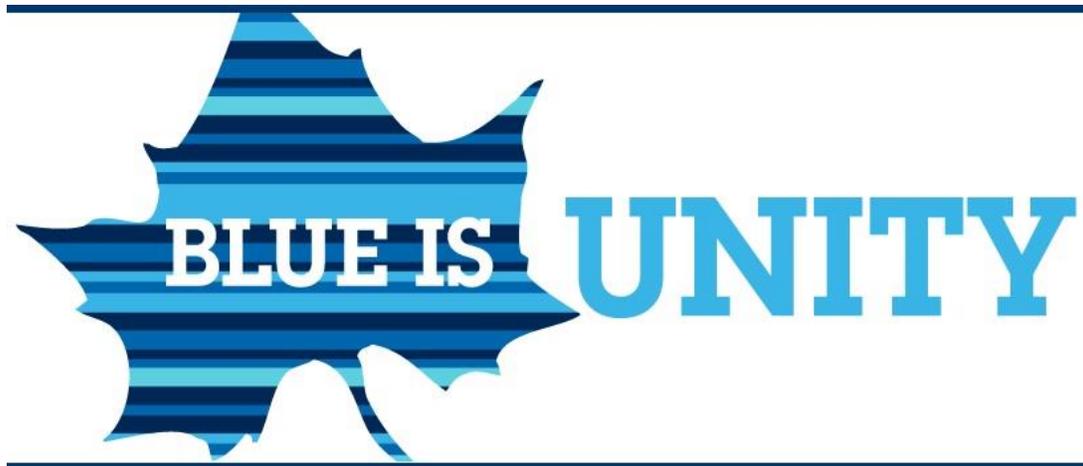


President's Council on Inclusive Excellence

10th Annual Report - 2017-18

Indiana State University



Council Vision

We envision a university community that reflects the population of Indiana and the nation with respect to students, faculty, support staff and administration and that transcends social and structural barriers to equality. We also envision a university community that understands what is necessary to achieve such a goal and appreciates why such a goal is beneficial.

Mission of the Council

The mission or purpose of the Council on Diversity in pursuit of our vision is to:

- assess the degree to which the university community reflects the population of Indiana and the nation with respect to its students, faculty, support staff, and administration;
- identify the factors that facilitate and those that inhibit the achievement of a culture of support for diversity; and
- recommend strategies to increase the diversity of the university community, address impediments to a culture of support for diversity, capitalize on opportunities that are present, and stimulate movement toward the achievement of the vision that can position Indiana State University as a 21st Century leader in this arena.

Introduction

2017-18 represents the 10th year of annual reports to the Board of Trustees as part of the Council's statutory responsibility to the state of Indiana through Public Law 167 enacted by the Indiana Legislature on July 1, 2007. ISU Board Chair Michael Alley charged President Bradley on July 31, 2008 with reconstituting a diversity committee to assist with university initiatives and to comply with this statutory requirement. At the core of the Council's P.L. 167 work has been the responsibility for reporting in four areas:

1. Employment policies concerning diversity issues.
2. Faculty and administration personnel complaints concerning diversity issues.
3. Recommendations to promote and maintain cultural diversity among faculty members.
4. Recommendations to promote recruitment and retention of minority students.

In the Executive Summary of the first annual report (2008-09), the Council affirmed a definition for diversity that was broadly inclusive yet emphasized particular values and conscious practices that help a community to achieve such diversity, namely:

- recognizing and embracing the unique contributions of individuals;
- respecting personal experiences, beliefs, and worldviews;
- affirming that persons and groups may be at different levels of understanding and comfort with the subject of diversity but all gain through dialogue, reflection and new experiences; and
- celebrating inclusiveness by building alliances across people and processes.

As we reflect on this definition, and ten years of reports, Indiana State continues to have opportunities, as the co-chairs of the Council said in the Preface to the first report, "to be a role model institution for our state and region in the arena of diversity." At the same time, it continues to be true that "many persons are eager to see ISU build on its assets and address its challenges." The recommendations of this 10th Report, and planned work this year to help ISU find focus around what it means to be *inclusively excellent*, we hope will move the campus forward.

In closing, we extend deep thanks to last year's Council for its work and for this year's Council for its activities and efforts ahead. We also thank President Curtis and the Board of Trustees and ask you both to hold the campus accountable for making diversity and inclusive excellence a priority.

Brice Yates
Co-Chair, Council on Inclusive Excellence
Interim Associate VP for Inclusive Excellence

Joshua Powers
Co-Chair, Council on Inclusive Excellence
Associate VP for Student Success

Faculty and Staff Employment

Table 1 presents a summary snapshot of employment for the period 10/1/2016-9/30/2017. The table is broken down by total employment, gender, total minority, total minority subgroups, total individuals with disabilities, and total protected veterans¹. Reported information is drawn from the information provided in the 2017 Affirmative Action report.

Table 1²
Employment Period 10/1/2016 – 9/30/2017

	Total	Percentage
Total Employees	1939	
Female	1096	57%
Minority	231	12%
<i>Black</i>	107	6%
<i>Hispanic</i>	34	2%
<i>Asian</i>	58	3%
<i>American Indian or Alaskan Native</i>	5	.25%
<i>Native Hawaiian</i>	0	0%
<i>Two or More Races</i>	27	1%
Individuals with Disability*	45	2%
Protected Veteran*	10	1%

The overall workforce numbers reflected in Table 1 are similar to the information provided in last year's report. The total workforce in 2016 was 1948, while the total workforce in 2017 was 1939. Female employees made up 57% of the workforce in both 2016 and 2017. Twelve (12) percent of employees were from minority groups in both 2016 and 2017. The number of individuals with reported disabilities was down by two percentage points, while the percentage of protected veterans was slightly reduced.

In 2016, the Office of Equity, Diversity, and Inclusion restructured and expanded the job groups for purposes of affirmative action reporting to more accurately reflect on workforce areas and to specifically identify areas of focus. Table 2 illustrates the status of ISU's 2016 affirmative action plan as required by the Office of Federal Contract Compliance Programs, the federal agency that monitors and enforces affirmative action compliance.

¹ Protected veterans include the following: active duty wartime or campaign badge veteran, disabled veteran, recently separated veteran, other protected veteran, and armed forces service medal veteran.

² The table includes all full-time and part-time employees at ISU. It does not include student employment data.

*Individuals self-report by way of annual (veterans) and biannual (individuals with disabilities) surveying.

Table 2

Status of 2016-17 Affirmative Action Plan³

JOB GROUP	2017 AREA OF FOCUS	GOAL STATUS AS OF 9/30/17
ASSOCIATE VP & ASSOC. DEANS	Female	Goal Substantially Met
FULL PROFESSORS	Female	Goal Not Met
INSTRUCTORS	Minority	Goal Not Met
LECTURERS	Minority	Goal Not Met
SENIOR STUDENT SERV. PROFESSIONALS	Minority	Goal Met
STUDENT SERV. PROFESSIONALS	Minority	Goal Not Met
IT PROFESSIONALS	Minority	Goal Not Met
ENGINEERING PROFESSIONALS	Female	Goal Not Met
FINANCIAL PROFESSIONALS	Minority	Goal Substantially Met
ADMINISTRATIVE SUPPORT WORKERS	Minority	Goal Met

The Affirmative Action Program is one way of capturing data to inform ISU’s efforts at increasing diversity across job groups. The Office of Equity, Diversity, and Inclusion recognizes that achievement of the overall institutional placement goals will take more than one year. The initial efforts of the office have been to increase the diversity of qualified candidate pools, which in turn will increase the likelihood of hire or promotion of a minority or female candidate. Progress toward goal achievement is naturally hindered by the number of open positions in a given area. For example, limited opportunities exist for placement because of limited open positions. However, ISU did exceed the goal for hiring of minority administrative support workers and senior services professionals during the 2016-2017 reporting year and made substantial progress in most other areas.

Table 3 presents the 2017 Affirmative Action Plan.

³ Affirmative Action placement goals are set by analysis of the current workforce versus the availability of qualified minority and female individuals through both internal promotion and external hire. The goals serve as a benchmark for achievement to meet the overall requirements of the Office of Federal Contract Compliance Programs. OFCCP’s focus is on efforts that the institution takes to affirmatively attract qualified minority and female candidates. In 2016, the chi-squared test was used to determine goals.

Table 3
2017-18 Affirmative Action Plan⁴

JOB GROUP	AREA OF FOCUS	2017 WORKFORCE PERCENTAGE	2018 PLACEMENT AVAILABILITY RATE GOAL⁵
ASSOCIATE VP & ASSOC. DEANS	Female	32%	58%
FULL PROFESSORS	Female	34%	50%
INSTRUCTORS	Minority	7%	21%
LECTURERS	Minority	9%	26%
OTHER EDUCATORS	Female	54%	72%
STUDENT SERV. PROFESSIONALS	Minority	16%	24%
IT PROFESSIONALS	Minority	10%	24%
IT PROFESSIONALS	Female	30%	56%
ENGINEERING PROFESSIONALS	Female	19%	50%
ADMIN. SUPPORT WORKERS	Minority	4%	10%

During the 2017-2018 plan year, the Office of Equity, Diversity and Inclusion, in conjunction with the Office of Human Resources, emphasized increased recruitment efforts, advertising, and training for search committees in these particular areas with the overall institutional goal of an increase in the diversity of applicant pools. Moreover, the Office of Equity, Diversity and Inclusion was included in the hiring process, including review of applicant pools to determine if additional efforts should be undertaken to increase diversity. These efforts, informed by the data in Table 3, will be enhanced during the 2018-2019 academic year.

⁴ The 2017 Goals were established using the Exact Binomial test.

⁵ Affirmative Action Placement Goals are determined based upon an analysis of the internal and external availability of female or minority candidates. They do not serve as a quota but rather are a target for the institution to achieve, taking into consideration various factors.

Personnel Complaints

Table 4 presents a summary of discrimination related complaints filed by employees or students against ISU employees⁶ in 2016-17 and 2017-18.

Table 4

Discrimination Complaints: FY 2016-17 and 2017-18 (July 1-June 30)

Nature of Complaint	2016-2017 Total Complaints to Equal Opportunity Office		2017-2018 Total Complaints to Equal Opportunity Office	
	<u>By Students</u>	<u>By Employees</u>	<u>By Students</u>	<u>By Employees</u>
Age	0	2	1	1
Disability	2	0	3	0
Ethnicity	0	0	0	0
Gender	0	0	4	4
Marital Status	0	0	0	0
National Origin	3	0	2	3
Race	4	2	2	1
Religion	0	0	1	0
Retaliation	0	2	0	0
Sexual Orient./Gender Ident.	1	0	0	0
Veteran Status	0	0	0	0
Total Complaints	10	6	12	5
ISU EO Findings of Discrim.	0	0	0	2

Table 4 shows the total number of discrimination complaints submitted to the Equal Opportunity and Title IX Office for comparative years 2016-17 and 2017-18 by either a student or an employee (faculty or staff) against an employee (faculty or staff).

Sexual harassment is considered a form of gender discrimination. Of the total of eight (8) complaints submitted alleging gender discrimination in 2017-18, four (4) of those complaints alleged sexual harassment. The #MeToo Movement, which started as a social media posting in October 2017, was designed to bring attention to the prevalence of sexual assault and sexual harassment. The Equal Opportunity staff believes there is a correlation between the increase in reported gender discrimination complaints and the increased national and campus attention on issues related to sexual assault and harassment.

There were a total of 17 student or employee complaints filed with the Office of Equal Opportunity and Title IX. Of those 17 complaints, five (5) of the complainants alleged

⁶ Student complaints against other students are not included in this data. The individual doing the accusing is known as the complainant while the person being accused of violating University Policy 923 (non-discrimination and harassment) is known as the respondent.

discrimination based on multiple protected classes (Age and Religion, National Origin and Gender, Disability and Race, Gender and National Origin).

Twelve (12) of the 17 complaints as noted in the table were filed by students against University employees with the Office of Equal Opportunity and Title IX. Of those 12 complaints, two (2) alleged discrimination based on multiple protected classes (Gender and National Origin, Disability and Race).

The Office of Equity, Diversity, and Inclusion was established in 2016-2017, led by the Associate Vice President for Inclusive Excellence. The Office of Equal Opportunity and Title IX is housed within the Office of Equity, Diversity, and Inclusion. The Office of Equal Opportunity and Title IX employs the Director of Equal Opportunity/Title IX Coordinator and a Deputy Title IX Coordinator for Students. These staff members have been responsible for an increase in training initiatives and programming directed at both students and employees.

Students

Table 5 presents a summary of total enrollment data (undergraduate and graduate) for the current year (Fall 2018 snapshot) and the previous year (Fall 2017 snapshot) and broken out by racial/ethnic subcategory. The one year change in enrollment in both aggregate and percentage terms is also included.

Table 5
Total Student Headcount Enrollment (Undergraduate and Graduate)

Student Category	Fall 2017	Fall 2018	1 Year Change	
			No.	%
American Indian or Alaska Nat.	37	43	+6	+16.2%
Asian	178	174	-4	-2.3%
African American	2,325	2,112	-213	-9.2%
Hispanic/Latino of any race	553	569	+16	+2.9%
N. Hawaiian/Pacific Islander	4	8	+4	+100%
Two or more races	500	480	-20	-4.0%
International ⁷	693	521	-172	-24.8%
White	9,106	8794	-312	-3.4%
Race or ethnicity unknown	375	344	-31	-8.3%

Of particular note with respect to diversity in percentage terms, and similar to last year, international students took the largest dip (down by 24.8% or 172 students, although not as large a drop in aggregate terms as last year which was down by 225 students). In contrast with last year, though, African American enrollment also decreased (down by 9.2% or 213 students vs. an increase of 56 students last year). With regard to noted diversity growth, Hispanic/Latino students increased by 2.9% or 16 students, although a growth that was less robust than last year's growth (+16.2% or 77 students).

Figure 1 provides a breakdown of Fall 2018 total enrollment based on gender and race/ethnicity⁸ so a comparison can be made to the data in table that focused on employees.

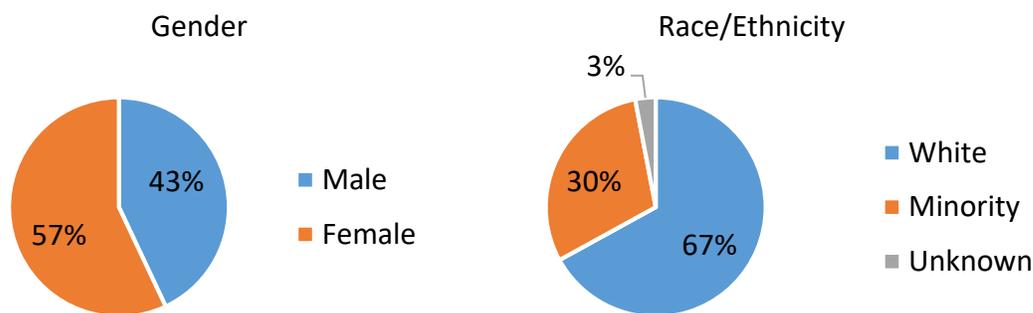


Figure 1. Gender and Race/Ethnicity Breakdown of ISU Students – Fall 2018

⁷ Or non-resident alien.

⁸ Also inclusive of international students and students who identify as two or more races.

The Figure 1 gender data for students is once again up one percentage point for women and down one percentage point for men (same change occurred last year), indicating that the student body continued to move toward women. The gender profile matches that of the employee base as shown in Table 1. With regard to race/ethnicity, the student minority profile was down one percentage point from last year while the White profile was up one percentage point and unknown category unchanged. The minority employee percentage remained the same from last year at 12%. Nevertheless, there continues to be a substantial disparity by race/ethnicity between students and the ISU employee base, however. For students, it is 30% minority while for employees, it is 12% (Figure 1), an 18 percentage point difference. A [new national report](#) on the ratio of Black faculty to Black students at 506 public universities in all 50 states places ISU among the institutions with the greatest need to diversify its faculty and the data reported above provides additional support for that finding.

Changes in diversity enrollment are a function of both the size and demographic makeup of entering new students and the retention and graduation rates among enrolled students. Table 6 breaks out this data for the Fall 2017 and Fall 2016 total cohorts⁹ as well as four subpopulations¹⁰, data for which the most recent 1st year retention rates are available.

Table 6
Cohort Initial Enrollment, Average HS GPA, and First-Year Retention

Cohort	Cohort Size	1 Year % Pt. Trend	Avg HS GPA	1 Year Trend	% Pell	1 st Year Ret Rate	1 Year % Pt. Trend in 1 st Year Ret. Rate
<i>Fall 2017</i>							
Total Cohort	2,678	+10.1 %pts	3.13	+.04	54%	62.0%	-5.8 %pts
African Am.	681	+7.4 %pts	2.89	+.06	79%	51.0%	-6.6 %pts
Hispanic	166	+33.9 %pts	3.03	+.03	65%	57.8%	-5.9 %pts
International	19	-64.8 %pts	3.16	-.08	N/A	73.7%	-13.4 %pts
White	1,630	+9.8 %pts	3.25	+.03	41%	67.9%	-4.5 %pts
<i>Fall 2016</i>							
Total Cohort	2,433	-12.2 %pts	3.09	+.02	51%	67.8%	+3.6 %pts
African Am.	634	-4.8 %pts	2.83	+.00	78%	57.6%	+3.4 %pts
Hispanic	124	-6.1 %pts	3.00	+.05	58%	63.7%	+2.4 %pts
International	54	-6.9 %pts	3.24	+.08	N/A	87.0%	-.9 %pts
White	1,484	-14.5 %pts	3.22	+.04	40%	72.4%	+4.6 %pts

⁹ Defined as first-time, full-time, bachelor's degree seeking students.

¹⁰ African American, Hispanic/Latino, and White student subpopulations chosen because they are the largest subpopulations in the student body. International students were chosen given recent national trends in enrollment of foreign students in the United States. Note that since the overall numbers of international students in the FTFT-BDS demographic is much smaller than for the other categories, large retention and graduation rate changes will occur with modest changes in aggregate numbers of students, and thus reported rate change results should be considered in that light. The same is somewhat true for Hispanic students, the next smallest category.

The data reveal the following:

- With respect to entering Cohort size, the Fall 2017 Cohort was up in all categories from the previous year except for international students while the Fall 2016 Cohort was down in all categories from the previous year.
- The average high school GPA was up in all categories in both years, except for international students in the Fall 2017 Cohort.
- There are noted differences across groups with respect to the proportion of students with Pell grants. Nearly 8 of 10 African American students have a Pell grant and just over 6 in 10 Hispanic students have a Pell grant. Among White students, 4 of 10 have a Pell grant, substantially fewer proportionally than either African American or Hispanic students.
- With regard to retention, there are also noted retention gaps across groups in both cohort years. International students were retained at the highest rate, followed by White students, Hispanic students, and African American students respectively. Within groups, for the Fall 2016 Cohort, there were very strong retention gains¹¹ in all categories, with the exception of international students that declined. For the Fall 2017 Cohort, however, there were substantive drops in retention in all categories.

Table 7 breaks out the data for the same four subpopulations as Table 4, this time for the 2014 and 2013 Cohorts, ones for which the most recent 4-year graduation rate data is available.

Table 7

Cohort Initial Enrollment, Average HS GPA, First-Year Retention, and 4-Year Graduation

Cohort	Cohort Size	1 Year % Pt. Trend in Cohort Size	Avg HS GPA	1 Year Trend	% Pell	1 Year % Pt. Trend in 1 st Year Ret. Rate	4-Year Grad Rate	1-year % Pt. Trend in 4-Year Grad Rate
<i>Fall 2014</i>								
Total Cohort	2,734	+3.1 %pts	3.07	+0.00	54%	-.2 %pts	29.4%	+7 %pts
African Am.	653	-9.7 %pts	2.81	-.03	83%	-1.9 %pts	14.9%	-1.8 %pts
Hispanic	103	-14.2 %pts	2.98	+0.00	64%	+4.1 %pts	24.3%	+5.1 %pts
International	71	-20.2 %pts	3.33	-.03	N/A	-7.6 %pts	50.7%	-15.6 %pts
White	1,727	+10 %pts	3.17	+0.00	43%	-.8 %pts	35.2%	+1.4 %pts
<i>Fall 2013</i>								
Total Cohort	2,653	+0.02 %pts	3.07	+0.01	56%	+0.9 %pts	28.7%	+3.0 %pts
African Am.	723	+10.4 %pts	2.84	+0.01	82%	+3.2 %pts	16.7%	+5.8 %pts
Hispanic	120	+16.5 %pts	2.98	-.01	63%	-12.8 %pts	19.2%	+8.5 %pts
International	89	-12.7 %pts	3.36	+0.12	N/A	+5.9 %pts	66.3%	+6.5 %pts
White	1,572	-5.6 %pts	3.17	+0.02	46%	+1.4 %pts	33.8%	+2.9 %pts

¹¹ Although “very strong” is somewhat subjective, as a general rule nationally with respect to campuses of our size and demographic makeup, a 2 percentage point or larger gain annually would be considered strong.

The data reveal the following:

- For the Fall 2014 starting Cohort, the overall enrollment growth was sourced in very strong growth among White students given that the other sub-categories were all down. For the Fall 2013 Cohort, enrollment was up in all categories except for international students.
- The average high school GPA was unchanged in Fall 2014 except for African American and international students where it was down. For the Fall 2013 Cohort, the average high school GPA was up in all categories except for Hispanic students.
- With respect to Pell, the differences across groups largely mirror those of the Fall 2016 and Fall 2017 cohorts discussed in Table 4.
- With respect to the 4-year graduation rate, Fall 2013 gains were extraordinarily strong, including with respect to closing completion rate gaps given that the rate rose faster for African American and Hispanic students vis-à-vis White students. For the Fall 2014 Cohort, the overall 4-year graduation rate again increased, and for Hispanic students, the rate was more than 3.5 times what it was for White students, marking another complete rate gap closure. However, the 4-year completion rate for African American students was down just under 2 percentage points, widening that gap with White students. The international student graduation rate was substantially down.
- The greyscale column shows the change in first year retention for the respective cohorts, a window into its downstream effect on graduation rates. For African American students in the Fall 2014 Cohort, the reduction in 1st year retention essentially matched the reduction in the overall 4-year graduate rate. For the other categories, further retention rate gains or declines explain the 4-year graduation rate outcome. For the Fall 2013 Cohort, downstream retention explains gains that transcended the increases in the first year in all categories.

Reflections on Recommendations from the 2016-17 Report (last year's report)

The following recommendations were part of the 2016-17 Report, and at the request of President Curtis, we offer commentary underneath each one. Recommendations for 2018-19 as informed by the data and commentary above follows in the next section.

1. **Further efforts to diversify the faculty and staff.** Although strong progress what made this past academic year, more is needed. A committee of the Council will be working with the Office of Equity, Diversity, and Inclusion and Human Resources in this effort. The committee will also be assisting with the national launch of a new pre-doctoral fellowship program for historically underrepresented faculty. Of additional importance, the Council desires to see further attention placed on efforts to facilitate women achieving the rank of full professor. Activities such as the Vitality initiative through the Faculty Center for Teaching Excellence are important to this effort, but so is a culture change in thinking among the faculty for what constitutes excellence worthy of the full professor rank. Changes to University Handbook Policy 305 this past year need to be manifest in actual assessment practice at the college and department levels.

Commentary: The pre-doctoral fellow program launched following an RFP to the colleges. Three departments were selected for the national search, two in the College of Arts & Sciences (Earth & Environmental Systems and Economics) and one in the Bayh College of Education (Educational Leadership). Fifty candidates applied across the three departments, finalists were brought to campus for a day of engagement as a group and break out interviews, and a hire was made in each department. This is a two-year appointment and thus will not involve a new search for a second cohort until 2019-20. The Vitality Program through the Faculty Center for Teaching Excellence continues to support the success of women to full professor. This past year, 3 of the 6 women promoted to full professor at ISU were Vitality graduates from the class of 2016. All colleges have put into place new tenure and promotion guidelines that hopefully will enable broader opportunities for advancement going forward.

- 2. Workforce education around diversity; advisement on processes and procedures for handling/adjudicating racial harassment and discrimination complaints.** In light of discrimination case data, and in support of the newly organized Office of Equity, Diversity, and Inclusion, a committee of the Council will be assisting with campus education efforts and offer advice/council on processes and procedures associated with the handling of complaints.

Commentary: The Council assisted to sharpen these processes. The new Interim Associate Vice President for Inclusive Excellence will be working with the Title IX Coordinator to continue to advance this important need. Mandatory search committee training has been implemented for all university searches. The purpose is to ensure each search committee is comprised of diverse faculty/staff. The Interim Associate Vice President is currently working with the academic units to establish a Faculty Advisory Committee, with purpose of advising on diversity issues, and proposing strategies for creating and supporting diversity efforts.

- 3. Enhanced visibility for new inclusive excellence awards.** A committee of the Council will be providing opportunities for the inaugural class of award winners to speak/present to the campus as a means of reinforcing the importance of inclusive excellence. The committee will also be seeking ways to further strengthen the awards initiative and handle its deployment Spring 2018.

Commentary: A series of “fireside chat” type conversations were executed and that involved the winners of the awards in the first year. A process for inviting applications in the second year for the awards was deployed in the Spring. A new award was added that focused on recognizing inclusive excellence efforts in the Terre Haute community. A committee of the Council recommended a slate of winners and President Curtis ultimately selected winners. These persons were recognized at a special meeting of the President’s Cabinet as well as at President Curtis’ annual state of the university address.

- 4. Support for a statewide Diversity Research Symposium at ISU Fall 2018.** ISU will be hosting a statewide diversity research symposium Fall 2018 and a Committee of the Council will be assisting to plan and execute the program while seeking to build visibility for ISU’s inclusive excellence activities.

Commentary: Given professional staff transitions, a decision was made to postpone ISU's hosting of this annual statewide event to Fall 2019. A committee of the Council will assist the Interim Associate Vice President for Inclusive Excellence to plan and execute the conference.

Recommendations for 2018-19

In light of the data and discussion from this year's report, the Council on Inclusive Excellence offers the following recommendations in the three areas covered in this report, as well as a summary list of priorities for the Council on Inclusive Excellence specifically:

Faculty and Staff Employment

1. **Reinforced expectations for search committees and training.** This was deployed last year and continues as an important need to build a culture of commitment and expectation for recruiting candidates, with particular emphasis on doing so from communities of color.
2. **Recruitment and retention of diverse faculty and/or professional and support staff plans across all Divisions reflected on the President's Cabinet.** Informed by the national report referenced earlier, and the annual ISU Affirmative Action report with respect to priority attention areas, each division needs a formalized plan for addressing not only gaps in hiring, but that also considers issues of retention.

Personnel Complaints

3. **Expanded training and development for addressing issues of civility and equity.** Discrimination, whether real or perceived, requires institutional leadership to address. We desire to see the Office of Human Resources, in collaboration with the Office of Equity, Diversity, and Inclusion, partner with all Divisions reflection on the President's Cabinet to provide training and support in the arenas of civility and equity, and the associated underlying needs for cultural competence that is requisite.
4. **Expanded campus education on processes for filing reports/complaints and mechanisms for resolution.** Addressing the forces and causes of incivility and inequity (the focus of the previous recommendation) must be matched with continued efforts to build campus awareness and understanding by faculty, staff, and students for the processes associated with advancing and investigating complaints, as well as resolving them informally where appropriate.

Students

5. **Executed plans to deploy more institutional need-based aid and transparency in financial aid options to new students.** Approximately one-half of entering students to ISU do not qualify for merit aid, and since at present, most institutional aid is give in the form of merit, a shift in this approach is needed as is currently envisioned. Furthermore,

the noted decline in Fall 2017 Cohort retention vis-à-vis the large increase in Fall 2016 Cohort retention, sourced in differences those two years on how financial aid options were presented, necessitates redoubling aid transparency efforts to inform student/parent choices to enroll. Our low income students are disproportionately diverse and thus disproportionately affected by limited need aid and the impact of transparency.

6. **Better address extensive student underpreparation.** Low income students as noted earlier are disproportionately from communities of color, and also more likely to be first generation. Furthermore, they disproportionately come from under resourced schools to adequately address college preparation needs. Attention to expanded and requisite (versus opt in) bridging opportunities and embedded wrap around support in key gateway courses is needed. Opportunities to further deploy initiatives such as those advanced by organizations such as Complete College America would be valuable.
7. **Continue to strengthen efforts to recruit, and retain, international students.** National forces are strong with respect to substantial declines in foreign student enrollment in the United States. ISU has been especially hard hit given its historically strong enrollments from the Middle East. Yet, international students at ISU benefit all students, and our community, and we recommend redoubling strategic efforts to diversify foreign student recruitment and to more intentionally examine factors impacting their retention.

Council on Inclusive Excellence Priority Areas

1. **To review current campus definition and meaning of “inclusive excellence”.** The roots of forward progress with respect to diversity are a common understanding of its meaning and operationalization. The COIE will be reviewing the current campus definition as well as how to guide campus units on effectively deploying and measuring progress.
2. **To execute the awards program for a third year with an emphasis on further deepening the applicant pool.** The COIE will be examining ways to build further visibility for the awards and expanding its perceived importance in collaboration with President Curtis.
3. **To explore professional development opportunities for Council members and key others.** At President Curtis’ suggestion, the COIE will be examining professional growth opportunities within the Council, as well as by other important campus stakeholders, to build capacity around various diversity and inclusive excellence issues and topics.
4. **To plan and execute the statewide Diversity Research Symposium for Fall 2019.** As noted earlier, since this was postponed last year, it will be a focus this year.