUILDING A DIVERSE AND EQUITABLE WORKFORCE

### Statewide Representation of All Full-Time Employees by Race

	Not Available	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Multiracial	Native Hawaiian or Other Pacific Islander	White	Total
2019-2020	10	8	62	370	75	38	2	2,599	3,164
2018-2019	4	8	59	382	63	34	2	2,661	3,213
2017-2018	5	10	56	416	72	38	1	2,731	3,329

### Statewide Faculty Representation – Full Time Faculty by Race

	Not Available	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Multiracial	Native Hawaiian or Other Pacific Islander	White	Total
2019-2020	1	6	36	91	24	11	2	1,126	1,297
2018-2019	2	6	40	93	19	12	1	1,156	1,329
2017-2018	2	5	35	100	21	10	1	1,204	1,378

## Statewide Faculty Representation – Adjunct Faculty by Race

	Not Available	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Multiracial	Native Hawaiian or Other Pacific Islander	White	Total
2019-2020	30	12	66	235	67	27	0	2,218	2,655
2018-2019	9	19	69	257	61	26	0	2,727	3,168
2017-2018	6	18	73	255	51	24	0	2,889	3,316

## Underrepresented Representation by Job Category

	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Multiracial	Native Hawaiian or Other Pacific Islander	Total Underrepresented Employees
Administrative/Faculty – Deans	0	0	6	0	1	1	8
Faculty	6	36	85	24	10	1	162
Professional	1	23	182	30	23	0	259
Clerical/Secretarial	4	22	146	37	28	1	238
Technical/Paraprofessional	2	4	12	5	6	0	29
Service/Maintenance	1	2	32	8	4	0	47
Adjunct Faculty	12	66	235	67	27	0	407
Unclassified/Officers	0	1	1	2	0	0	4
Executive/Administrative	1	1	16	4	1	0	23

# ENHANCING SUPPLIER DIVERSITY

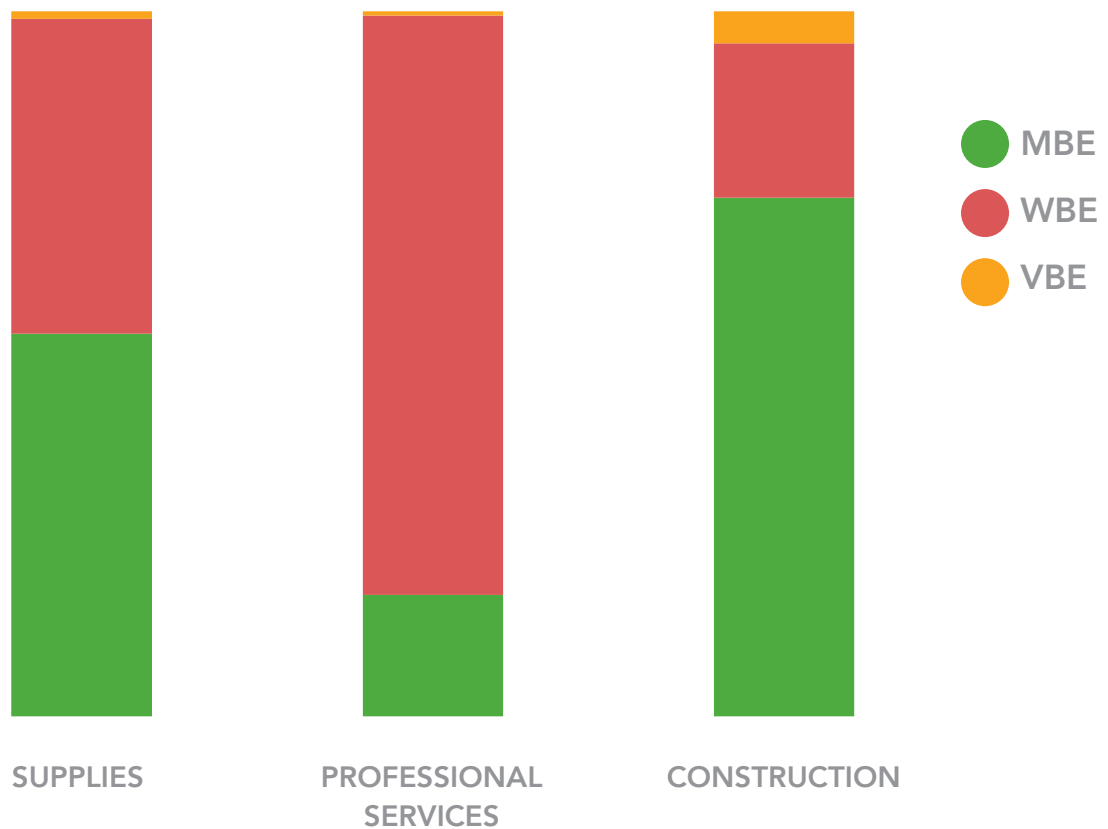
**\$12.4 million**  
in IDOA Spend



**113**  
IDOA Vendors

Ivy Tech spent over **\$12 million** across **113 IDOA-certified** or VA-certified vendors in FY 2020, accounting for more than **17% of our total** in-scope spend. In the coming year, we plan to strengthen our commitment further by:

- 1 Providing supplier diversity training and regular progress updates to campus leadership.
- 2 Continue working with IDOA to increase certification of eligible vendors.
- 3 Improving collection of second tier data to enhance reporting and compliance.

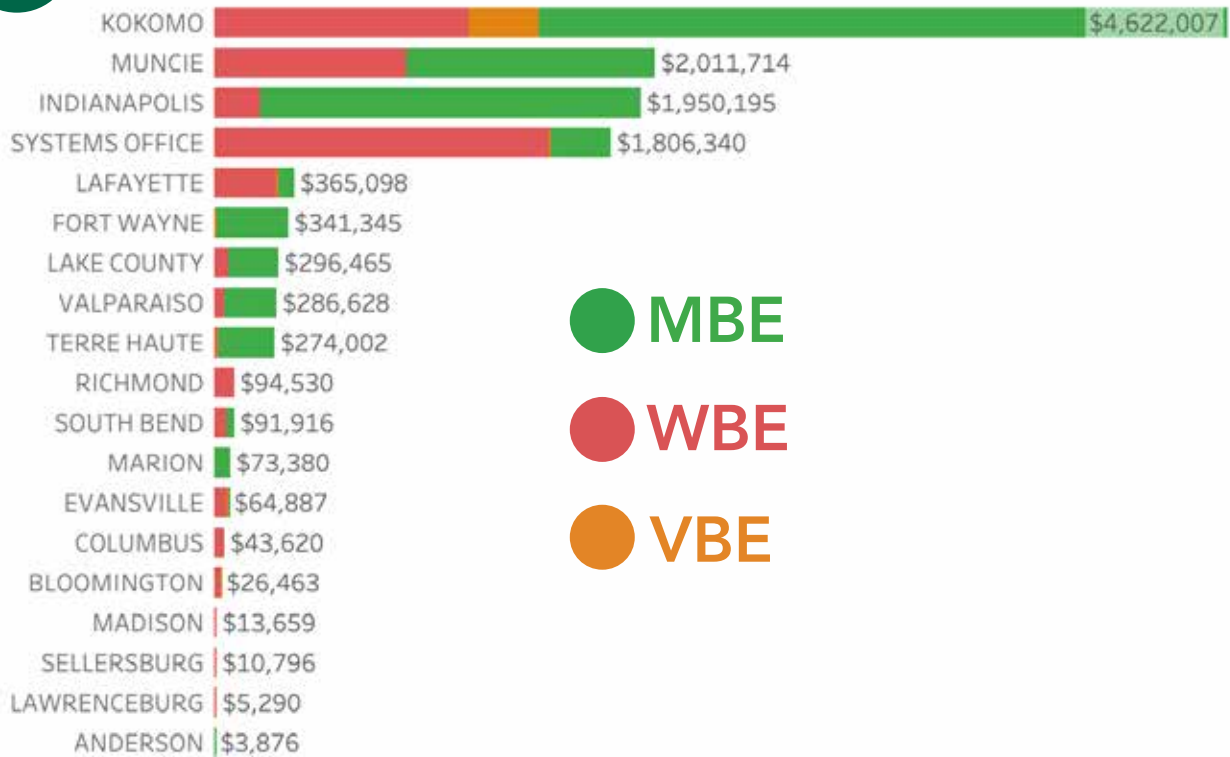


About **36%** of diverse spend was committed to women-owned businesses (WBE), **60%** to minority-owned (MBWE), and **3%** to veteran-owned (VBE) businesses. Over **50%** of diverse spend was committed to construction projects on Ivy Tech campuses. Ivy Tech includes strong diversity subcontracting incentives in all constructions contracts.

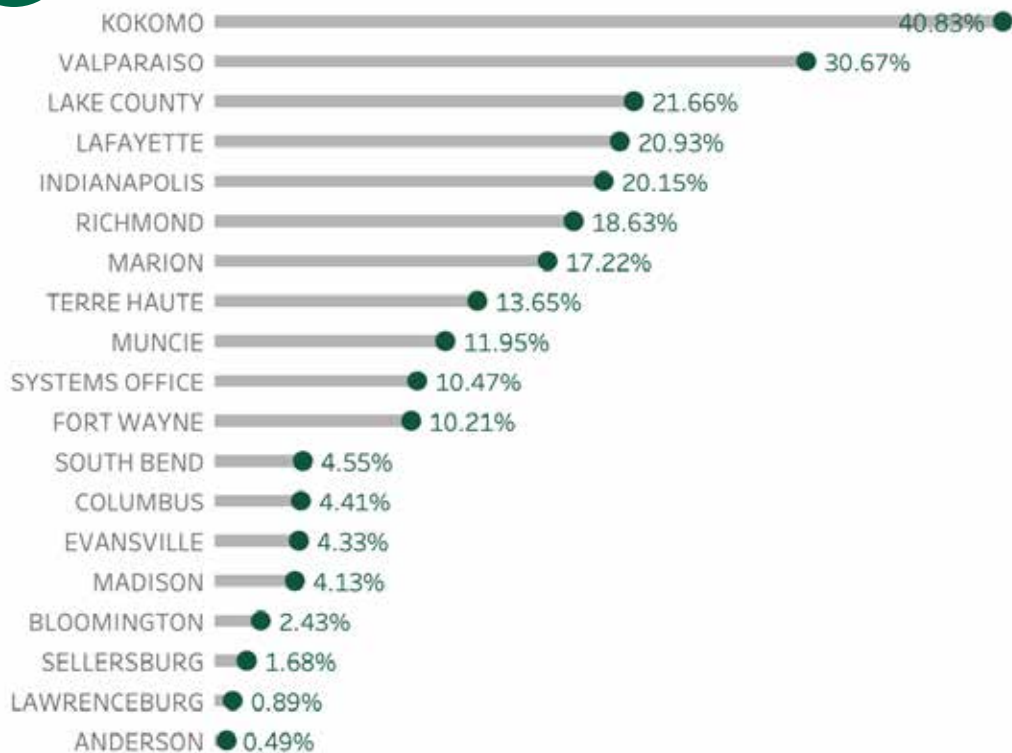


# CAMPUS PERFORMANCE

## 1 FY 2020 IDOA Spend by Campus



## 2 FY 2020 IDOA % of Total Spend by Campus



# VI. STATEWIDE INITIATIVES

## A. GOAL 8 SUCCESSSES AND RECOGNITION

While diversity, equity, and belonging are integrated in the individual plans and work of each Ivy Tech campus and Systems Office, Goal 8 has been created as part of the College's Strategic Plan to intentionally carve our time and resources dedicated to this important and impactful work. We are proud of the tremendous work in Goal 8. The goal is comprised of five strategy teams made up of volunteer staff and faculty from across the state. These passionate, dedicated, and committed employees take on the work of Goal 8 in addition to their everyday work, and so we want to recognize their success, accomplishments, and their projects and initiatives in progress.

### I. STRATEGY 8.1 - ELIMINATE SYSTEMIC INEQUITIES FOR STUDENTS.

The strategy team has partnered with Black Onyx Management to run a college-wide research project to determine the systemic inequities for our students through external research, internal data gathering, and listening to our students. Final results including action steps and key performance indicators will be provided in 2021.

### II. STRATEGY 8.2 - LEVERAGE LEADERSHIP'S POWER AND PRIVILEGE TO DRIVE POSITIVE CHANGE.

The strategy team is finalizing an informational white paper to provide to statewide College leadership to ensure leaders understand that the work of diversity, equity, and belonging is mandatory, important, and how it directly impacts our students, employees, and financial resources.

### III. STRATEGY 8.3 - IMPLEMENT NEW STRUCTURES TO ENSURE FACULTY AND STAFF DIVERSITY.

Implementation of the College's first statewide affinity program, Ivy Affinity, is underway. This strategic committee researched best practices surrounding affinity group support in higher education, reviewed national models for supporting affinity groups, and revisited Ivy Tech's utilization of affinity groups to support professional mentoring, and came to the conclusion and need for a statewide affinity program.

The strategy team is also working to ensure hiring committees remove bias in decision making, by developing and implementing training modules for hiring committees.





#### **IV. STRATEGY 8.4 - INCREASE DIVERSITY IN LEADERSHIP.**

The strategy team has developed a diversity training toolkit intended to increase College leaders' knowledge and awareness of diversity, equity, and belonging, emphasizing and highlighting the benefits of diversity, equity, and belonging in leadership, and contributing to building a culture of appreciation of diversity, equity, and belonging in Ivy Tech leadership. The training tool kit is under review from College leadership and will be implemented statewide in 2021.

The team has also worked on developing diversity scorecards to be utilized by the campuses and Systems Office to track diversity in their employees as well as their leadership to allow for affirmative action planning and succession planning for leaders.

#### **V. STRATEGY 8.5 - ENSURE EVERYONE IN OUR COLLEGE COMMUNITY FEELS THEY BELONG.**

The strategy team has been developing different systems to better collect and understand student, employee, and community partners' sense of belonging. During the COVID-19 pandemic and statewide lockdown, the team collected best practices for creating a sense of belonging in a virtual environment and shared these practices collegewide.

Currently the strategy team is working towards eliminating institutional racism so all students and colleagues feel they belong. The team will work through 2020 and 2021 to first understand the stories and experiences from both employees and students to capture the voices of our college community to determine what work needs to be done.



## B. MESSAGE OF HOPE AND LUNCH AND LEARN DIVERSITY SERIES

In May 2020, during a time of fear and crisis in the midst of a pandemic, our nation watched unending coverage of racial injustice play out across our screen. In a show of support and solidarity to our communities, Ivy Tech communicated a Message of Hope. United together, we highlighted the significant impacts of these events on our colleagues and communities across the state. Given our work to create a College community where everyone belongs, safety – both physical and psychological – is paramount at all times, but it was essential for our efforts of creating an atmosphere of belonging to be front and center as anger, sadness, and fear gripped our nation.

Additionally, during the Summer of 2020, the Office of Diversity, Equity & Belonging hosted a weekly “Lunch and Learn” Diversity Series for faculty and staff. Lunch and Learn sessions are designed to provide greater insight into areas that promote the goals of diversity, equity and belonging, as well as engage faculty, staff and administrators in thoughtful conversations that will aid in shifting the climate at Ivy Tech. The sessions took place every Tuesday during the months of June and July by Zoom. The topics ranged from understanding the health disparities of COVID-19 to learning about racial microaggressions and how they can manifest in the workplace and classroom. For more information about the Message of Hope or the Lunch and Learn Diversity Series, please visit [our website](#) for the recorded sessions.



**1,801**  
Live registered  
Zoom viewers



**1,759**  
YouTube views

*\*Statistics as of 9/27/20*

## C. SUPPLIER DIVERSITY

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Ivy Tech is committed to supporting the Indiana economy by giving suppliers equitable opportunities to provide goods and services. This includes ensuring supplier diversity. As such, all suppliers – including small business enterprises, women, minority, and veteran owned businesses – are invited and encouraged to do business with us. We recognize our suppliers as a key source of knowledge and rely on them to help us improve the quality and value of services provided to our students.

New initiatives/policies:

- **XBE RFP Language:** Ivy Tech has incorporated new language in its RFPs for goods and professional services that encourages bidders to include an MBE/VBE/WBE Participation Plan. Bids without an MBE/VBE/WBE Participation Plan or documentation of a good faith effort may be considered incomplete.
- **COVID19 XBE Accelerated Payment Relief Program:** Implemented in early April, this program authorized accelerated payment terms for IDOA certified XBEs. Instead of payment in 30 days Certified XBEs are paid in 10 days, for the duration of the pandemic.
- **Value Alignment RFP Language:** In an effort to ensure that Ivy Tech is a responsible steward of the funds entrusted to it, Ivy Tech has begun to ask all vendors going through its RFPs a series of questions aimed at ensuring Ivy Tech is only doing business that align with our values of diversity, inclusion, and anti-discrimination:
  1. What is the sex, race, and ethnic makeup of your senior leadership - i.e., C-Suite, Board of Trustees, Owner, etc.
  2. Please provide a report of all the EEOC "Reasonable Cause" findings against your firm from the past 5 years.
    - Include "Reasonable Cause" findings from any and all local civil rights commissions.
  3. Please provide a general overview of the sex, race, and ethnicity of your firm's employees, if possible include demographics by job category.
  4. Please provide your EEO, Affirmative Action, and all other Anti-Discrimination policies and programs your firm maintains.
    - Please provide a report on all of the diversity, equity, and inclusion programs your firm maintains.

## D. TITLE IX

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The Title IX Educational Amendments of 1972 state that “no person in the United States shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Ivy Tech Community College is committed to preventing and responding promptly to all forms of sexual misconduct, which includes sex or gender-based discrimination, sexual harassment, sexual violence, dating violence, domestic violence, sexual exploitation, and stalking. All employees have an obligation to help ensure this commitment.

In June 2016, Ivy Tech Community College entered into a resolution agreement with the U.S. Department of Education, Office of Civil Rights to ensure compliance with Title IX. Since that time, the College has followed a detailed timeline to complete specific actions outlined by the U.S. Department of Education and agreed upon by the College. The action focused in two areas. One focus was ensuring gender equity in STEM programs. The second, was developing structure, policy, and process for College prevention of and response to reports of sexual misconduct involving students. Some actions are outlined below:

- Developed STEM committee
- Defined STEM
- Updated academic advising plan for STEM
- Created an on-going monitoring plan for STEM
- Drafted and conducted a climate survey
- Defined College Title IX structure
- Updated College Non-discrimination notice
- Drafted and adopted Sexual Misconduct Policy and Procedures
- Developed and implemented mandatory employee training
- Developed and implemented student training
- Provided initial and on-going training for campus Title IX Coordinators.
- Developed structures to maintain data related to Title IX

In March 2020, the College was notified by the U.S. Department of Education that all aspects of the Resolution Agreement were successfully completed.

In May 2020, the U.S. Department of Education, Office of Civil Rights, released the first new Title IX regulations since 1975. The new regulations included notable changes from past guidance issued by the Department of Education. To gain compliance with the new regulations the College took the following action:

- Updated College Title IX structure to include a Hearing Panel/Advisor Team.
- Provided extensive and comprehensive training for Hearing Panel/Advisor Team, including Civil Rights Investigator Certification for College and Campus Title IX Coordinators provided through the Association of Title IX Administrators.
- Enhanced the College's Sexual Misconduct Policy by integrating the Student Equal Opportunity, Harassment, and Discrimination Policy and Procedures.
- Update the Code of Student Rights and Responsibilities and the Employee Handbook to reflect substantive changes.
- Added pertinent information to the College's Preventing Sexual Violence web page.
- Updated the mandatory training for employees to reflect changes
- Communicated updates with students, Vice Chancellors for Student Success, Chancellors, cabinet, and State Board of Trustees

The College implemented a review of and update to Title IX processes by August 14, 2020 to meet the Department of Education's implementation date for the new regulations.

## E. PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Office of Diversity, Equity and Belonging is honoring our commitment to serve as a resource and create a space for belonging and professional development. Ivy Tech has developed a partnership with Center for Organizational Research and Education (CORA Learning) to bring thorough, relevant, and nationally-recognized certificates for diversity, equity & belonging-related courses for staff and faculty. These certificates are free for all staff and faculty. Specifically, we have 4 new certifications available, including the following:

1. *Teaching Men of Color in the Community College*: This course provides community college instructional faculty with strategies and approaches that can be used to foster enhanced learning among college men of color.
2. *Supporting Men of Color in the Community College*: This course provides community college advisors, student service officers, and support staff with strategies and approaches that can be used to foster enhanced learning, development, and success among college men of color. In this course, learners will discuss trends, issues, and salient influences on experiences and outcomes for community college men of color.
3. *Implicit Bias*: This program is designed to provide an introduction to the topic of unconscious bias to educators. The program highlights variation definitions of unconscious associations, discusses the influence of these associations on student success and provides pathways to better understand unconscious bias in education.
4. *Racial Microaggressions*: This program provides educators with an introduction to racial microaggressions and their numerous manifestations in educational settings. The program also provides recommendations on how to reduce the prevalence and influence of microaggressions on recipients.

## F. STATEWIDE AFRICAN AMERICAN MALE INITIATIVE

The Ivy Tech Community College Statewide African American male initiative is a collaborative effort to identify needs, share best practices, and develop strategies to support African American male students in the College. Although the group is new, its members have decades of experience leading this work within and outside of Ivy Tech. Campuses within the College have enjoyed recruitment, enrollment, involvement, retention, and graduation of African American male students directly linked to the efforts of the members on this team. The group's efforts are aligned to move our College closer to accomplishing its mission by delivering in areas of the Strategic Plan while prioritizing Belonging for this identity group

## G. WILLIAM R. GOINS SPIRIT OF DIVERSITY AWARD

Ivy Tech Community College proudly presents the inaugural [William R. Goins Spirit of Diversity Award](#). The award was created to recognize Ivy Tech faculty and staff whose service, inspired by William "Bill" Goins' dedication to the advancement of diversity, goes above and beyond their regular duties and contributes to the development of a diverse, equitable campus community with a sense of belonging for all. The Spirit of Diversity honoree will also select an Ivy Tech department, student organization, employee affinity group, or campus foundation to receive a \$2,500 grant to further the College's diversity, equity, and belonging initiatives. Up to five awards are made annually.



William R. Goins, affectionately known as Billie Ray, served as Ivy Tech State Trustee from 1995 – 2008, including chairing the state board during a time of significant growth and development of the College. Bill led the College through a successful transition from Indiana Vocational Technical College to becoming Ivy Tech Community College, now the largest singly-accredited statewide community college in the nation. Bill also served as a Foundation Board Director for more than 22 years. During his tenure, Bill Goins worked tirelessly to advance diversity initiatives to better serve our students, staff, and community. Until his death in January 2020, he served as an effective voice and leader of Ivy Tech Community College, and his passion and commitment to education and equity will leave a lasting legacy.





## LOOKING TOWARDS THE FUTURE

To successfully implement sustainable change, Ivy Tech Community College must be resolute in continuing to identify and address the diversity, equity and belonging challenges within the organization. From senior leaders to staff and faculty to students, each individual must champion our efforts to ensure we create a College environment that is free from systemic inequities and fosters a community of inclusion and belonging for all.

We would like to acknowledge all internal and external partners who played an instrumental role in helping to support, advocate and provide resources for the many communities served by the Office of Diversity, Equity & Belonging.

You Belong Here.

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