

**President's Council on Inclusive Excellence**  
**9th Annual Report - 2016-17**  
**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

All public institutions in the state of Indiana are required to submit an annual diversity report to its Board of Trustees (IC 21-27-5). The Council on Inclusive Excellence (formerly the Council on Diversity) is the campus body charged with the preparation and submission of this report to the Indiana State University Board of Trustees each fall term. The report is to include the following four elements:

1. Review and recommend faculty employment policies concerning diversity issues.
2. Review faculty and administration personnel complaints concerning diversity issues.
3. Make recommendations to promote and maintain cultural diversity among faculty members.
4. Make recommendations to promote recruitment and retention of minority students.

This report is organized into subsections that align with the statutory expectations. A list of recommendations, framed as priority attention areas by the Council, are presented at the end of the report.

We wish to thank last year's Council that was instrumentally helpful in carrying out important inclusive excellence work on behalf of Indiana State University. We also wish to thank this year's Council who will be assisting in addressing the priority attention areas noted.

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Co-Chair, Council on Inclusive Excellence  
Associate VP for Inclusive Excellence

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## Faculty and Staff Employment

Table 1 presents summary snapshot data on employment for periods 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 veterans<sup>1</sup>.

Table 1<sup>2</sup>  
*Effective Employment Periods: 10/1/2016 – 9/30/2017*

	Total	Percentage
<b>Total Employees</b>	<b>1948</b>	
<b>Female</b>	<b>1111</b>	<b>57.0%</b>
<b>Minority</b>	<b>232</b>	<b>12.0%</b>
<i>Black</i>	<b>104</b>	<b>5.0%</b>
<i>Hispanic</i>	<b>33</b>	<b>2.0%</b>
<i>Asian</i>	<b>62</b>	<b>3.0%</b>
<i>American Indian or Alaskan Native</i>	<b>4</b>	<b>.2%</b>
<i>Native Hawaiian</i>	<b>0</b>	<b>0.0%</b>
<i>Two or More Races</i>	<b>29</b>	<b>1.0%</b>
<b>Individuals with Disability*</b>	<b>73</b>	<b>4.0%</b>
<b>Protected Veteran*</b>	<b>16</b>	<b>1.0%</b>

Over the past year, the Office of Equity, Diversity and Inclusion, in collaboration with the Office of Human Resources, has been working to clean up employee data as it relates to job groups and classifications. As such, the structure of Table 1 is intentionally different than how Table 1 was structured in last year’s report. The completed affirmative action plan includes all statistical data for the newly structured job groups. For the purposes of this report, more emphasis has been placed on what the Office of Federal Contracts, Compliance and Programs (OFCCP) requires of us as federal contractors.

Despite seeing a decrease in our overall workforce by 48 employees, we still increased the diversity of our workforce in two specific areas: women and minorities. Last year the percentage of our workforce that was female was 56.0%. This reporting year our total female percentage is 57.0%. Likewise, last year our total minority percentage of the workforce was 10.8%. This reporting year, our total minority percentage is 12.0%. Last reporting year, we did not have data for our workforce as it relates to individuals with disabilities and protected veterans, hence we were out of compliance. Through survey and data clean-up, we were able to obtain data for this reporting year.

<sup>1</sup> 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.

<sup>2</sup> The chart 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.

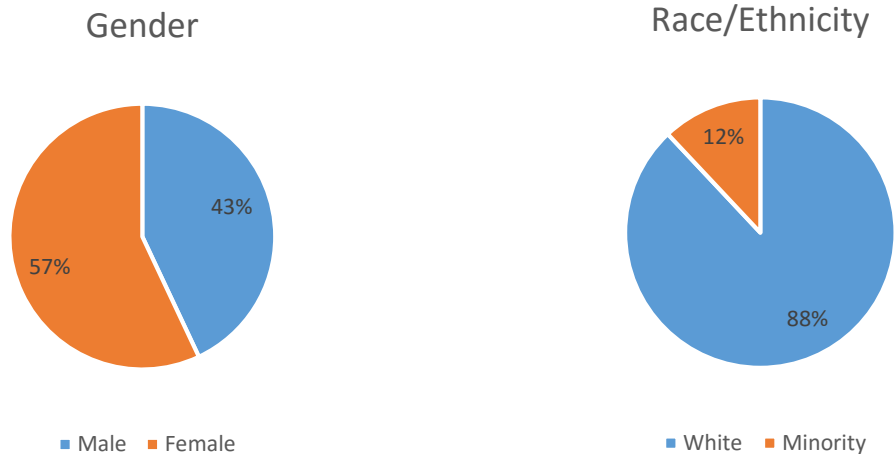


Figure 1. Gender and Race/Ethnicity Breakdown of ISU Workforce.

### Goals<sup>3</sup>

Table 2 represents last years' goals according to the job groups that were created. The table illustrates whether or not the goal for a job group was met. Table 3 represents this year's goals as it relates to the new job groups.

Table 2

*Last Years' Goals Snapshot Date 9/30/15*

Job Group	Goal	Goal Met
<b>Technical and Paraprofessional</b>	Minority	✓
<b>Faculty Part-time</b>	Minority	
<b>Clerical and Secretarial</b>	Minority	
<b>Other Professional-Athletics</b>	Minority	✓
<b>Other Professionals-Computer</b>	Female	✓
<b>Tenured Faculty; Chairs, Assistant/Assoc.</b>	Female	✓
<b>Skilled Crafts</b>	Female	✓

<sup>3</sup> Goals are adopted by the OFCCP, Department of Labor, Department of Justice, EEOC, and the Civil Service Commission. Utilizing a chi-squared test, goals are established for any race, sex, or ethnic group that is less than what is considered to be available. Availability is informed by standards for a specific classification of employee. Those standards include local, regional, or national geographic areas, depending on the position type, group, and/or level.

Table 3  
*This Year's Goals for Effective Dates: 10/1/16-9/30/2017*

JOB GROUP	FEMALE/MINORITY/BOTH	WORKFORCE %	AVAILABILITY %	GOAL
ASSOCIATE VP & ASSOC. DEANS	Female	36.0%	58.3%	58.3%
PROFESSORS	Female	33.1%	49.2%	49.2%
INSTRUCTORS	Minority	7.6%	22.7%	22.7%
LECTURERS	Minority	11.7%	25.3%	25.3%
SENIOR STUDENT SERVICES PROFESSIONALS	Minority	13.5%	26.4%	26.4%
STUDENT SERVICES PROFESSIONALS	Minority	17.7%	28.5%	28.5%
IT PROFESSIONALS	Minority	8.6%	31.1%	31.1%
ENGINEERING PROFESSIONALS	Female	22.7%	48.7%	48.7%
FINANCIAL PROFESSIONALS	Minority	2.1%	16.8%	16.8%
ADMINISTRATIVE SUPPORT WORKERS	Minority	3.5%	9.6%	9.6%

This table explains the job groups in which there is a statistical difference between our actual percentages of workforce within a specific job group in comparison to what the available percentage is for that job group. When there is a statistical difference (using Chi-square) a goal must be set. Goals are set at the availability percentage.

Plan of Action

- **Re-focus the faculty Search Consultant Team.** This group of faculty was originally purposed to serve as a resource for faculty search committees. These individuals were also paid an AY stipend of \$1500. These positions will now be restructured as Faculty Search Committee Recruiters. These positions will be responsible for assisting individual searches with developing active recruitment plans and assisting with actively recruiting on behalf of committees by way of social media, direct outreach, job and graduate fairs, and networking.
- **Developing working relationship with the Foundation department.** With limited and diminished funding going towards inclusive excellence initiatives, it is extremely important that the AVP of Inclusive Excellence begins resource development for strategic initiatives such as the recruitment and retention of a diverse workforce.
- **Continue working with ISU's affinity groups.** Retention plays a major role in being able to achieve any university goal. One unique and cost efficient way to assist in these

efforts is more visibility and activity amongst the campus's affinity groups. The AVP for Inclusive Excellence will continue to meet with these groups and become involved in their activities. Additionally the AVP will continue to assist these groups' needs with programming, marketing, and engagement.

- **Collaborate with Faculty Senate.** Faculty senate can assist in playing a major role in increasing the number of female faculty to full professor. The AVP of Inclusive Excellence will work closely with the Executive Committee of Faculty Senate in formulating a plan to strengthen the pipeline for female faculty to promote to full professor.

## Personnel Complaints

Table 4 presents a summary of discrimination related complaints filed by employees or students against ISU employees<sup>4</sup> in 2015-16 and 2016-17.

Table 4

*Discrimination Complaints: FY 2015-16 and 2016-17 (July 1-June 30)*

<i>Nature of Complaint</i>	<i>2015-2016 Complaints to Equal Opportunity Office</i>	<i>2016-2017 Complaints to Equal Opportunity Office</i>	<i>2016-2017 Complaints filed by Students</i>
<i>Age</i>	1	2	0
<i>Disability</i>	3	2	2
<i>Ethnicity</i>	0	0	0
<i>Gender</i>	0	0	0
<i>Marital Status</i>	0	0	0
<i>National Origin</i>	1	3	3
<i>Race</i>	9	6	4
<i>Religion</i>	0	0	0
<i>Retaliation</i>	1	2	0
<i>Sexual Orientation/Gender Ident.</i>	1	1	1
<i>Veteran Status</i>	0	0	0
<b><i>Total Complaints</i></b>	<b>16</b>	<b>16</b>	<b>10</b>
<b><i>ISU EO Findings of Discrimination</i></b>	<b>2</b>	<b>0</b>	<b>0</b>

Table 4 represents the total number of discrimination complaints submitted to the Equal Opportunity and Title IX Office for comparative academic years 15-16 and 16-17. These numbers represent complaints filed against an employee of the college, therefore the respondents to all of these cases are either faculty or staff. It was anticipated that due to the outcome of the presidential election, there would be either no change in complaints or an increase number of complaints. The table also separates out the total number of complaints that were filed by students.

There are two specific departments that generated all of the complaints for AY 16-17. Those two departments are Social Work and Biology. The AVP of Inclusive Excellence has been in continuous dialogue with Provost Licari, Dean Mallory, Dean Olsen, and the Chairs of both

<sup>4</sup> 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.

departments regarding ongoing engagement and professional development with both departments.

The Office of Equity, Diversity and Inclusion was established during the 2016-2017 AY, led by the AVP of Inclusive Excellence. Restructured under this area are now the following functions: Equal Opportunity, Title IX, Affirmative Action and Hiring, and Inclusive Excellence. With this new establishment came the hiring of two new full-time employees. We hired a new Director of Equal Opportunity and a new Deputy Title IX Coordinator for Students. With these new hires, came a substantial increase in training and programming across campus as it relates to the areas covered.



## Students

Table 3 presents a summary of total enrollment data (undergraduate and graduate) for the current year (Fall 2017 snapshot) and the previous year (Fall 2016 snapshot) and broken out by racial/ethnic subcategory. The one year change in enrollment in both aggregate and percentage terms is also included.

Table 1  
*Total Student Headcount Enrollment (Undergraduate and Graduate)*

Student Category	Fall 2016	Fall 2017	1 Year Change	
			No.	%
American Indian or Alaska Nat.	36	37	+1	+2.8%
Asian	176	178	+2	+1.1%
African American	2,269	2,325	+56	+2.5%
Hispanic/Latino of any race	476	553	+77	+16.2%
N. Hawaiian/Pacific Islander	4	4	-	-
Two or more races	440	500	+60	+13.6%
International <sup>5</sup>	918	693	-225	-32.5%
White	8,840	9,106	+266	+3.0%
Race or ethnicity unknown	406	375	-31	-8.3%

The data indicate that there was a substantial decrease in international student enrollment (down by 225), a decrease of just over 32% from the previous year. The largest in aggregate terms was for White students (up by 266), an increase of 3% from the previous year. However, the largest increases in percentage terms were for Hispanic/Latino students (up by just over 16%) and students who were two or more races (up by just over 13%), a trend that continues to be the largest in recent years among students from non-White backgrounds.

Figure 2 provides a breakdown of Fall 2017 total enrollment based on gender and race/ethnicity<sup>6</sup> so a comparison can be made to Figure 1 that focused on employees.

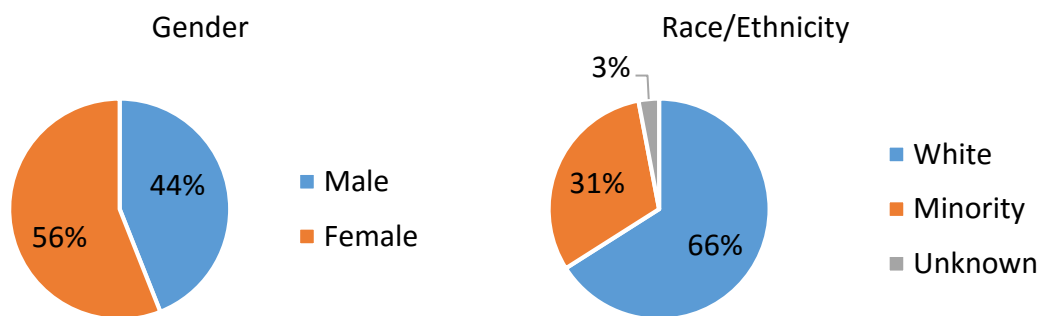


Figure 2. Gender and Race/Ethnicity Breakdown of ISU Students – Fall 2017

<sup>5</sup> Or non-resident alien.

<sup>6</sup> Also inclusive of international students.

The Figure 2 gender data for students is up one percentage point for women and down one percentage point for men since last year. It again largely mirrors the gender profile of ISU employees. With regard to race/ethnicity, the minority profile was down one percentage point from last year. The White profile was up one percentage point while the unknown category was unchanged. There continues to be a substantial disparity by race/ethnicity between students and the ISU employee base, however. For students, it is 31% minority while for employees, it is 12% (Figure 1), a 19 percentage point difference, although a two percentage point drop from last year.

Figure 3 provides the most recent (Fall 2017) cohort-based (i.e., first-time, full-time bachelor’s degree seeking) undergraduate student success data (defined as either retained or graduated), broken out into the four largest races/ethnicities and with the percentage point change from Fall 2016 indicated above each bar<sup>7</sup>.

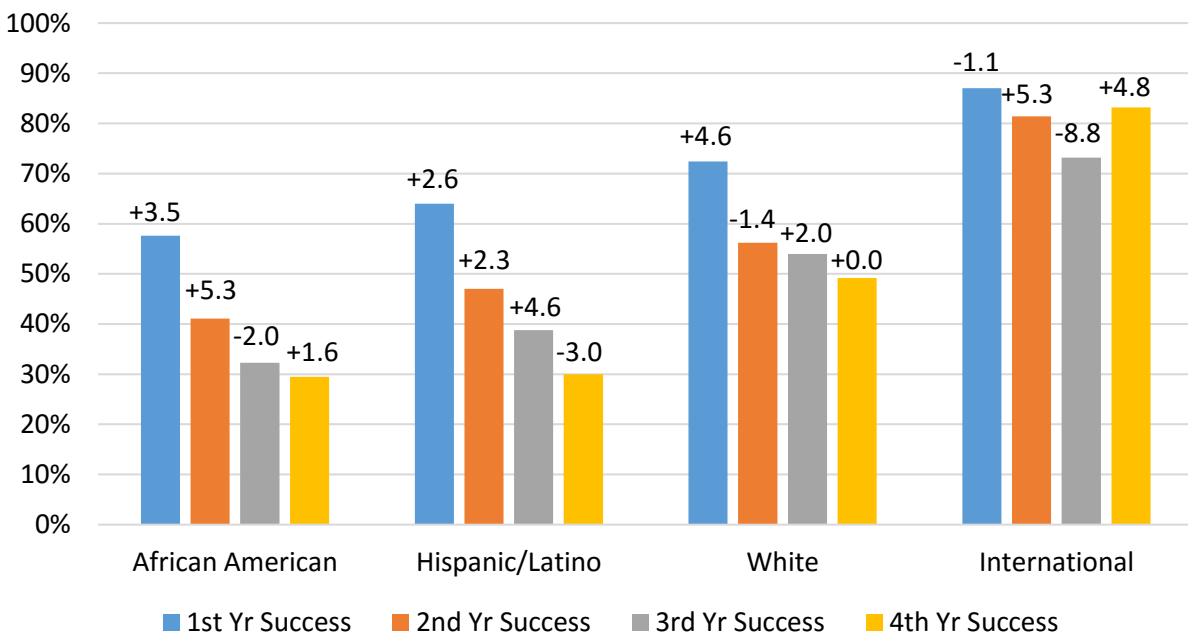


Figure 3. Student Success Rates (retained or graduated) – Fall 2017 & Change since 2016

The Figure 3 data tell a mostly strongly positive story of persistence to degree for these four sets of ISU undergraduates. Of the 16 different performance metrics, 10 saw increases and 1 stayed the same. The places where success rates declined was for African American students in the 3<sup>rd</sup> year, Hispanic students in the 4<sup>th</sup> year, and White students in the 2<sup>nd</sup> year. For international students, they had a decline in the 1<sup>st</sup> year but an especially large decline in the 3<sup>rd</sup> year. Gaps continue to be evident however, with international students evidencing the

<sup>7</sup> Figure 3 is Fall 2017 snapshot data, namely success rates for the most recent four cohorts (i.e., 2016, 2015, 2014, and 2013). Comparisons with the previous year are to the previous year’s cohort who had reached that same level (i.e., 1<sup>st</sup> year, 2<sup>nd</sup> year, 3<sup>rd</sup> year, 4<sup>th</sup> year). This was done to understand our most current student circumstance as of Fall 2017.

highest success rates, followed by White students, Hispanic/Latino students, and African American students.

Table 4

*4-Year Graduation Rates and One-Year Change - Fall 2016 to Fall 2017*

<b>Student Category</b>	<b>4-Year Graduation Rate</b>	<b>Change 2016-2017</b>
African American	16.7%	+5.7 percentage points
Hispanic/Latino	19.2%	+8.5 percentage points
White	33.8%	+2.9 percentage points
International	66.3%	+6.5 percentage points
All Students	28.7%	+3.0 percentage points

With respect to a 4-year graduation rate, ISU had its highest overall rate in measured history (measured since the 1998 Cohort) at 28.7%, a 3 percentage point increase from last year and up almost 10 percentage points in three years. Furthermore, per Table 4, it was up for all race/ethnicity populations. Of particularly positive note, however, the 4-year graduation rate for African American and Hispanic/Latino students rose even more in percentage terms since last year versus for White students (approximately 2x for African American students and almost 3x for Hispanic/Latino students), helping to close the gap on this centrally important metric.

Table 5 provides insights into the academic preparation and income status of the entering Fall 2017 Cohort of first-time, full-time bachelor's degree seeking freshmen versus the Fall 2016 Cohort.

Table 5

*Cohort College Preparation and Income Levels: Fall 2016 and Fall 2017*

<b>Student Category</b>	<b>HS-GPA</b>			<b>SAT Composite</b>			<b>% Pell</b>		
	<i>2016</i>	<i>2017</i>	<i>Change</i>	<i>2016</i>	<i>2017</i>	<i>Change</i>	<i>2016</i>	<i>2017</i>	<i>Change</i>
African American	2.83	2.88	+.05	803	826	+23	78%	82%	+4 pp
Hispanic/Latino	3.01	3.02	+.01	878	875	-3	58%	71%	+13 pp
White	3.22	3.24	+.02	959	1,002	+43	40%	43%	+3 pp
International	3.26	3.16	-.10	-	-	-	-	-	-
All Students	3.09	3.12	+.03	909	937	+28	51%	56%	+5pp

Table 5 data indicate that the academic preparation for most subpopulations is up from Fall 2016 in most HS-GPA and SAT Composite categories. Of particular note was the HS-GPA and SAT Composite gain for African American students (increase of .05 for HS-GPA and increase of 23 points on the SAT Composite) and the SAT Composite for White students (up 43 points). The exceptions are a noted decline in the entering HS-GPA of international students (down by .10) and a slight decline in the SAT Composite for Hispanic/Latino students. Overall, the observed increases are promising with regard to the likelihood of student downstream success given the high positive correlation between these metrics and college academic performance and

retention, at least in the first year. The increase in the African American SAT Composite metric is especially noteworthy given that it reverses a multiyear downward trend.

With regard to Pell status, a proxy for being low income (and commonly negatively correlated with in-college success, typically retention), Hispanic/Latino students saw a noted increase (13 percentage points), returning to almost the level it was in 2012 (see last year's report). The four percentage point increase for African American students takes it just above what it was in 2012. For White students, the three percentage point increases returns it to the level it was in 2012. These collective metrics portend some concern for an increase in student financial stress.

### **Council on Inclusive Excellence 2017-18 Priority Attention Areas**

In light of the collective data presented, the Council on Inclusive Excellence is prioritizing the following for 2017-18 and has formed committees on these priority attention topics:

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.
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.
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.
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.