

2016 Strategic Plan Key Question Committee – Final Report

Question: How do we embrace Inclusive Excellence as a distinguishing strength?

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Summary:

Indiana State University has been committed to a diverse student body since its founding 150 years ago. More recently, the University has taken a number of steps to increase its diversity with faculty and staff and to broaden the range of student diversity. These steps have included expanding the communities within which we have ongoing student recruitment efforts to organizing a faculty diversity initiative. Creation of a Council on Diversity in 2008 and the Diversity and Inclusion Climate Study conducted in May of 2015 are major steps in the right direction. Choosing this Key Question represents a renewed commitment and heightened focus on moving forward on topics of equity, diversity, and inclusion.

While we have come a long way, ISU needs to further its recruitment, retention and representation of diverse faculty, staff and students, and then provide an equitable and inclusive environment for those faculty members, staff, and students to engage, and grow.

Key Findings Summary

Towards embracing inclusive excellence, the committee identified four goals:

- Enhance Diversity
- Support Diversity
- Promote Inclusive Environment
- Ensure Equity and Progress

Recommended Actions Summary

- ***Enhance Diversity***
 - Recruit a diverse student body and workforce
 - Update hiring policies and procedures to diversify workforce
 - Develop a faculty diversity initiative to focus on mid-career faculty with an emphasis on African American and Latino American faculty
- ***Support Diversity***
 - Establish diversity advocates at departmental level and strengthen staff and faculty mentoring programs
 - Establish college and division level diversity committees, strengthen the roles of affinity groups and empower the diversity council to serve as a voice for students, faculty and staff

- Consider diversity, international expertise, experience and credentials as a criteria while hiring new employees
- Articulate a shared and inclusive understanding of diversity
- Enhance visibility of diversity resources
- **Promote Inclusive Environment**
 - Establish a multicultural curriculum and transformation institution
 - Provide professional development opportunities to enhance multi-cultural, linguistic and global competencies of faculty staff and administrators
 - Establish a team based faculty mentoring program focused on teaching, research and tenure
 - Establish a comprehensive internationalization initiative to infuse/integrate an international, intercultural and global dimension into the purpose, function and delivery of the core functions (NAFSA), of the university
 - Promote and support innovative pedagogical approaches that infuse travel experiences within and outside of the country.
 - Support research, and curricular initiative's that promote core cultural and global competencies and be included in student learning outcome goals and assessment
- **Ensure Equity and Progress**
 - Assure a campus climate that is welcoming and equitable
 - Articulate an institutional nondiscrimination and inclusive excellence statement
 - Review and update the student, faculty and staff grievances policies
 - Elevate the role of the diversity council
 - Provide a regular assessment of all diversity and inclusive excellence initiatives and assure public access to the reports

Background:

Change in demographics, emerging economic imperatives, as well as, political and legal challenges have converged to mean that inclusion and diversity will be the most critical issue facing higher education in the twenty- first century (Tierney, 1999).

Indiana State University has the largest percentage of African American students and is the most diverse residential higher education institution in Indiana. In addition, the percentage of other student population groups on campus including, first generation, Latina/Hispanic, veteran, international and LGBT students have grown. During the 2010 fall semester, U.S. minority students represented 19.7% of the total student population. This number increased to 25% in the fall 2015. Over the last five years, the international student population increased from approximately 550 in 2011 to 1050 in 2015.

While undergraduate African American students constitute 19% of the total student body, only 5.9% of the ISU's full time employees are African American. In addition, ISU has not met its strategic benchmark for faculty retention and tenure; this includes retaining minority staff and faculty. Although, there has been consistent increase in initiatives to enhance diversity and promote inclusiveness, it is inadequately coordinated across campus community and insufficiently linked to the core mission of the institution. Due to a lack of coherence and collaboration between campus initiatives, there exists a disconnect between diversity and inclusive excellence and a disparity in the success and potential for growth in diversity across ISU's employees and students. The student body

has echoed this sentiment through the student led movement “FreeISU”, and staff & faculty through their affinity groups.

The committee noted that inclusive excellence could be achieved only through creating a synergy within the campus communities through the alignment of structures, politics, curricular framework, and resources for professional development.

Analysis Methods:

The committee met on a regular basis to discuss the past and current campus and community climate concerning diversity, equity and inclusion from the perspectives of members, advocacy groups, and other members of the ISU community. The then chair Mr. Nolan Davis reviewed reports from previous efforts from the Council on Diversity, Faculty Diversity Initiative, and Strategic Plan Initiative Committees and held meetings with senior university staff member’s academic administrators, and advocacy groups. Mr. Davis also reviewed the recommendations from national organizations including the National Association of Diversity Officers in Higher Education (NADOHE) and Campus Pride. Mr. Davis also worked closely with the key question committee on faculty hiring and retention.

The committee members have reviewed the diversity and inclusion plans of several other universities. The committee held a special two-hour session to review the updated list of concerns and suggestions from the #FreeISU movement on campus. The review consisted of an initial discussion to begin to understanding the proposals and potential for the adoption of those proposals. The committee has identified four key themes to organize our work: Enhance diversity, support diversity, promote inclusion, and ensure equity and progress. We have also identified five key populations within the greater ISU community for participation and support in their own roles: student, faculty, staff, senior administrators, and the extended community.

The 2015 Diversity and Inclusion Climate Study report and the campus communities’ response to the report and the suggestions from the FreeISU movement were key in formulating the current key question report. Further, best practices in higher education and literature reviews were conducted including AAC&U publications and literature.

Key Findings:

Indiana State University needs to further its initiatives to enhance its compositional diversity of the campus community through recruiting and retaining faculty, staff, students and administrators from sections of communities that have been historically excluded or under-represented. To foster inclusion and excellence, ISU need to invest in creating a welcoming and equitable campus climate that enriches educational experience and work life. Further, the progress needs to be evaluated and assessed. Within the institution and inclusive excellence change model, it is imperative that diversity be viewed as a key component in achieving institutional excellence (Williams, A, D., Berger, B.J., & McClendon A.S. (2005). Along with initiating actions to enhance diversity, it is also important that we articulate a shared and inclusive understanding of diversity. Retain diverse student, faculty, staff and administrative body through creating an equitable and welcoming campus

climate. Promote coherence through developing core cultural and global competencies of its workforce and student body and consider organizational change to support inclusive excellence.

Recommended Actions:

Enhance Diversity

Institutional Policy and Structure for Change

1. Increase attention, recruitment, retention and foster the growth of underrepresented faculty, staff, students and administrators
2. Provide comprehensive support for search committees that will attract talented and qualified pools of prospective employees at all levels of employment
3. Review hiring policies, procedures, and handbook and provide required training to support hiring of a diverse workforce
4. Target initiatives to recruit minority and international students and provide assistance to underserved student populations to gain acceptance to ISU
5. Articulate an institutional nondiscrimination, equity and inclusive statement
6. Elevate search partners to search consultants and provide staffing support
7. Develop faculty diversity initiatives to focus on mid-career faculty with an emphasis on African American and Latino American faculty
8. Provide diversity funding support for targeted recruitment trips and advertising
9. Provide work visa support, funding and advising support for international candidates
10. Organize a review process for position requirements and expectations to match university needs and prevent requirements 'inflation'

Support Diversity

Institutional Structure for Change

1. Establish diversity advocates at the department level and diversity committees at college/division level reporting directly to the dean or VP
2. Consider diversity, international expertise, experience and credentials as a criteria while hiring new employees
3. Formalize affinity groups as university commissions and ensure diversity council membership
4. Enhance the retention of minority and underrepresented faculty, students and staff through developing an equitable and welcoming campus environment that fosters coherence, growth and success
5. Create a Latino/Hispanic, LGBT, and women's resources program
6. Enhance a support network and resources for people with disability, non-traditional students and veterans
7. Continue support for student-run programming targeting diverse audience
8. Enhance visibility of campus wide diversity resources
9. Assist all offices with reviews of services to better support diversity
10. Create gender neutral bathrooms on campus
11. Support the use of preferred names on class rosters, to avoid outing transgendered students or embarrassing international students

Professional Development and Support Network

1. Provide additional career development to support underrepresented junior faculty and staff to reach senior levels in their respective professions.
2. Provide professional development opportunities for faculty and staff to develop core international competencies and incorporate international perspectives into teaching and research
3. Provide additional orientation sessions for international students, faculty, and staff related to the cross-cultural experiences and the unique legal issues related to their roles
4. Enhance international student support and programming
5. Assess the needs of and provide support for graduate students from underrepresented or marginalized backgrounds

Institutional Policy and Structure for Change

1. Support the creation of a multicultural center
2. Promote university commissions to hold town hall meetings, each semester, to hear directly from students, faculty, and staff
3. Develop a council to hold town hall meetings for populations without a commission, including religion, communities, disability, urbanization, socio-economic status, and first generation
4. Ask and support university commissions to provide social outlet opportunities for their members
5. Enhance and provide greater programming support to peer mentoring programs for freshmen and sophomores
6. Define diversity to include multiracial and other multiple identity people in our community
7. Support student government to create a senior diversity position to help coordinate student representation on university diversity efforts

Promote Inclusion

Multicultural Competency

1. Organize a multicultural curriculum transformation institute
2. Promote a national diversity speakers series (one per semester)
3. Develop cross-cultural experiences for students, such as small group projects for freshmen and summer internships/travel experiences for upperclassmen
4. Develop campus-wide educational programs to increase the following: cross-cultural competency, understanding of privilege, realization that members of the community are truly being affected by a lack of an inclusive environment and direct bias
5. Ensure that cross-cultural competency should include religions and belief systems such as agnosticism and atheism
6. Hire a disability and LGBT campus community consultant
7. Provide required intercultural communication and customer service training for all campus security personnel, including those working on a part-time or temporary basis
8. Require Title IX and cross-cultural competency expectations and training to all university contractors
9. Provide inclusiveness training to student organization leaders along with clear recommendations and standards, especially at risk organizations
10. Organize safe space training and advertising for community businesses and organizations who agree to serve as a safe space
11. Provide safe zone training for all employees
12. Develop partnerships with the city of Terre Haute to help all on and off campus programs reach both university and non-university community members
13. Define the goal of inclusiveness programs as helping people to learn to work with and appreciate others without negative stereotypes

Professional Development and Support Network

1. Encourage professional development for program chairs and advocates
2. Support professional development opportunities for faculty and staff to enhance multi-cultural, linguistic and global competencies
3. Campus-wide diversity education program for students, faculty & Staff, partners and contractors general and by role
4. Identify training and professional development opportunities for faculty and staff on the issue of advancing inclusive excellence
5. Provide mediation and reflective review sessions for faculty, staff, or students who have difficulty communicating or working with others
6. Provide training to healthcare staff at clinics related to working with the LGBTQ community
7. Identify a specific police officer to work with student leaders to organize safe events on and off campus

Curriculum

1. Amend foundational studies and degree requirements to allow cross-cultural competency courses to count more broadly
2. Ensure that core global competencies are included in campus wide student learning outcome goals and assessment
3. Establish comprehensive internationalization initiative to infuse/integrate an international, intercultural and global dimension into the purpose, function and delivery of core functions (NAFSA) of the university and Ensure that this is coordinated by a single entity on campus with direct report to the President or Provost
4. Promote and support innovative pedagogical approaches that infuse travel experiences within and outside of the country.
5. Support research, and curricular initiatives that promote core cultural and global competencies
6. Support the development of more courses that have a cross-cultural competency component, across a variety of cultural divides
7. Develop undergraduate general education classes to offer more foreign language, regional studies, and global issues classes as part of general education requirement
8. Offer scholarship and experiential learning opportunities through campus jobs, RA's and GA's to enhance recruitment of quality international students and their retention
9. Ease credit transfers for credits earned through approved study abroad programs
10. Offer University 101 courses that meet the specific needs international students, minority and underrepresented students, LGBT students, students who have disability, nontraditional students and veterans
11. Ensure that all University 101 courses have a diversity education section
12. Develop a LGBTQ topics and issues academic minor

Institutional Policy and Structure for Change

1. Encourage the university to develop standards of behavior expectations for all students and employees related to equity, diversity, and inclusion
2. Develop a preferred name option for university databases, including Banner and Blackboard

Ensure Equity and Progress

Institutional Policy and Structure for Change

1. Review and update students, faculty and staff grievances policies
2. Hire grievance advisors for students
3. Encourage the regular assessment of all diversity and inclusive excellence initiatives and assure public access to the reports

4. Hire research & select faculty and staff personnel advisor

Institutional Policy and Structure for Change

1. Move hiring compliance functions to the general counsel's office
2. Separate all compliance functions related to diversity from all implementation functions
3. Ensure the streamlining, progress and accountability all funding should be provided by the chief diversity officer on an annual basis unless a program is based lined to a department
4. Ensure that all diversity and inclusion programs should report publically to the Diversity Council or one of its committees and provide bi-annual report for inclusion in the university annual report
5. Support the creation of awards programs for each commission and the council to highlight the most successful programs
6. Create an exit interview process for all departing faculty and staff
7. Develop exit surveys for all departing students, plus a random sample of exit interviews
8. In order to ensure that all programs and services are carried efficiently and effectively and to ensure that an undue burden is not placed upon those who have a personal passion for diversity at ISU; the university needs to provide appropriate remuneration and/or equivalent remuneration when the time and difficulty of a project equals that in another areas for which remuneration is typically provided: advocates, commission chairs, diversity committee chairs, educational programs directors, and instructional faculty
9. Rotate climate studies by relevant populations (3-year cycle)