



PRESIDENT'S COUNCIL ON INCLUSIVE EXCELLENCE

13TH ANNUAL REPORT 2020-21



INDIANA STATE
UNIVERSITY

President's Council on Inclusive Excellence 13TH Annual Report

Introduction

The annual report represents the 13TH year of diversity, equity and inclusion reporting for the President's Council on Inclusive Excellence at Indiana State University (ISU). The report highlights achievements, progress and areas for improvement with the goal of developing a diverse student body, and an inclusive university culture and workforce responsive to the needs across the region and state. The Office of Equity, Diversity and Inclusion (EDI) works collaboratively with members of the Council, representing varied perspectives of students, faculty, staff, affinity groups, and a member from the local community.

The Council promotes equal opportunity planning and implementation of strategic objectives, related to Focusing on Our Future Together, as well as the affirmative action planning process related to workforce diversity. Members collaborate with offices and organizations across ISU, including but not limited to: The Charles E. Brown African American Cultural Center, the Center for Global Engagement, Career Center, Multi-Cultural Programming, the Office of Accessibility Resources (ARO), the Asian Pacific Islander Caucus, Black Faculty and Staff Caucus, Hispanic Organization for Leadership & Advocacy (HOLA), the Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+) Faculty and Staff Caucus, the Faculty Center for Teaching Excellence, Veteran Services, and various Student Affairs constituents, the Student Government Association (SGA), as well as many other student and employee groups and organizations.

ISU strives to recruit and enroll students from diverse backgrounds, particularly with the changes in the demographical makeup consistent with the Vigo County region, which has become increasingly diverse with growing Latino and international populations. ISU also endeavors to improve the retention and graduation rates for all students, with special attention focused on closing educational gaps of diverse populations. The recent Lilly Endowment grant will enable ISU to address challenges and promote opportunities. The \$6.5 million grant will promote a new program, Sycamores Achieve, to improve retention and graduation rates of first-generation students, students of color, and students who qualify for federal Pell grants.

The ISU workforce continues to reflect the trends across the nation. The growing number of female on college and university campuses represents one of the most important trends in higher education.

Monthly meetings of the Council have been conducted, consistently, in an effort to advance diversity, equity and inclusion campus wide. The leadership of President Deborah Curtis, Interim Provost Chris Olsen, as well as the Office of the General Council, Human Resources (HR), Institutional Research (IR), and members of the President's Council on Inclusive Excellence, were instrumental in the development of this report.

Statutory Requirements
Council on Inclusive Excellence

The Council on Inclusive Excellence serves as the University's diversity committee as required by Indiana law (IC 21-27-5-4). The Council is charged to:

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

Council membership is appointed by the President and consists of representatives of the faculty, staff, undergraduate and graduate student populations, the local community, and representatives from each of the four ISU affinity groups (Asian Pacific Islander Caucus, Black Faculty and Staff Caucus, Hispanic Organization for Leadership and Advocacy (HOLA), and the Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+) Faculty and Staff Caucus.

The Council provides a report to the Board of Trustees, annually, highlighting work from the prior year.

Members of the President’s Council on Inclusive Excellence

The 2021 Membership includes:

2021 Members of the President's Council on Inclusive Excellence

<u>Category of Appointment</u>	<u>Name</u>
Faculty Representative	Andrea Arrington
Faculty Representative	Szufang Chuang
Staff Representative	Ardell Sanders
Undergraduate Student	Journei Simmons
Graduate Student	Jhansi Chagalakonda
Community Representative	Jordan Lough, Terre Haute Human Relations Commission
Student At-Large Representative	Rasheed Jones
Student At-Large Representative	Myles Sanford
At-large Representative	Daniel Parmer
At-large Representative	Melissa Gustafson
Asian-Pacific Islander Affinity Group Representative	Shaad Ahmad
Black Faculty and Staff Affinity Group Representative	Amanda Muhammad
Hispanic Organization for Leadership and Advocacy (HOLA)	
Affinity Group Representative	Jim O’Sullivan and Theresa Ortega
Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+)	
Affinity Group Representative	Amanda Hobson
Ex-Officio	Rana Johnson, Associate Vice President for Inclusive Excellence and Strategic Initiatives
Ex-Officio	Sumalayo Jackson, Assistant to the President for Human Relations
Ex-Officio	Tami Weinzapfel-Smith Executive Director, Human Resources
Ex-Officio	Stephannie Gambill, Director of Equal Opportunity and Title IX Coordinator
Ex-Officio	Dianne Powell, Associate Director, University Communication

Members of the President’s Council on Inclusive Excellence offer various perspectives from across the university community. Monthly meetings are scheduled to share resources, discuss strategic planning, provide updates on DEI initiatives and identify best practices both internal and external. The Council met consistently from September 2020 – November 2021. Meetings included dialogues on ISU’s commitment to diversity, equity and inclusion, areas of concern, gaps in critical areas related to retention and graduation rates, programming and innovative concepts, progress and advancement, and the recent strategic planning process. Highlights of each meeting are displayed below:

Fall 2020

- September: Charge from President Deborah Curtis and Council goals/expectations highlighted
- October: Welcome from Provost, Council discussed Advancing Inclusive Excellence Action Plan
- November: Presentations and updates from ISU General Counsel, HOLA, Office of Residential Life
- December: Special guests
 - Dr. Zachariah Mathews: Associate Director of the Center for Global Engagement
 - Dr. Linda Maule: Dean of University College

Spring 2021

- January: Draft report shared with Council highlighting 2019-2020 Diversity, Equity and Inclusion at ISU
- February: Strategic Plan dialogue, as well as a presentation by a special guest
 - Dr. Molly Hare: Faculty Center for Teaching Excellence
- March: DEI summer initiatives, Action Plan initiatives, and upcoming Anti-Asian Racism Panel Dialogue
- April: Highlights of professional development at the college & department levels & difficult dialogues
- May: Dr. Szufang Chuang shared the Asian Pacific Islander history & culture; DEI strategic planning highlighted, and summer/fall proactive programming introduced, including 2021 Juneteenth event
- September: Council members received charge from President Deborah Curtis/discussed strategic planning
- October: Indian Student Association (ISA) Guest Speakers discussed 2021 Global Night
 - Mr. Sai Ram Upadhyayula – President of the Indian Student Association
 - Ms. Jhansi Chagalakonda - PhD Student in Curriculum and Instruction/Teaching Assistant
 - Ms. Pooja Sharma- Undergraduate student/ member of the Indian Student AssociationDiscussion: Strategic Planning - Diversity, Equity, Inclusion and Social Justice (DEISJ)

Meeting Notes: <https://www.indstate.edu/inclusive-excellence/council/meeting-notes>

IMPACT OF THE COVID- 19 PANDEMIC ACROSS HIGHER EDUCATION

The Covid-19 pandemic was a major disruption at postsecondary education institutions, and across the country. Not only did the outbreak effect student enrollment, but possibly the long-term financial stability of student career advancement. Overall, the impact was felt the greatest by diverse student populations.

- According to several studies and Clearinghouse data, minority students apparently left higher education at rates higher than white students in the last two years, resulting in steeper declines in retention ad graduation rates.
- Minority students apparently were also more likely not to start higher education in 2020-2021, resulting in a slightly less diverse student body across the nation (and at ISU) in 2021-2022.
- Due to declining student enrollment there were significantly fewer searches for faculty and staff in many U.S. institutions (including ISU), resulting in many fewer chances to affect the diversity of our employees.

Source: <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>

STUDENT ENROLLMENT

Figure 1: Fall 2021 Undergraduate Enrollment by Race/Ethnicity

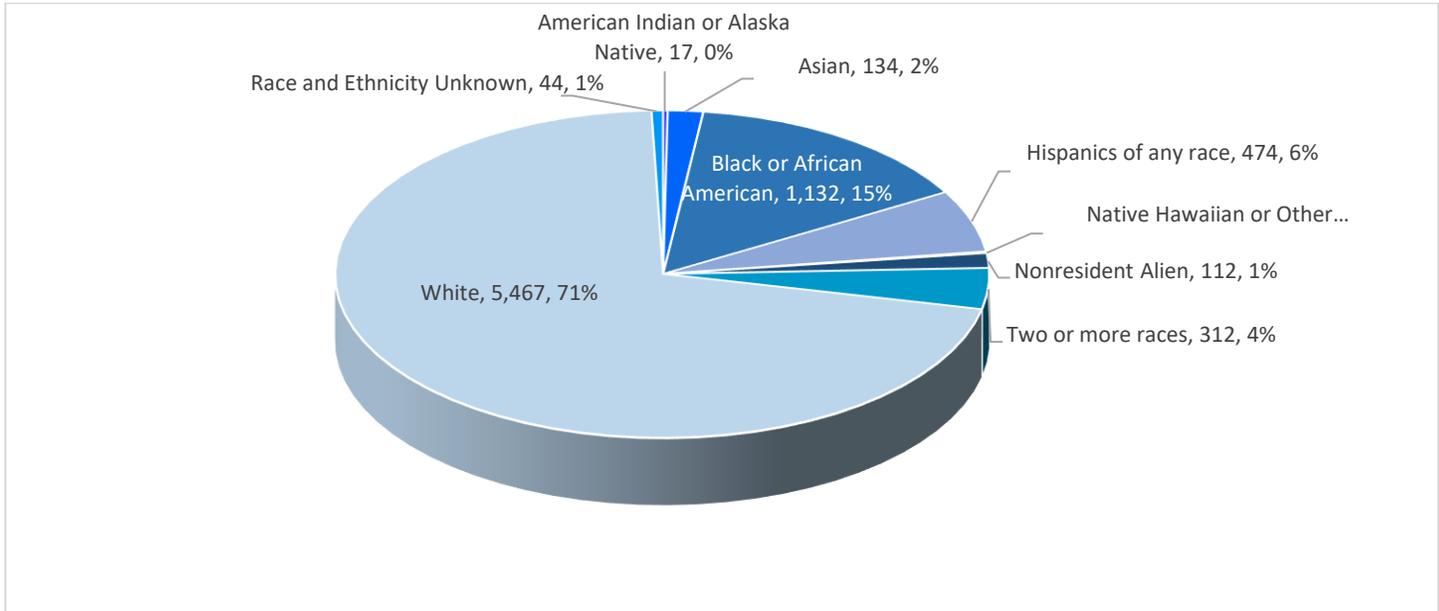


Table 1: Fall 2021 Enrollment by Race/Ethnicity

Enrollment by Ethnicity

	Fall 2018			Fall 2019			Fall 2020			Fall 2021		
	Ugrad	Grad	Total									
American Indian or Alaska Native	39	4	43	34	4	38	22	8	30	17	3	20
Asian	123	51	174	127	46	173	140	54	194	134	39	173
Black or African American	1,924	188	2,112	1,809	198	2,007	1,535	189	1,724	1,132	172	1,304
Hispanics of any race	511	58	569	528	61	589	509	67	576	474	67	541
Native Hawaiian or Other Pacific Islander	7	1	8	8	2	10	9	2	11	12	2	14
Nonresident Alien	367	154	521	234	136	370	136	123	259	112	115	227
Two or more races	421	59	480	429	63	492	363	63	426	312	52	364
White	7,249	1,545	8,794	6,992	1,394	8,386	6,174	1,359	7,533	5,467	1,283	6,750
Race and Ethnicity Unknown	310	34	344	55	26	81	51	26	77	44	22	66

Source: Blue Reports, Academic Dean, Trends, Enrollment by College and Department Diced by IPEDS Ethnicity, filtered by student level

ISU was in a similar position as many colleges and universities when the Covid-19 pandemic accelerated an already major concern with student enrollment declines regionally, and across the U.S. The majority of institutions across the nation experienced a reduction in student enrollment in fall 2021. Multiple studies conclude that postsecondary enrollment across the nation has declined about eight percent in the last two years, coinciding with the Covid-19 pandemic.

Table 1 provides a summary of Total Student Enrollment at Indiana State University from 2018- 2021. Undergraduate: Diverse undergraduate student representation consists of 28% of the population in 2021, a slight decrease from 30% in 2020. Graduate: Diverse graduate students make up 25.9% of the population, a slight decline from 27.1% in 2020.

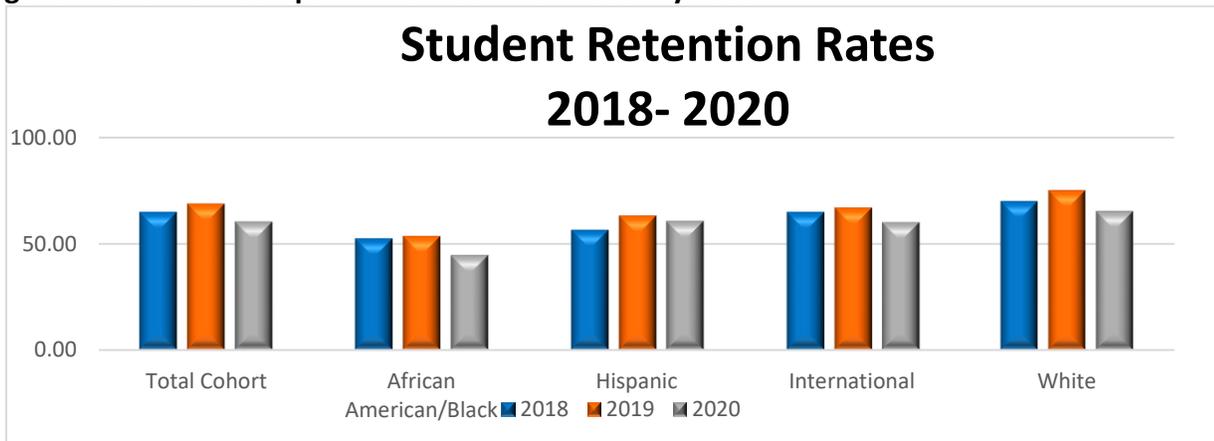
Enrollment increased, slightly, for undergraduates in one (1) group from 2018-21: Native Hawaiian or Other Pacific Islander. Undergraduate enrollment increased by three (3) between 2020 and 2021. ISU noted a decline in eight (8) racial groups with the most significant numerical decline in the White student population (decrease of 707 students), followed by African American/Black (decrease of 403 students).

A summary of the Total Graduate Student Enrollment at Indiana State University from 2018- 2021, was also highlighted for nine (9) groups. Enrollment remained the same for two (2) groups between 2020-2021: Hispanic student population and Native Hawaiian or Other Pacific Islander. ISU noted a decline in seven (7) racial groups: American Indian or Alaska Native, Asian, Black or African American, Nonresident Alien, Two or more races, White, Race and Ethnicity Unknown. Two populations that experienced the greatest decline include Whites (decrease of 76 students), followed by African American/Black (decrease of 17 students).

The Vice Provost for Strategic Enrollment Management (EM) has taken several steps to address the drop in enrollment, including the creation of a strengthened Strategic Enrollment Management Committee, consisting of 24 members, which is charged with reviewing strategies submitted by academic units aimed at increasing enrollment. We also completed the process to hire a new Executive Director of Admissions who has, as part of the job description, ensuring that ISU remains accessible to all prospective students and families. And finally, a Faculty Fellow was hired in the Provost's office to assist with outreach and recruitment to the ever-increasing Hispanic/Latino/a student population.

STUDENT RETENTION, GRADUATION, PELL ELIGIBILITY

Figure 2: One-Year Comparison of Retention Rates by Race

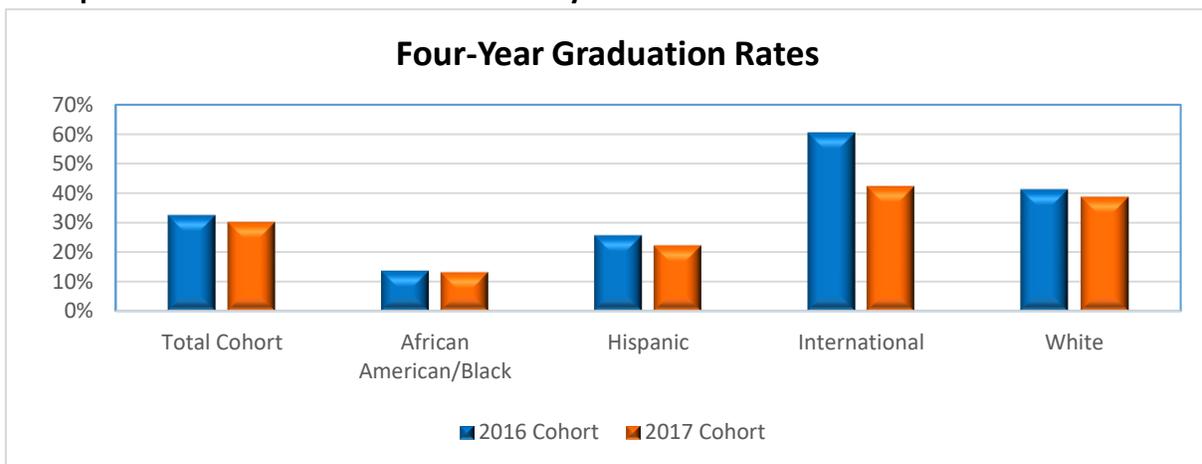


Source: Blue Reports, Academic Dean, Trends, Enrollment by College and Department Diced by IPEDS Ethnicity, filtered by student level

Improving retention and graduation rates for all students, and closing achievement gaps for underrepresented students, has been an ongoing commitment. Retention rates declined for all groups in 2020-2021, during the Covid-19 pandemic. Retention rates varied across racial and ethnic groups, with the one-year rate for all students decreasing from 68.39% for the 2019 cohort to 60.37% for the 2020 cohort (most affected by the pandemic). Declines among different demographic groups ranged from 2.28% to 9.48%.

The one-year retention rates by race were: African American/Black, 44.54%; Hispanic, 60.55%; International, 60.00%; and White, 65.20%.

Figure 3: Comparison of 4-Year Graduation Rates by Race

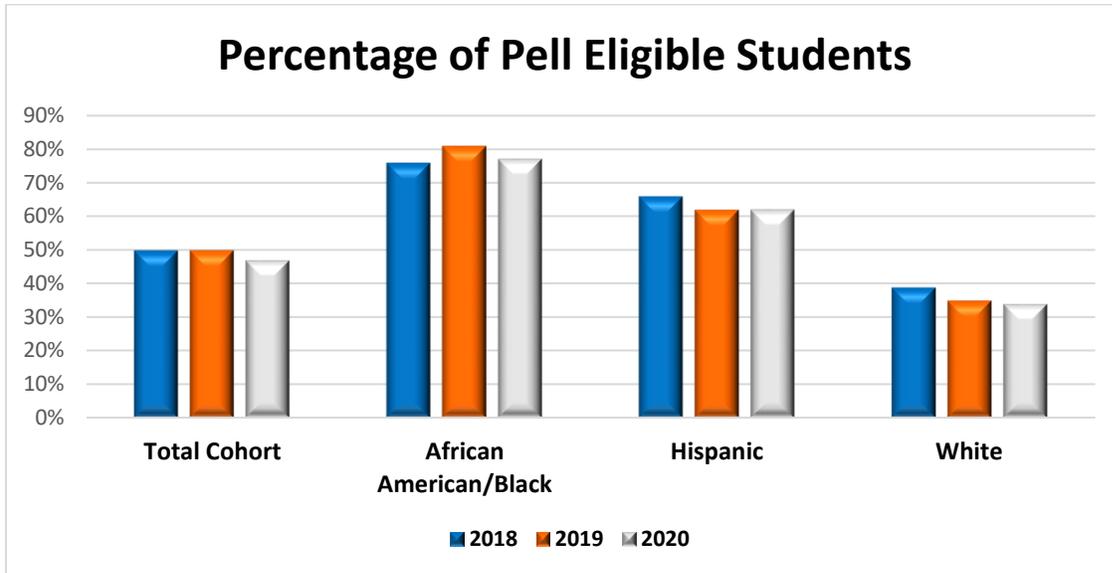


Source: Blue Reports, Academic Dean, Trends, Enrollment by College and Department Diced by IPEDS Ethnicity, filtered by student level

Student completion is also a critical institutional goal at ISU. The 4-Year graduation rate decreased for all groups, with the greatest reduction in the International student population at 18%. Overall, the average graduation rate declined from 32% to 30%, with declines ranging from 1% to 18% across different demographic and racial categories.

Graduation rates were: White, 39%; Hispanic, 22%; African American/Black, 13%; and International, 42%.

Figure 4: Comparison of Pell-Eligible Students by Race



Source: Indiana State University Institutional Research (IR)

Figure 4 highlights the percent of Pell-eligible students enrolled at ISU in successive fall semesters. The average percent of Pell-eligible students, overall, declined from 50% to 47% from 2019 to 2020. The decline was evident for all groups: African American/Black, 80 to 77%; Hispanic, 63 to 62%; and White, 35 to 34%.

Nationwide, more students chose not to attend postsecondary education in fall 2020. A large percentage of our diverse student population are dependent on Pell grants, as evidenced above, and especially when compared to other Indiana institutions. Looking ahead to Fall 2022 one central piece of the Indiana State Advantage addresses Pell-eligible students: the “tuition-free guarantee” means that ISU will cover remaining tuition costs for Pell-eligible, qualified Indiana residents after their federal and state aid is applied.

Federal Pell grants are awarded to undergraduates who have a high degree of unmet financial need. While attention should be devoted to all populations, African American/Black and Hispanic students historically require additional aid (as do many first-generation students). Therefore, based on historical trends our minority students will be disproportionately eligible for, and benefit from, the Indiana State Advantage.

ISU FACULTY AND STAFF

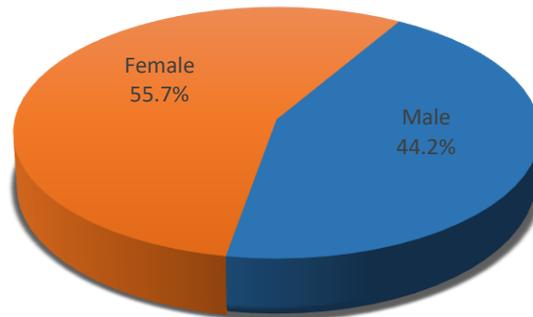
ISU faculty and staff are vital to introducing a diverse and inclusive curriculum to support the mission and vision, as well as goals and objectives of the strategic plan, “Focusing on Our Future, Together.” Faculty empower students with a multitude of skills, including critical thinking, communication, and problem solving to work collaboratively with divergent perspectives and cultures in the United States or around the world. The most recent data displayed for ISU faculty and staff representation can be found below.

During the past several years the percentage of female employees has gradually increased, representing over half of the workforce. Figure 5 displays the increase in female representation at 55.7% in 2021; in comparison to male representation at 44.2%.

Further analysis is needed to determine the breakdown of faculty and staff, by gender. Future plans include disaggregating and reporting data by gender and race across college/departments and offices for a more nuanced look at institutional efforts to diversify our employees.

Figure 5: Indiana State University Workforce by Gender

ISU WORKFORCE BY GENDER



Source: Affirmative Action Report

The total minority representation of the ISU workforce is similar to the student demographics. Minorities represent 13.21% of the workforce.

Blacks/African Americans are the largest minority racial group represented at 5.31%, followed by Asian, 3.35%, Hispanic 2.42% and Two or More Races both at 2%. American Indian and Alaskan native comprise less than 1% of the ISU workforce. Blacks/African Americans, are the largest racial group represented in the ISU workforce, at 5.3% followed by Asian, 3.3%, Hispanic 2.4%, and Two or More Races both at 2.0%. A total of 1,773 employees make up the workforce; nonresident aliens and those that did not report their race are included in the total numbers, but not displayed in the chart.

Figure 6: Indiana State University Ethnic and Racial Composition

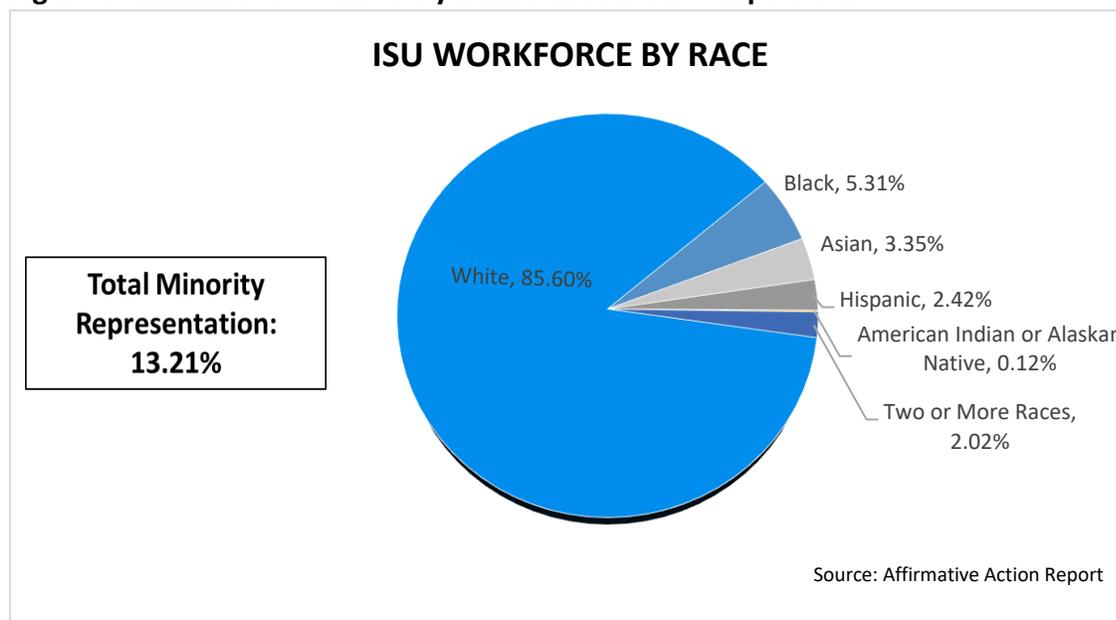


Table 2: Indiana State University Minority and Female Employees

EMPLOYEE CATEGORY	2019	2020	2021
% of Minorities to Total			
Executive Group	10.3% (4/39)	10.3% (4/39)	14.3% (5/35)
Other Professional Staff	11.6% (68/588)	12.2% (68/555)	12.7% (69/544)
Non-Exempt Staff	8.2% (48/588)	8.3% (47/563)	9.2% (48/524)
Full-Time T/T-T Faculty	20.5% (75/365)	20.3% (71/349)	22.6% (73/323)
Full-Time Instructional Faculty	7.4% (9/122)	7.4% (9/121)	9.9% (11/111)
Part-Time Faculty	9.0% (17/189)	8.1% (13/159)	8.8% (14/160)
% of Female to Total			
Percent Female Full Professors to Total Full Professors	37.3% (50/134)	38.1% (53/139)	37.8% (51/135)

Source: Indiana State University Institutional Research

Table 2 provides a summary of Indiana State University’s workforce as of October 2021. The figures highlight minority and female administrators, faculty, and professional staff. Progress was achieved in 6 of 7 areas, in comparison to 3 areas (two remained the same) from to the previous year. Greater diversity was evidenced in these areas: Executive Group, Other Professional Staff, Non-Exempt Staff, Full-Time T/T-T

Faculty, Full-Time Instructional Faculty and Part-Time Faculty. The final category, Percent Female Full Professors to Total Full Professors, was not achieved; female full professors declined by 2 from the previous year. The increases may be a result from an overall decrease in the ISU workforce in 2021 compared to 2020. Achieving progress in the gender disparity of Full Professors is particularly difficult as it depends on who is eligible for, and interested in applying for Full Professor. All candidates come internally from the existing ISU faculty as we do not hire Full Professors externally. Because our Assistant and Associate Professor ranks include a higher percentage of women the ranks of Full Professors will become more heavily female over time. The overall goal of ISU is to ensure that faculty and staff are representative of the diverse student body.

Increasing Faculty Diversity

The Office of Equity, Diversity and Inclusion, along with ISU administrators and campus partners, are focusing on strategies to increase and retain diverse faculty across colleges. The AVP for Inclusive Excellence and Strategic Initiatives partners with the Office of the Provost, Human Resources, Affinity Groups, EDIEL, the Charles E. Brown African American Cultural Center, Center for Global Engagement, and the SREB Doctoral Scholars Program.

Activities and efforts to recruit and promote faculty diversity include:

- Contacting community agencies and educational institutions and seeking referrals of qualified individuals to increase the representation of minority and female applicants. ISU began dialogues with an HBCU, Kentucky State University, to identify potential candidates for open positions in the Office of Technology. Additional introductions will be made to develop partnerships across disciplines and departments, with other HBCU's.
- Advertising and media was directed to outlets responsible for the recruitment of minorities and women. Effective July 1, 2021, Human Resources (HR) began posting faculty and staff positions in [higherjobs.com](https://www.higheredjobs.com) for select positions:
 - Staff positions of pay grade 10 and above
 - Faculty positions of Full-Time Instructor rank and above

HR upgraded the package to include the HigherEdJobs D&I E-mail to help recruit a qualified diverse applicant pool while reinforcing ISU's commitment to diversity and inclusion. The package includes e-mail notifications sent to opt-in proprietary lists, featuring ISU job postings in accordance with diversity, inclusion, and equal opportunity policies. The package also includes a military upgrade for all vacancies to inform veterans and military-connected higher education professionals of career opportunities. Both strategies were implemented to enrich diversification recruitment efforts.

- Utilization of training, recreation, social events, and other programs sponsored by collaborative partners: College deans were invited to participate in panel discussions spring 2021, sponsored by the Doctoral Scholars Program/Institute on Teaching and Mentoring:
 - The Future of Faculty Diversity (Part 1): Graduate Student & Faculty Recruitment
 - The Future of Faculty Diversity (Part 2): Faculty Retention

Panelists from across the higher education spectrum discussed the importance of faculty diversity and shared thoughts on how institutions can better recruit diverse graduate students as well as faculty. Part 2 included discourse regarding how institutions can better retain diverse graduate students, and faculty, by setting strategic goals to align with organizational priorities. The ISU AVP of Inclusive Excellence and Strategic Initiatives served as one of four panelist and shared information with constituents across campus, if they were unable to participate.

- Guest speaker, Dr. Tiffany Reed, presented an EEO training workshop on microaggressions in higher education focused on underrepresented groups. Topics included the role of microaggressions in hindering inclusion in organizations, how participants can further their understanding of daily microaggressions, and understanding the impact of microaggressions on others.
- Presentation of EEO trainings across colleges and departments: Several deans collaborated with the AVP of Inclusive Excellence and Strategic Initiatives to discuss DEI during their diversity committee meetings; dialogues took place monthly in the College of Technology, and several times in the College of Health and Human Services. Additional conversations were held with the Dean of Library services, as well as the staff, to discuss the Cunningham Memorial Library Diversity Equity & Inclusion Planning Document.

As a follow-up to the items above, additional endeavors will include:

- Diversity Report Cards to measure the effectiveness of affirmative action initiatives to indicate when remedial action is needed.
- Identifying and implementing action-oriented programs to address potential problem areas that may exist.
- Conferring with community organizations representing women and minorities.
- Disseminating faculty job satisfaction surveys to capture faculty sentiment regarding teaching, service and research, tenure and promotion, department engagement, quality and collegiality

AFFIRMATIVE ACTION GOALS

ISU is required to comply with affirmative action requirements consistent with Executive Order 11246 and the implementing regulations. Affirmative action obligations require certain federal contractors to take affirmative steps to ensure equal opportunity in employment.

The annual affirmative action analysis includes a statistical comparison of the current ISU workforce and the availability of women, minorities, individuals with disabilities, and protected veterans. Based on the analysis, goals are set for particular job groups for the coming year. The Associate Vice President for Inclusive Excellence and Strategic Initiatives serves as the ISU Equal Employment Opportunity Coordinator and has primary responsibility for implementing, directing, monitoring, and assessing compliance with affirmative action requirements. Each November, the Office of Human Resources, the Office of the General Counsel, the Office of Diversity, Equity, and Inclusion, and the Office of Institutional Research collaborate to review ISU's affirmative action obligations and to determine whether or not the prior year's goals were achieved and identify goals for the next year.

ISU analyzed information as of October 1, 2021. The analysis includes all non-student employee positions, separated into job groups containing similar positions. Goal achievement is for one year only, and in some cases goals will continue over time. The narratives and figures illustrate the 2020 Summary of Goal Achievement.

2020 Summary of Affirmative Action Goals

Six (6) goals were established at the beginning of the plan year from October 2020 to September 2021. Progress was achieved in two of the six. In comparison, three of five goals were achieved in 2019. Goals for 2020 included six job categories:

Three (3) of the goals included female representation:

- Professors- Incomplete progress made for this goal.
- Technical and Paraprofessionals- Limited progress.
- Residential Life Staff- Limited progress.

Three of the goals include minority representation:

- Instructors- Achieved.
- Part Time Lecturers- Limited progress.
- Student Service Assistants/Specialists- Achieved.

Overall, the total employee headcount as of October 1, 2021 is down by 81, and some job groups saw a larger percentage drop in overall employee numbers.

2020-2021 Goals to Increase Female Representation

While complete progress was not achieved for the goals for female placements in the residential life staff, technical and para-professionals, and professors in 2020, steady progress was made in previous years.

The job group for professor differs from many, because employees who would be selected at the rank of professor primarily are internal faculty at the rank of associate professor; there is no requirement that associate professors seek the rank of professor. ISU has made strides in meeting this goal in past years, but in 2020-2021, female associate professors did not apply for full professor at the same rate as their male colleagues, and 5 female full professors retired in 2020-21. Additional analysis will be necessary to determine the purpose for this decline.

Technical and Paraprofessionals provide behavioral, instructional, and other support both inside and outside of the classroom, working one-on-one with students to address accommodation requests. The Covid-19 pandemic created a heavy toll on employment for this job group. Research and analysis is necessary to acquire more information regarding the reason for the decrease.

The number of Residential Life Staff declined during the pandemic. The number of applicants for this job category shrank because fewer students enrolled in higher education and fewer students resided in residential halls.

2020-2021 Goals to Increase Minority Representation

ISU met the placement goals for the job groups instructors and student services specialists/assistants, but did not achieve the goal for hiring and retention of minority part-time lecturers. While the number of placements was minimal (8), ISU did not make significant progress. Extra efforts will be required by the members of President’s Council on Inclusive Excellence, as well as all leadership, to ensure that applicant pools are sufficiently diverse to allow for hiring of minority part-time lecturers.

Individuals with a Disability

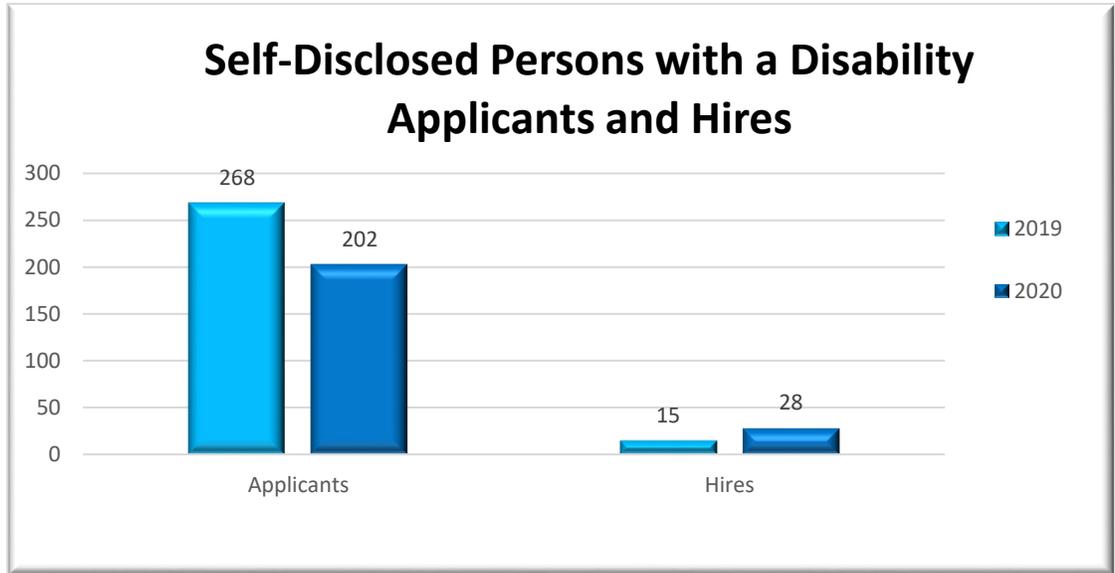
An increase was noted in the number of self-identified persons with a disability in 2020-21, compared to previous years. Federal employment goals established for persons with a disability are fixed at 7%.

ISU continues to make steady progress towards the goal. Currently 5.37% of the ISU workforce identifies as individual with a disability, compared to 4.52% in 2019-20.

Applicants and hires for faculty/staff positions that self-disclosed a disability in 2020 and 2021

A summary of applicants and hire that self-disclosed a disability, history or record of having a disability on ISU application in 2020 and 2021, was presented by Human Resources. A total of 202 applicants were received for faculty and staff positions between 2020-2021, with 28 hires. Compared to the number of applicants received in 2019-2020 (total of 268), more self-reported persons with a disability were employed, nearly doubling the number (15) in 2019. An increase of +13 new hires was noted, from the previous year.

Figure 7: Self-Disclosed Persons with a Disability



Source: Affirmative Action Report

2020-2021 Goals to Increase Representation by Individuals with Disabilities

ISU continues to have an across-the-board goal to increase the number of individuals who report having a disability. Progress was made on the reporting of disability status by current employees and applicants through clearer messaging about the importance of optional reporting. In addition, the pandemic caused campus discussions about the accommodations available to individuals with disabilities. More efforts will be made in outreach to individuals with disabilities.

Protected Veterans

An increase was noted in the number of self-identified veterans employed in 2020-21, compared to previous years. Slight progress was made towards the employment goal established for veterans at 5.6%. Veteran representation is currently 1.50% as of 2020-21.

2020-2021 Goals to Increase Representation of Veterans

While the employee goal was not met, ISU saw an increase in the year-to-year number of employees reporting veteran status. More review will be necessary to determine if applicants are reporting veteran status at a greater rate than in previous years.

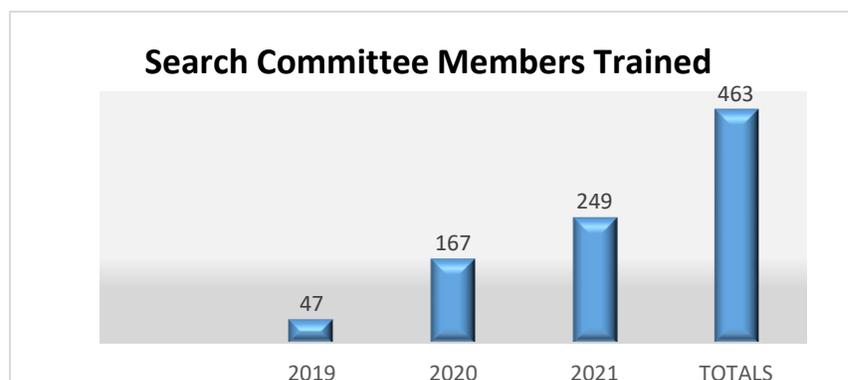
SEARCH COMMITTEE TRAINING

Search committee trainings are mandatory for all members of the workforce that participate in the search process. Dr. Christopher Lee’s publication, Search Committees: A Comprehensive Guide to Successful Faculty, Staff, and Administrative Searches guides the trainings. His research provides a comprehensive model that includes a guide for generating a diverse pool of candidates and conducting thorough and valid searches. Sessions are revised annually to reassure current information and research is available to search chairs, as well as members of the committees. All members are required to participate in the interactive session prior to serving on the search team. Hiring managers and chairs also undergo mandatory training. Moving forward, positions that do not require a search committee will also include mandatory training for campus leaders.

Search committee training has been significantly enhanced to bring awareness to members’ unconscious biases that could impact the recruitment, interview or final selection of the employment process. Best practices introduced during the sessions include cultural competency dialogues with the chair & members of the search committee, crosschecking information with data and supporting evidence to ensure that all candidates receive fair and equitable consideration during each stage of recruitment efforts well as future educational sessions with affinity groups, Title IX, resources centers, and Human Resources. Furthermore, an unconscious bias workshop was developed and implemented to familiarize faculty that serve on review committees with identifying behaviors and judgments that might impact prospective or current diverse faculty members during the hiring, tenure, or promotion process. Approximately 300 individuals participated in the September 2021 mandatory training, representing every college and department at ISU. Activities relative to the screening, selection and appointment of faculty members are conducted in accordance with equal opportunity and affirmative action procedures (Policy 920 Equal Opportunity and Affirmative Action). Specific plans will be executed and assessed in 2021-2022.

Search Committee Trainings increased during the past several years. Participation grew from 47 in 2019, to 167 in 2020, to 249 in 2021. As of November 2021, a total of 463 individuals have completed training, with 100% of all future search committee members expected to participate in trainings. Chairs will help assist with institutional efforts to achieve the affirmative action goals.

Figure 8: Search Committee Training



Source: Indiana State University Office of Equity, Diversity and Inclusion

An example of the agenda for search committee trainings can be found below:

Overview of Best Practices for Diverse Searches:

- Definitions
- History of Affirmative Action
- Process & Preparation for Searches
 - Search Plan
 - Advertisement
 - Committee Selection
 - Screening of Applicants
 - Interviewing
 - Identification of Final Candidates for Campus Visit
 - Disposition of Candidates and Record Keeping
 - Finalizing the Search & Recommendation
- Changing Demographics- Diversity, Equity and Inclusion

Proposed focus areas for 2022 may include:

- Evaluation of the applicant pool, disaggregated by gender and race/ethnicity
- Greater focus on disposition of candidates- both those extended offers, as well as candidates that are not
- Review of local, state, and regional hires by job category/offices/departments/colleges based on statistical analysis of available populations
- Annual analysis of promotions and terminations

The AVP of Inclusive Excellence and Strategic Initiatives partners with the Office of the Provost, Human Resources, Affinity Groups, EDIEL, the Charles E. Brown African American Cultural Center, Center for Global Engagement, and the SREB Doctoral Scholars Program.

Activities and efforts to recruit and promote faculty diversity include:

- Contacting community agencies and educational institutions and seeking referrals of qualified individuals to increase the representation of minority and female applicants. ISU began dialogues with an HBCU, Kentucky State University, to identify potential candidates for open positions in the Office of Technology. Additional introductions will be made to develop partnerships across disciplines and departments, with other HBCU's.
- Advertising and media was directed to outlets responsible for the recruitment of minorities and women. Effective July 1, 2021, Human Resources (HR) began posting faculty and staff positions in [higherjobs.com](https://www.higheredjobs.com) for select positions:
 - Staff positions of pay grade 10 and above
 - Faculty positions of Full-Time Instructor rank and above

HR upgraded the package to include the HigherEdJobs D&I E-mail to help recruit a qualified diverse applicant pool while reinforcing ISU's commitment to diversity and inclusion. The package includes e-mail notifications sent to opt-in proprietary lists, featuring ISU job postings in accordance with diversity, inclusion, and equal opportunity policies. The package also includes a

military upgrade for all vacancies to inform veterans and military-connected higher education professionals of career opportunities. Both strategies were implemented to enrich diversification recruitment efforts.

- Utilization of training, recreation, social events, and other programs sponsored by collaborative partners: College deans were invited to participate in panel discussions spring 2021, sponsored by the Doctoral Scholars Program/Institute on Teaching and Mentoring:
 - The Future of Faculty Diversity (Part 1): Graduate Student & Faculty Recruitment
 - The Future of Faculty Diversity (Part 2): Faculty Retention

Panelists from across the higher education spectrum discussed the importance of faculty diversity and shared thoughts on how institutions can better recruit diverse graduate students as well as faculty. Part 2 included discourse regarding how institutions can better retain diverse graduate students, and faculty, by setting strategic goals to align with organizational priorities. The ISU AVP of Inclusive Excellence and Strategic Initiatives served as one of four panelist and shared information with constituents across campus, if they were unable to participate.

- Guest speaker, Dr. Tiffany Reed, presented an EEO training workshop on microaggressions in higher education focused on underrepresented groups. Topics included the role of microaggressions in hindering inclusion in organizations, how participants can further their understanding of daily microaggressions, and understanding the impact of microaggressions on others.
- Presentation of EEO trainings across colleges and departments: Several deans collaborated with the AVP for Inclusive Excellence and Strategic Initiatives to discuss DEI during their diversity committee meetings; dialogues took place monthly in the College of Technology, and several times in the College of Health and Human Services. Additional conversations were held with the Dean of Library services, as well as the staff, to discuss the Cunningham Memorial Library Diversity Equity & Inclusion Planning Document.

Personnel Complaints

Discrimination Complaints FY 2019-20 and 2020-21 (July 1 – June 30)

A summary of discrimination related complaints filed against ISU employees by employees and students in the 2019-20 and 2020-21 academic years is included in Table 3. The information does not contain complaints against students. A Formal Complaint was submitted by 12 individual Complainants against 13 Respondents (one Complainant identified two Respondents).

Table 3: Personnel Complaints

Summary of discrimination related complaints filed against ISU employees by employees and students in the 2019-20 and 2020-21 academic years. Complaints against students are not included.

Nature of Complaint University Policy 923	2019-20 Complaints	2020-21 Complaints
Age	1	2
Disability	0	4
Gender Identity/Expression	0	0
Genetic Information	0	0
National Origin	0	2
Pregnancy	0	0
Race/Color	3	5
Religion	1	0
Retaliation	0	0
Sex (Including Sexual Harassment)	4	2
Sexual Orientation	0	0
Veteran Status	0	0
Total Complaints	9	15

Source: Office of Equal Opportunity and Title IX

Table 4: Disposition of Indiana State University Personnel Complaints

Table 4 presents a summary of the resolutions of discrimination related complaints filed against ISU employees by employees and students in the 2020-21 academic year. Complaints against students are not included.

Resolution of Complaints University Policy 923	2020-21 Complaints
Dismissed	4
Referred – conduct other than protected class discrimination/harassment	3
ISU EO Finding of Discrimination	0
No ISU EO Finding of Discrimination	5
Total Complaints	12

Source: Office of Equal Opportunity and Title IX

A total of 12 complaints were filed in 2020-21, compared to 9 in 2019-20. This increase in

complaints filed may be attributed to the campus returning to in-person/on-campus learning and working environments in July 2020 following the remote experience related to Covid-19 pandemic. Some cases were dismissed when complainants or other involved parties failed to appear during the hearing/interview.

A complaint is defined as a written submission signed by the complainant and provided to the Office of Equal Opportunity and Title IX asserting an individual, group, or organization has engaged in discriminatory behavior based on one of the protected classes identified in University Policy 923.

Reports of misconduct or harassment that are not discriminatory in nature are referred to the Office of Human Resources or the appropriate dean or to an appropriate office.

Findings of Discrimination indicates a full investigation was conducted and the Respondent was determined to be responsible for a policy violation. In instances where the Respondent is not found responsible for a violation, the Respondent may still be referred to another department, i.e. Human Resources Office, to address allegations of a non-discriminatory nature.

More complaints were filed against ISU employees in 2020-21, compared to 2019-20. This increase in complaints filed may be attributed to the campus returning to in-person/on-campus learning and working environments in July 2020 following the remote experience related to Covid-19 in 2019-2020.

The largest increase in complaints filed occurred in the area of disability complaints filed against employees. The basis for a majority of these complaints was an issue with an accommodation.

Promoting Inclusive Excellence Through Campus Partnerships

Title IX Prevention & Awareness Campus Programs Academic Year 2020-2021

Program Sponsored, Co-Sponsored, or Attended by EO/Title IX Office Staff	Date
It's On Blue – Student Involvement Fair	8/17/2020
Sycamore Speedway	8/26/2020
Ask the Sexperts	10/20/2020
Library Staff: Development	11/3/2020
Take Back the Night	11/18/2020
Residential Life Head Staff: Development	1/12/2021
Residential Life Student Staff: Development	1/15/2021
It's On Blue University College Classroom Presentations	14 presentations beginning 9/16/20
The Bachelorette Talk Series	Wednesdays during season 2020
One Love Workshops	10/15, 28, 29, 2020
Equal Opportunity & Title IX Classroom/Organization Presentations	7 presentations beginning 8/26/2020
Sexual Assault Awareness Month Kickoff	4/5/2021
Sexual Assault Awareness Month: Keynote Presentation Sexual Citizen Authors	4/6/2021
Culturally Relevant Pedagogy Series: Sexual Assault Awareness	4/7/2021
Do-nut Go Further without Consent	4/8/2021
SAAM Coloring Competition	4/9/2021
What is Title IX?	4/13/2021
Study Abroad Pre-Departure	4/24/2021
Men as Allies Against Sexual Assault	4/22/2021
White Ribbon Campaign	4/22/2021
Your Voice Matters	4/23/2021
ISUPD Title IX & EO Training	6/15/2021 & 6/17/2021

Source: Office of Equal Opportunity and Title IX

The Office of Equity, Diversity, and Inclusion oversees the staff of Equal Opportunity and Title IX. The staff conducts trainings on anti-discrimination and anti-harassment, for students, faculty and staff. New initiatives and strategies, sponsored by Title IX for fall 2020 and spring 2021, are highlighted above.

RECENT DEI INITIATIVES

The Office of Equity, Diversity and Inclusion (EDI) partners with colleges, departments, organizations and Vigo County partners to enhance cultural competency, inclusive excellence and overall respect for differences both on campus, as well as the city of Terre Haute. The AVP for Inclusive Excellence and Strategic Initiatives discussed several strategies in fall 2020, and implemented or collaborated with the following activities, events and programs in 2020-21:

STRATEGIES & INITIATIVES

- ❖ Affirmative Action Data Review and Report Development/President’s Council on Inclusive Excellence
- ❖ Orientation for New ISU Board Members- Diversity, Equity, Inclusion: Affirmative Action/Title IX
- ❖ New Employee Orientation- Affirmative Action/Q & A for all new members of the workforce
- ❖ University of San Diego Center for Restorative Justice 6-Week Training
- ❖ SALCE Student Scholarship Dialogue/Selection Process
- ❖ Collaboration with the Faculty Center for Teaching Excellence
- ❖ Culturally Relevant Pedagogy Workshop Series: Professional Development-Faculty/Staff /Vigo County Partners

Fall 2020

October- Hispanic/LatinX Heritage Month
November- LGBTQIAP+ Month
November-National First Generation Recognition

Spring 2021

January- Culturally Relevant Pedagogy Series Kickoff: What’s in a Name?
February- Black History Month
March- Women’s History Month
April- Sexual Assault Awareness Month
May- Asian/Pacific American Heritage Month
June- Juneteenth Celebration
October- Hispanic/LatinX Heritage Month
November- LGBTQIAP+ Month
November-ISU/Vigo County National First Generation Celebration

- ❖ Affinity Group Meetings:
 - Asian/Pacific Islander
 - Black/African American
 - HOLA
 - LGBTQIAP+

Members from the four affinity groups met and held discussions centered on equity and inclusion with the AVP for Inclusive Excellence and Strategic Initiatives. Each group selected a

representative to serve on the President's Council on Inclusive Excellence Committee. Events for 2020-2021 included:

- Discussion with chair of the staff council
- Dialogue- Implementation of an Antiracism Workshop
- Back to campus introduction to affinity group caucus'
- Book Reads
- Moon Festival

- ❖ Collaborative Partnership Established- ISU OIT & HBCU Kentucky State University: Diverse



Employment

- ❖ Collaboration with ISU Cultural Centers:

Center for Global Engagement- Global Night

Charles E. Brown African American Cultural Centre- Juneteenth

- ❖ NSBE Co-Advisor. Introducing members to organizational leadership & perseverance
- ❖ Invitations extended for Diversity, Equity and Inclusion (DEI) Presentations
 - Supervisors' Unconscious Bias Training for Human Resources (HR)
 - Freshmen Athletes: DEI, Student Leadership, and Success on and off the Court & Field
 - Physician Assistant Program- (DEI), Intersectionality and Patient Care
 - SHRM Diversity Leadership Presentation
- ❖ Counter Culture and Women/LGBTQIA+ Diversity & Inclusion Student Dialogue

External Strategic Partnerships

- ❖ SREB Institute on Teaching and Mentoring- Faculty Diversity in Higher Education
- ❖ Martin Luther King, Jr. Celebration Panelist- Organized by the City of Terre Haute Human Relations Commission
- ❖ Tobacco and Health Equity and Social Justice- Smoking Cessation
- ❖ Vigo County School Corporation (VCSC) Collaboration
Strategies to create a pipeline from K-12 Vigo County Schools into ISU:
 - Diversity Committee Member- Vigo County Schools
 - National First Generation Celebration- Participation from 3 Vigo County High Schools
 - North Vigo County High School
 - South Vigo County High School
 - West Vigo County High School

STRATEGIC AGENDA

The ISU Strategic Plan, Focusing on Our Future Together, highlights an ongoing commitment to advance diversity and inclusive excellence, recognizing the importance of diversity in the curriculum, classroom, and offices across campus, as well as our online distance education community. To ensure the success of the strategic plan, President Curtis established working groups of faculty, staff and students from across the university to provide recommendations to increase coordinated efforts, as well as the impact of the work related to each of the goals below.

FOCUSING ON OUR FUTURE TOGETHER

A Strategic Plan for Indiana State University 2021-2025

GOAL 1: Advance Our Commitment to Equity and Inclusive Excellence

GOAL 2: Expand Pathways and Access to Higher Education and Increase Student Success/Completion

GOAL 3: Engage Internal and External Partners to Deepen Student Learning, Address Community Challenges and Meet the Needs of the State of Indiana and Beyond

GOAL 4: Ensure Institutional Sustainability

GOAL 5: Enhance Institutional Reputation and Pride

Three classifications are highlighted, to report on results-driven outcomes of diversity, equity and inclusion initiatives from the previous year: Accomplished, On-going and Initiatives In-Progress.

- A total of 8 items have been accomplished
- Opportunities are ongoing for 16 items
- Efforts are continuing for 11 items that are in progress

A total of 8 additional items have been accomplished as of fall 2021, including:

- In cooperation with the Student Government Association, a display was developed to express inclusive excellence in the Hulman Memorial Student Union Commons. Flags of Inclusion were placed in the dining area, fall 2021. The flags were selected to ensure that every student sees themselves reflected in the makeup of the university: United States, Black Lives Matter, Veteran/Military Branches, Hispanic Heritage, LGBTQ+ Progress Pride, Disability Pride, International Indigenous Unity, Asian American and Pacific Islander, Sycamores, Sycamore Leaf, and Indiana State University.
- Conversations between students, staff and administrators resulted in an alternative to the crosswalk near the Hulman Memorial Student Union. Students decided that the crosswalk should be substituted with flags of inclusion at the HMSU, to showcase the campus commitment to diversity and inclusion.
- The AVP for Inclusive Excellence and Strategic Initiatives reviewed the diversity & inclusive excellence language, to confirm that it aligned with the values of the university.

- The Vice President for University Engagement reviewed the decision-making process for the speaker series to ensure that diverse voices are included.
- Human Resources (HR) developed employee recruitment videos to communicate ISU's commitment to diversity, equity and inclusive excellence.
- Last fall and early spring, the Interim Vice President for Student Affairs met with several administrators to discuss fundraising priorities for the Charles E. Brown African American Cultural Center.
- Student Affairs administrators defined the role of ombudsperson for students and made this service visible in their division. The position was filled in spring 2021.
- The Office of Equity, Diversity, and Inclusion reviewed its charge and communicated its central mission and shared the information with governance units.

Opportunities are ongoing for 16 items:

- Review cultural awareness and diversity training opportunities & materials for ALL employees to complete. The AVP for Inclusive Excellence facilitates DEI/Affirmative Action workshops with the goal of increasing faculty, staff and student workers' cultural awareness and to support the work of DEI. The Office of Equity, Diversity and Inclusion partners with the Office of Academic Affairs, Student Affairs, Human Resources, and the Office of Legal Counsel. Required trainings are conducted for search committee members; workshops are designed to help committees discover best practices to ensure departments and offices hold impartial, inclusive, and effective searches, consistent with university and department goals. The Black Faculty and Staff Caucus plan to implement an Anti-Racism Workshop, including speakers external to Indiana State University (meeting December 2021).
- The University College Council and faculty governance approved new learning objectives in four Foundational Studies categories: historical perspectives; global perspectives and cultural diversity; social and behavioral sciences; and ethics and social responsibility. In each of these categories, course content will include attention to equality and inequality in society and culture, including the impact on individuals.
- The AVP for Inclusive Excellence meets regularly with affinity groups; additional meetings will be scheduled with members of the SGA to keep channels of communication open on social justice topics.
- The new Executive Director of Admissions, and a faculty fellow for Hispanic outreach, are collaborating to address the demographic changes in the student body. The Office of Admissions and Enrollment Management are creating structures to recruit and support Hispanic/Latino/a students at ISU. The Office of Admissions conducts outreach to a variety of high schools, including those with a high percentage of underrepresented groups.
- The AVP for Inclusive Excellence developed and implemented an unconscious bias workshop to discuss and improve departmental cultures for minority faculty. The fall workshop is one of many sessions to help improve hiring, retention strategies, and promotion/tenure, leading to professional development for chairs. The next session will take place spring 2022, with the assistance of deans and department chairs.
- Dialogues have continued with Black faculty about curriculum and representation at governance units.

- Approximately 300 faculty participated in a workshop regarding the evaluation and tri-annual review process for promotion and tenure. Additional dialogues and next steps will continue in spring 2022.
- The provost and deans began discussions to investigate and take employment action on employees who violate ISU's standards of conduct.
- The Student Government Association met with the VP of Student Affairs/Division of Student Affairs to discuss a student climate survey.
- The AVP for Inclusive Excellence met with the chairs of the affinity groups and discussed opportunities for all hires to identify and connect with affinity groups upon their arrival at ISU at information fairs.
- The AVP for Inclusive Excellence meets with search chairs and communicates the importance of diverse search committee representation to ensure a multitude of backgrounds are included.
- The AVP for Inclusive Excellence met with the chair of the Staff Council to ensure that the council interacted with the affinity groups to include their diverse perspectives and voices. Meetings took place with each affinity group chair.
- As of fall 2020, progress has been made with increasing diverse representation in the Student Counseling Center.
- The Office of Admissions enhanced communication with the Charles E. Brown African American Cultural Center to ensure accuracy of programming information during campus tours.
- The AVP for Inclusive Excellence partners with Communication and Marketing to promote and highlight existing programs and initiatives focused on social justice, equity, diversity and inclusion.
- The Provost's office, the office of Strategic Enrollment Management, and University College have expanded upon existing successful initiatives, "Project Success," a holistic and innovative approach to addressing the persistent challenge of closing graduation gaps for students of color and Pell-grant recipients. The Lilly Endowment funding will enable ISU to work hard to close achievement gaps for underserved student populations. The grant calls for 800 students each fall semester to be enrolled in this expanded support program.

Efforts are continuing for 11 items that are in progress:

- Develop and implement an action plan to recruit, hire, and retain faculty & staff of color/diverse workforce.
- Implement a leadership development program for faculty interested in new roles on campus.
- Enrollment Management will develop structures to recruit and support LatinX students.
- An inventory of programs will be developed to support minority student success at ISU.
- Six (6) ISU staff participated in the University of San Diego Center for Restorative Justice for Institutions of Higher Education virtual training. Discussions of next steps for the Bias reporting mechanism are underway.
- The AVP for Inclusive Excellence partnered with the Office of Information Technology (OIT) to develop a Faculty/Staff Diversity Exchange Program with Kentucky State University (KSU). Next steps include dialogues with the Provost, HR, and deans-Research only, Guest Lecturer or Visiting Faculty.

- HR, in collaboration with the AVP for Inclusive Excellence, will examine attrition rates to determine why diverse employees leave ISU, and identify innovative strategies to better retain diverse employees- input will be solicited from affinity groups.
- The AVP for Inclusive Excellence, HR, and Enrollment Management will partner to analyze employee & student exit data to determine what, if any, trends can be addressed.
- The AVP for Inclusive Excellence, General Counsel and HR, will partner to examine employee pay, by race and gender, and conduct an internal review of salary disparities if any exist.
- HR, in partnership with the AVP for Inclusive Excellence, will be more intentional regarding efforts to recruit a diverse pool of applicants for every hire on campus by developing a diverse applicant recruitment plan.
- The AVP for Inclusive Excellence, and HR, will make training and recruitment resources prominent on the ISU website.

RECOMMENDATIONS

Members of the President's Council on Inclusive Excellence made the following recommendations:

- ❖ Examine the tenure and promotion process
- ❖ Survey female faculty members to assess appropriate supports
- ❖ Strategize with faculty and staff leadership to increase the diverse makeup of the applicant pools
- ❖ Support the implementation of the Lilly grant to reduce graduation and retention rate gaps for the diverse student population