

President's Council on Inclusive Excellence

8th Annual Report - 2015-16

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.

Inclusive Excellence defined: To be inclusively excellent means going beyond diversity as a representativeness exercise to one that also routinely examines and addresses where organizational cultures, structures, policies, and practices impact equity and belonging for the members of a community.

Introduction

As per our statutory responsibility, the Council on Inclusive Excellence (formerly the Council on Diversity) submits this 2015-16 Report to the Indiana State University Board of Trustees. We organized the report to match the expectations of the statute, with data to inform recommendations.

Contextualizing this report is the new ISU Strategic Plan, *There's More to Blue*: <http://irt2.indstate.edu/cms/sp16/>. Inclusive excellence undergirds each of the six goal areas, but is especially present in Goal 1 (student success) and Goal 6 (employee success). These two goals are intimately linked given the institution's desire to strengthen the success of all students through achievement gap closure, something that is in part made possible by faculty and staff that reflect student demographics but also a faculty and staff that has the skills and attitude essential to building a community that is inclusively excellent.

Also contextualizing this report is the May 2015 *Diversity and Inclusion Climate Study*: <https://www.indstate.edu/sites/default/files/media/Documents/PDF/Diversity%20and%20Inclusion%20Climate%20Study.pdf> that identified themes that facilitated a positive climate (e.g., community service together, campus mentors and champions) as well as a negative or suboptimal climate (e.g., everyday exchanges that undermine a sense of belonging for certain individuals because of their group membership, limited diversity among faculty and staff) and that offered four recommendations, the majority that appear to have been or are being addressed, or that have been positioned through a different staffing or deployment model.

Forward progress with respect to inclusive excellence requires a commitment at all levels, but especially by senior leadership (administrative and faculty) to drive it. The recommendations of this report we believe can assist to inform what is necessary to do, to resource, and to hold people accountable.

Submitted by,

The 2016-17 Council on Inclusive Excellence



Faculty and Staff Employment

Table 1 presents summary snapshot data on employment as of 9/30/2015 in core job groups and broken out by total employment, gender, and total minority¹. Figure 1 presents a breakdown of total ISU employees based on gender and race/ethnicity.

Table 1
Employment Data Snapshot: 9/30/2015

Employee Category	Total	Female	Minority
All Employees	1,996	56.0%	10.8%
All Faculty	735	49.8%	13.2%
Annually Contracted Faculty	346	53.4%	5.0%
Tenure-Track Faculty	214	55.6%	13.1%
Tenured Faculty; Chairs, Assistant/Assoc.	175	42.0%	20.5%
All Administrative and Professional(A&P) Staff²	1,261	51.9%	9.3%
Annually Contracted A&P	22	50.0%	18.2%
Continuing A&P	1,239	52.0%	9.1%

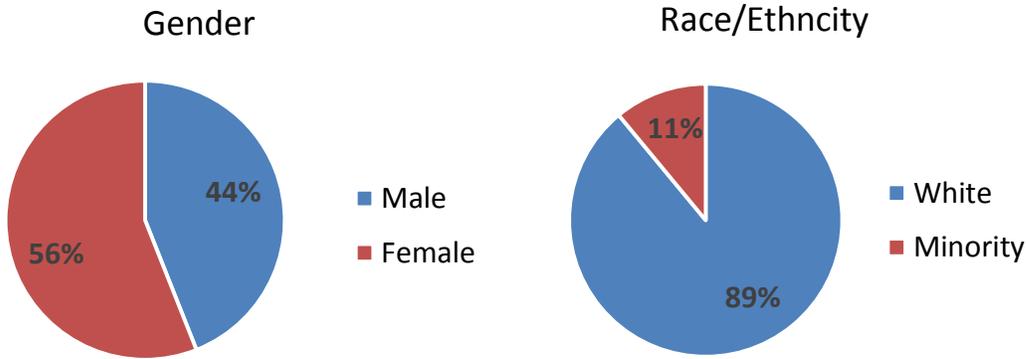


Figure 1. Gender and Race/Ethnicity Breakdown of ISU Employees - 9/30/2015

¹ Inclusive of non-resident alien employees. Note that snapshot data as of 9/30/2015 was used as that was the data used to inform the current Affirmative Action Plan.

² Professional staff is inclusive of support staff.

As informed by federal guidelines³, ISU is evidencing underrepresentation in the following seven employee classification areas:

- Technical and Paraprofessional – minority
- Faculty Part-time – minority
- Clerical and Secretarial – minority
- Other Professionals, Athletics – minority
- Other Professional, Computer – female
- Tenured Faculty; Chairs, Assistant/Assoc. - female
- Skilled Crafts –female

The federal rubric known as the “80% rule” was used to assess this and states that when the percentage of minorities or women employed in a particular job group is less than would be reasonably expected given their availability⁴ in that job group, and the ratio of incumbency to availability is less than 80%, organizational leadership should give focused attention to those areas.

Recommendations

In light of the data, the Council recommends the following:

1. **Focused attention on increasing the recruitment, hiring, and retention of minority faculty and staff**, particularly African American and Hispanic, but also by gender or other subpopulation that is/are historically underrepresented in particular units or disciplines. This is an explicit goal of the ISU Strategic Plan. Although the seven employment categories noted above are especially important, given that our unusually high student body diversity demographics⁵ were not factored into the above analysis, comprehensive attention is required. The consultant currently assisting ISU in this arena is important, but prioritizing the need within both academic and administrative divisions down to the college and department levels, with the development of specific plans necessary for goal achievement, is required. It is not enough that hiring and retention is reflected in the Strategic Plan. It needs to be reflected in plans at lower levels than just

³ The guidelines are known as the *Uniform Guidelines for Employee Selection Procedures* and are adopted by the EEOC, Department Of Labor, Department of Justice, and the Civil Service Commission. Commonly referred to as the four-fifths or 80% rule, the guideline is defined as “a selection rate for any race, sex, or ethnic group which is less than four-fifths (or 80%) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact.” Although the standard is not intended to be a legal one and definitive evidence that adverse impact exists, it is a useful tool for institutions to use to inform action in areas where it might exist in hiring or impact retention of particular categories of employees.

⁴ Availability is informed by search standards for a particular classification of employee. Some of those standards are local or regional while others are national depending on how searches are typically conducted. For more information, see the ISU Assistant Vice President for Equal Opportunity and Title IX Coordinator.

⁵ Indiana State is one of the most diverse campuses based on race and ethnicity in the state, particularly with respect to historically underrepresented students, most notably, African American.

the institution, and in accountability processes. Furthermore, better data on faculty and staff departures through exit interviews, perhaps handled by an outside contracted firm to enhance response rates and candidness through anonymity, would be valuable.

2. **Ensure faculty searches are launched with sufficient time to conduct active candidate recruitment and that the benefits of faculty diversity in a particular department are considered when evaluating search requests.** Faculty searches nationally commonly launch by early Fall. In recent years, ISU faculty searches have not been approved for launch until November or December. This puts ISU at a candidate pool disadvantage because important disciplinary conferences/meetings, including ones with a particular focus on candidates from historically underrepresented backgrounds, have passed. Candidates in the market are also often accepting jobs in the new year right when we are deciding on finalists. Intentional recruitment of diverse candidate pools also requires personal outreach, a task that is also inherently time intensive. We urge a process where decisions are made by the end of September, or even earlier if possible. Relatedly, when search requests are assessed, consideration of the faculty-student diversity index gap for a department as integrated into Goal 6 of the Strategic Plan should be a factor in considering its approval.
3. **Immediate launch of the search for an Associate Vice President for Inclusive Excellence to start no later than July 1.** This Cabinet level position was approved; the Council urges that it be launched as quickly as possible to ensure broad visibility and a deep pool of applicants, also achieved through the requisite personalized and time intensive recruitment it requires. Such a position has important power and responsibilities for helping ISU bring about inclusive excellence outcomes including through hiring. The consideration of a consultant to assist with this search is suggested.
4. **Facilitate ongoing efforts to connect the diverse university and Terre Haute communities.** A common concern expressed by faculty and staff of color is not feeling connected in the community and/or not knowing how to get connected. A new entity has been formed in Terre Haute to enable minority professionals to network with one another for support and professional growth. Called the Terre Haute Cultural Professionals Connection, it has been seed funded by ISU with a goal of helping to address the common concern of faculty and staff of color at ISU, difficulty finding and networking with other professionals in the community. As this important faculty and staff retention mechanism develops, it needs ISU leaders to get other businesses and organizations to facilitate the involvement of their own professional staff of color, and for the businesses and organizations to also support the entity financially. Other means of supporting social and cultural engagement also needs to be an ongoing focus.

Personnel Complaints

Table 2 presents a summary of discrimination related complaints filed by employees or students against ISU employees⁶ in 2014-15 and 2015-16.

Table 2

Discrimination Complaints: FY 2014-15 and 2015-16 (July 1 – June 30)

Nature of Complaint	2014-2015	2015-2016
	Complaints to Equal Opportunity Office	Complaints to Equal Opportunity Office
Age	1	1
Disability	0	3
Ethnicity	0	0
Gender	2	0
Marital Status	0	0
National Origin	0	1
Race	4	9
Religion	0	0
Retaliation	0	1
Sexual Orientation/Gender Ident.	1	1
Veteran Status	0	0
TOTAL Complaints:	8	16
ISU EO Office Findings of Discrimination:	1	2

In academic year 2015-2016, the Equal Opportunity and Title IX Office received 16 complaints by 16 different complainants, alleging discrimination. The increase in complaint filings can be attributed to several factors. One is an increase in office awareness. The Equal Opportunity and Title IX Office sent information posters to every Vice President at the beginning of the school year that included information on our Non-Discrimination Policy, where to report, how to report, and to whom to report. These were distributed divisionally across campus. Additionally, the Equal Opportunity and Title IX website underwent a complete makeover, making the site more informative and easy to navigate. Last, the Equal Opportunity and Title IX Office created a Non-Discrimination policy and procedure manual that can be accessed electronically from the Equal Opportunity and Title IX website, or in hard copy from the Equal Opportunity and Title IX Office. The AVP for Equal Opportunity also presented on the office and its function at the divisional retreats for the following units: Academic Affairs, Finance and Administration, and Student Affairs.

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.

Out of the 16 discrimination complaints investigated, 94% involved respondents who were faculty and 81% involved the complainant making allegations against a supervisor. Fifty percent of the cases were resolved informally through some form of mediation, the other 50% went through a formal investigation. Out of the 8 that went through a formal process, 2 of the respondents were found in violation of university policy. As per last year's Council on Diversity report, one of the 8 complaints filed in 2014-15 resulted in an internal finding that the discrimination policy had been violated.

Recommendations

- 1. Focused attention on increasing training opportunities through various mediums on implicit bias.** In light of the data, training is needed. We applaud the soon to launch *EquityISU* on-line diversity training program and its eventual requisite completion by students, staff, and faculty in a similar way to the *It's On Blue* sexual violence training tool as a strong step forward. Opportunities to apply what is learned, however, is also needed. These collective types of activities are essential to forward progress with Goals 1 and 6 of the Strategic Plan.
- 2. Increase resources for the Equal Opportunity and Title IX Office to accommodate for the increased workload.** With the hiring of the new Assistant Vice President of Equal Opportunity and Title IX Director, there has been increased visibility which has brought an increase in workload. The Office of Equal Opportunity and Title IX currently performs the following function for the institution: Compliance in Equal Opportunity, Affirmative Action, and Title IX, Investigating allegations of discrimination, harassment, and sexual misconduct, and assisting in the re-vamping of the university's hiring practices which includes advanced level monitoring of search process from beginning to end. In assuring the institution is compliant, the office has initiated training in the areas of effective hiring practices, Title IX, and bias training. Additionally, the AVP has begun the process of conducting a campus wide Title IX review that includes conducting the first campus climate survey for the campus specific to Title IX. In order to continue to perform at the highest level possible while attempting to attain success, it is crucial that resources get allocated to the office, specifically in the area of personnel.
- 3. Focused attention on creating measures of assessment linked to a culture of inclusion.** A major factor in achieving Goal 6 of the Strategic Plan involves a shift in mindset about diversity as matter of numerics to one focused on inclusive excellence as is articulated in the Plan. This means that measures need to be operationalized to capture what is reflected in the definition of inclusive excellence on the cover of this report. From there, measurable goals and benchmarks are needed to assist in the transformation. Adding the numbers (diversity) is only one component of inclusive excellence; opportunity, involvement, value, and support are also requisite factors.

Students

Table 3 presents a summary of total enrollment data (undergraduate and graduate) for the years 2001, 2006, 2011, and 2016 broken out by racial/ethnic subcategory. The 15 year change in enrollment in both aggregate and percentage terms is also included.

Table 3
Total Student Headcount Enrollment (Undergraduate and Graduate)

Student Category	Fall 2001	Fall 2006	Fall 2011	Fall 2016	15 Year Change	
					No.	%
American Indian or Alaska Nat.	31	45	32	36	5	16%
Asian	95	132	143	176	81	85%
African American	1,176	1,212	1,651	2,269	1,093	93%
Hispanic/Latino of any Race	123	146	284	476	353	287%
N. Hawaiian/other Pac. Islander	0	0	5	4	4	400%
Two or more races	75	127	274	440	365	487%
International ⁷	458	419	549	918	460	100%
White	9,210	8,259	8,347	8,840	-370	-4%
Race or Ethnicity Unknown ⁸	151	227	243	406	255	169%

The data indicate that the most substantial increases in enrollment in aggregate terms has come through African American, international, two or more races, and Hispanic student enrollments. In percentage terms, when matched with those with the highest aggregate increases, it is clear that our minority student population has grown substantially in importance to our mission, particularly given that the White student population has declined somewhat during that same period, although also grown since 2006.

Figure 2 provides a breakdown of Fall 2016 total enrollment based on gender and race/ethnicity⁹ so a comparison can be made to Figure 1 that focused on employees.

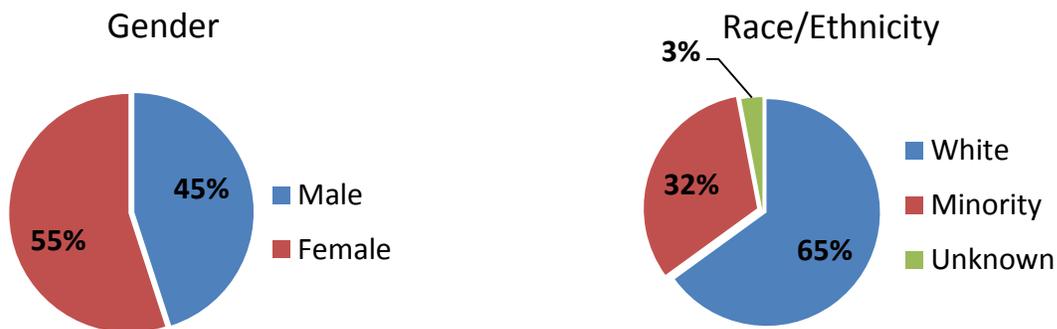


Figure 2. Gender and Race/Ethnicity Breakdown of ISU Students - Fall 2016

⁷ Or non-resident alien.

⁸ The large increase in this number between Fall 2011 and 2016 can largely be attributed to our closure of the Corrections Training Institute Program and the artifact of data collected from that group.

⁹ Also inclusive of international students.

The Figure 2 data reveal a student gender profile that largely mirrors that of the ISU employee base as shown in Figure 1. However, the racial/ethnic profile of the student body is much more diverse than the ISU employee base. Among students, 32% are minority (inclusive of international students) while 11% of the employee base is minority (Figure 1), a 21 percentage point difference.

Figure 3 provides the most recent (Fall 2016) cohort-based (i.e., first-time, full-time bachelor’s degree seeking) undergraduate student success rate data as defined as the percentage of African American, Hispanic, international, and White students either being retained or graduated¹⁰. Table 4 provides deeper insight into the 2012 and 2016 cohort data with regard to academic preparation and income status of students from Figure 3 from those cohorts.

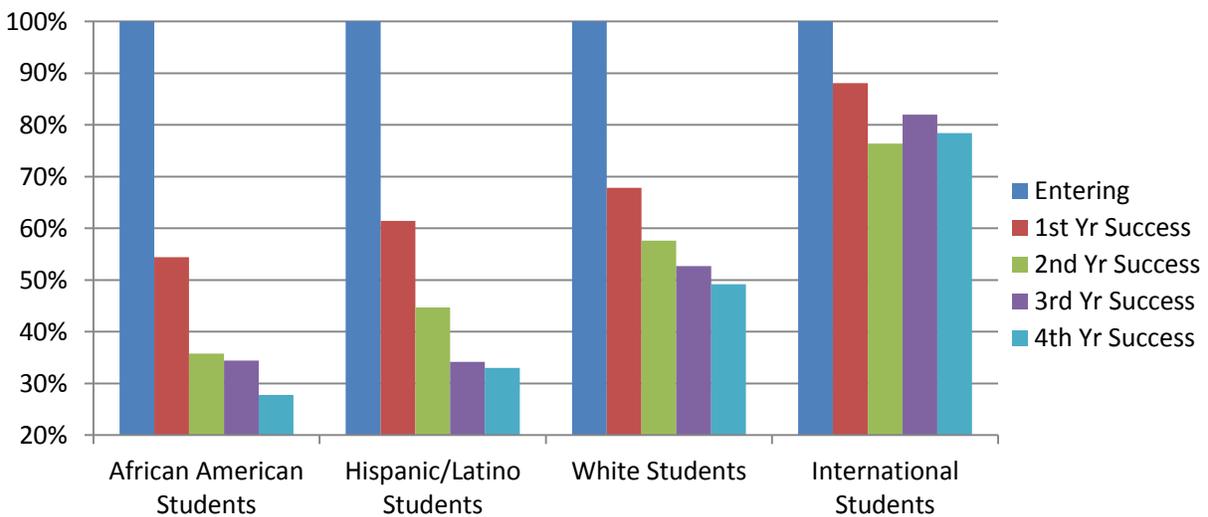


Figure 3. Fall 2016 Student Success Rate Changes (retained or graduated): FTFT-BDS

Table 4

Cohort College Preparation and Income Levels: 2012 and 2016

Student Category	HS-GPA		SAT Composite		% Pell	
	2012	2016	2012	2016	2012	2016
African American	2.83	2.83	823	803	81%	78%
Hispanic/Latino	2.99	3.01	909	878	72%	58%
White	3.15	3.22	964	959	43%	40%
International	3.24	3.26	- ¹¹	-	0%	0%

¹⁰ The other categories were not included in Figure 2 due to especially small numbers, or in the case of two or more races or race or ethnicity unknown, the inability to know what actual race/ethnicities are reflected in the data. Note that Figure 3 reflects Fall 2016 snapshot data, namely success rates for the 2016, 2015, 2014, 2013, and 2012 cohorts respectively and not that of a singular cohort. This was used to understand our current student circumstance as of Fall 2016 and not what might have been true in past Fall terms.

¹¹ International students are not required to take the SAT or ACT for admission, although a few do have reported scores. The average for 2012 was 920 and for 2016, it was 912.

Figure 3 provides a valuable nuanced window into the current student success experience of particular subpopulations. First, international students evidenced the highest overall success rates followed by White students. In the case of the former, this is likely a function of a larger proportion with sufficient resources to pay for college, preparation levels for college, a unique commitment to complete as a function of being able to pursue higher education in the U.S. often with limits on how long they can attend, and requisite credit hour loads they must take each term.

Success patterns for Hispanic students and African American students was noticeably lower than it was for White and international students. Furthermore, the patterns across common years differ, providing insights into what may be happening for particular subpopulations at given moments as it contributes to achievement gaps.

By way of additional insight to Figure 3, it is informative to also examine each subpopulation's college preparation and the proportion that are low income, factors that are well known ones from the research literature that impact student performance, retention, and completion. Table 4 presents this data for the 2012 Cohort, the most recent one for which a success rate (retained or graduated) could be calculated at the start of year 5 (Fall 2016), as well as the current 2016 Cohort. This additional data reveal that White new freshmen at ISU did substantially better academically in high school and on the SAT than did Hispanic/Latino and especially African American students. Furthermore, approximately twice the percentage of African American students were low income than White students while Hispanic students with Pell grants were approximately 30 and 20 percentage points higher respectively than their White counterparts. International students performed the highest of any constituency in high school. Finally, it is notable that while SAT scores declined over this period for the three groups, it fell much more substantially for African American and Hispanic/Latino students, attributable possibly to the makeup of the students in the respective cohorts and/or to a disproportional impact on minority or low income students with the new SAT¹².

What Figure 3 infers is that factors other than race (i.e., financial resources and underpreparation for college) appear to be root sources of challenge for students of color and not inherent to their race per se. A large sample inferential study of retention and graduation of ISU students using logistical regression¹³ in fact revealed that race was not a significant predictor of either when measures of income, academic preparation for college, and in-college performance factors were included in the model.

Table 5 offers a window into how cohort 1st year retention has changed in one year (Fall 2015 to Fall 2016) as well as for 4, 5, and 6-year graduation (2012, 2011, and 2010 cohorts respectively) for African American, Hispanic/Latino, White, and international students.

¹² The new SAT was intended to help "level the playing field" for students that have historically underperformed on the test, typically minority students and students from lower socioeconomic backgrounds. It is too soon to know with the new SAT if this has occurred, but our ISU data suggests possible reason for concern.

¹³ A link to these data results can be found here: <http://www2.indstate.edu/studentsuccess/researchbriefs.htm>.

Table 5

One-Year Changes in Retention and Graduation Rates: Fall 2015 to Fall 2016

Student Category	Retention Change	
	Since Last Year	4, 5, and 6-Year Graduation Rate Change Since Last Year
African American	Down slightly.	4-year rate down slightly; 5-year rate up 5.6 percentage pts.; 6-year rates down 1.4 percentage points.
Hispanic/Latino	+4.1 percentage pts.	4-year rate down 2.7 percentage pts.; 5-year rate up 1.2 percentage pts.; 6-year rates down 10.5 percentage points.
White	Down slightly.	4-year rate up 3.6 percentage pts.; 5-year rate up slightly; 6-year rates down 1.5 percentage points.
International	+3.4 percentage pts.	4-year rate down 5 percentage pts.; 5-year rate up 20.6 percentage pts; 6-year rate up 6.3 percentage pts.

There are both reasons for optimism and concern in the Table 5 data. It appears that the White versus African American 5-year completion gap had a noted closure this year while also closing some between White and Hispanic/Latino students at 5-years as well. While ISU had a record 4-year completion rate this year, it appears that it is essentially explained by White student rate increases; it went down for the other student categories, particularly for international students. The 6-year rate was also down for the first three constituencies, largely attributable to the 2010 cohort for which ISU had the largest one-year drop in first-year retention with that cohort, a year with a huge increase in overall freshmen enrollment and among those in retrospect that were least prepared for college and/or able to afford it.

Recommendations

In light of the data, the Council recommends the following:

1. **Strengthen efforts to close student achievement gaps.** The work being done currently by an external consultant to provide ISU with actionable steps to help close achievement gaps based on diversity and income will be important to prioritizing efforts forward. Attention is needed in multiple areas – faculty and staff perceptions of student college-level work capability, bias in and out of the classroom that is often beyond awareness, recognizing and rewarding effort and improvement, and triggering mechanisms of belonging and academic mindset. Of particular need is attention to rectifying the deleterious effects of underpreparation as evidenced in the data, and the burden of financial stress, through stronger bridging and/or academic success programming as well as aid innovation. Furthermore, it is important to examine what may explain differences in success rates at different year moments as also revealed in the data. Finally, ISU National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) data¹⁴ reveal a disconnect in perception about the nature and quality of advising, reinforcing the importance of stronger faculty commitment to that critical enterprise, especially when the stakes are so high for students with financial

¹⁴ A link to this data can be found here: <http://irt2.indstate.edu/cms/ir/index.cfm/surveys/nsse-fsse-and-bcsse-reports/>.

aid duration limitations. Regular and ongoing advisor training, and the expectation of participation when offered, is also essential given the growing complexities of advising, the need for understanding financial aid issues, and insights on unique topics such as for international students. Finally, we know comparatively little about achievement gaps for students with disabilities and thus assessment to inform support would be valuable.

2. **Strengthen Hispanic/Latino student recruitment and retention activities.** We applaud the efforts Admissions is making to recruit Hispanic/Latino students, including via strategic outreach and the utilization of bilingual staff. We encouraged their exploration of other best practices, and for the institution to do so with respect to their retention and completion since as a campus we are only just recognizing the critical mass that this constituency has achieved and launched initiatives like the La Casita Resource Center as well as the other units located on the 7th floor of the HMSU, namely Multicultural Services & Programs, the international Resource Center, the LGBTQ Resource Center, and the Women's Resource Center.
3. **Strengthen efforts to recruit high performing African American and Latino students, particularly for our most prestigious institutional scholarships and the Honors Program.** Our most prestigious institutional aid programs, and our Honors College, are substantially female and White. Among the 20 Presidential Scholars selected for 2016-17, 15 were White females and 5 were White males. Within the Honors College, 74% were female and 87% White. Both are notably disproportional from the student body as a whole. In light of the data provided, strengthening the diversity within these numbers is an opportunity to provide peer role models for high achievement, and to signal capability of high achievement, while also potentially closing achievement gaps. This will likely require close examination of criteria for application, what constitutes pre-college student excellence¹⁵, and processes for assessing candidates for selection.
4. **Reinforce messaging of inclusivity regularly, particularly for historically marginalized students and international students who are worried about their future following the presidential election.** The current environment is one where minority students, particularly African American, Hispanic/Latino, LGBTQ, and international students are feeling unsettled and/or marginalized. Regardless whether the future portends good reason to feel that way, research is clear that such feelings have negative impact of engagement, performance, and ultimately remaining in school. An ongoing and visible culture of support by campus leaders, faculty, and staff in communication, and action, is needed as is vigilance in addressing issues of discrimination and/or harassment that has escalated in the country since the election and that has occurred at ISU and/or in the community¹⁶.

¹⁵ For example, honor's programs nationally typically require minimum HS GPAs or similar measures of academic achievement and not usually measures of noted academic improvement. Some also do not consider, or very highly, non-cognitive factors of grit and perseverance, factors that might yield a deeper pool of diversity.

¹⁶ There have been reports of students of color and Muslim students experiencing heightened harassment post-election on and off-campus.