



President's Council on Inclusive Excellence 11TH Annual Report

Policy 270.1 President's Council on Inclusive Excellence

Rationale: The President's Council on Inclusive Excellence advises the President on policy development and offers recommendations to promote and maintain a culture of inclusion across the campus community. The Council serves as the diversity committee required by Indiana law. The charge and composition to the committee have been updated to reflect current practice, and the administration seeks to include the President's Council on Diversity in the University Handbook section on University Committees.

270.1 President's Council on Inclusive Excellence. The president's Council on Inclusive Excellence serves in an advisory capacity to the President on the development of policy related to diversity issues and development of recommended actions to promote and maintain a culture of inclusive excellence. In addition, the Council fulfills the statutory requirement for a "diversity committee" and is charged with completing the tasks required by Indian Code 21-27-5-4, which are: 1) Review and recommend faculty employment policies concerning diversity issues; 2) Review 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 the recruitment and retention of minority students. The Council will also work collaboratively with offices and organizations across campus designed to serve underrepresented minorities including but not limited to the Charles Brown African American Cultural Center, Multi-Cultural Programming, the Center for Global Engagement, the Disability Services Advisory Committee, Veteran Services and various resource centers within Student Affairs such as the Women's Resource Center, the LGBT Resource Center, etc.

270.1.1 Membership. The Council's membership includes two (2) faculty, two (2) staff, one (1) undergraduate student, one (1) graduate student, one (1) community member, five (5) at-large appointments that may be faculty or staff, and one (1) representative from each of the three (3) affinity groups (Asian Pacific/Islander, Black Faculty and Staff, and Hispanic/Latino Faculty and staff). Ex-officio members include the Associate Vice President for Inclusive Excellence, the Director for Equal Opportunity/Senior Deputy Title IX Coordinator, and a representative of the Office of Human Resources.

270.1.2 Nomination. The Faculty Senate shall submit two nominations to the University President for each vacant faculty position, and the Staff Council shall submit two nominations for each staff vacancy. The Student Government Association shall submit two nominations for the undergraduate student representative. The Graduate Student Association shall submit two nominations for the graduate student representative. Each affinity group shall submit two nominations for their representative when vacant. Nominations shall be submitted by May 15 of each year. Nominations, including self-nominations, from the campus community will be solicited for the at-large positions.

President's Council on Inclusive Excellence

270.1.3 Appointments. The University President will make the faculty, staff and student appointments from the nominations submitted by the governance units and affinity groups. The community and at-large representatives will be selected by the President in consultation with the Associate Vice President for Inclusive Excellence.

270.1.4 Terms. Faculty, Staff, Affinity Group, and Community Representatives will serve three-year staggered terms. Individuals who have completed one term of service may be eligible to be nominated for a second three-year term. Upon completion of a second term, the individual cannot be nominated for at least one year. Students serve a one-year term and are eligible to be nominated for additional terms as long as they remain a full-time student. Terms run from July 1 through June 30.

270.1.5 Voting. All members of the committee, including ex-officio members, have voting rights.

270.1.6 Leadership and Oversight. The president will select the Chair of the President's Council on Inclusive Excellence and will provide the annual charge to the Council at its first meeting of the year. The Committee reports to the President and the Provost through the Associate Vice President for Inclusive Excellence and will provide an annual report to the Office of the President and the Provost by June 30 of each year detailing its meetings, attendance of members, matters acted upon or considered during the year, and the four items required by IC 21-27- 5-4, as detailed above in Section 270.1.

Introduction

Indiana State University supports the recruitment, enrollment, retention and graduation of diverse groups. The 11TH Annual President's Council on Inclusive Excellence report highlights progress over the past year, as well as areas that require attention. The Office of Equity, Diversity and Inclusion collaborates with administrators, faculty, staff, students and campus leaders across ISU to support strategic planning and implementation of tactics to achieve institutional goals and objectives, including Title IX.

The President's Council on Inclusive Excellence, as charged by the Board of Trustees, has a statutory responsibility through Public Law 167, enacted by the Indiana Legislature July 1, 2007. The four areas stipulated include:

- Faculty employment policies concerning diversity issues.
- Faculty and administrative personnel complaints concerning diversity issues.
- Recommendations to promote and maintain cultural diversity among faculty members.
- Recommendations to promote the recruitment and retention of minority students.

Overall, ISU has made progress in attracting students from varied backgrounds to enroll. The university's strategic planning and leadership are designed to further examine initiatives to retain and graduate diverse members of the student body, as well as increase the diversity and retention among the workforce (administrators, faculty and professional staff). The recommendations developed for

each of the areas highlighted above will assist institutional leaders in confirming their commitment to diversity, equity and inclusion, campus wide.

The oversight and support of the President's Council on Inclusive Excellence has been instrumental in carrying out extraordinary work on behalf of Indiana State University. Members consist of an extensive cross-section of the university community, which includes the ISU student perspective, workforce and a representative from the Terre Haute community. The Council collaborates, regularly, with offices and organizations across campus designed to serve underrepresented minorities, as well as majority students, including but not limited to the Charles Brown African American Cultural Center, Career Center, Human Resources, Multi-Cultural Programming, the Center for Global Engagement, the Disability Services Advisory Committee, the Asian Pacific Islander Committee, Veteran Services and various resource centers within Student Affairs such as the Women's Resource Center, the LGBT Resource Center, etc.

Recently, under the leadership of the AVP for Inclusive Excellence and Strategic Initiatives the Council was encouraged to identify and implement the following best practices, including:

- A Culture of Inclusion Resource Sharing - Informational Sessions
- Creation of an Indiana State University definition of Inclusive Excellence
- Development and Implementation of Culturally Relevant Pedagogy Workshops

Monthly meetings have been conducted, as of September 2019, in an effort to introduce innovative planning, implement strategic activities, and initiate unique opportunities that engage ISU students, faculty and staff to become the best versions of themselves.

I am thankful for the leadership of Dr. Deborah Curtis, as well as the commitment and dedication of the President's Council on Inclusive Excellence.

R. Johnson, PhD
Chair of the President's Council on Inclusive Excellence

Members of the President's Council on Inclusive Excellence*

*Some members not present for photo.

Andrea Arrington
Nykara Brown
El-Houcin Chaqra
Szufang Chuang
Jason Collins
Richard Enyard
Elonda Ervin
Laura Froelicher
Stephannie Gambill
Melissa Gustafson

Lori Henson
Polina Kaniuka
Tradara Mclaurine
James O'Sullivan
Yong Joon Park
Daniel Parmer
Valentine Muyumba
Qihao Weng
Dwuena Wyre



Indiana State University Photo: John Garcia

Members of the President's Council on Diversity consists of a variety of constituents across the university community (undergraduate and graduate students, faculty, staff and citizens from the Terre Haute community). The group meets monthly to discuss strategic planning, share resources and identify best practices to implement both internal and external to the ISU community. All meetings include:

- A Culture of Inclusive Resources
- Institutional Updates
- Inclusive Excellence Current and Prospective Initiatives
- Discussion of New Business

Several members delivered presentations highlighting departmental resources between October and December 2019:

October: Career Services

November: Honors College

December: Title IX Resources

FACULTY AND STAFF EMPLOYMENT

Faculty and staff serve significant roles on college and university campuses. Not only do they benefit the student academically, they also support student engagement, retention and discussions to prepare students for life outside of the confines of the educational community. A diverse workforce is essential to the students' career preparation whether working in the United States, or abroad.

Table 1: Indiana State University Female and Minority Employees

EMPLOYEE CATEGORY	2018 ACTUAL	2019 TARGET	2019 ACTUAL
% of minorities to total			
Executive Group	19% (8/43)	18%	10% (4/39)
Other Professional Staff	11% (62/575)	12%	12% (68/588)
Non-Exempt Staff	9% (53/605)	8%	8% (48/588)
Full-Time T/T-T Faculty	18% (63/358)	15%	21% (75/365)
Full-Time Instructional Faculty	8% (10/121)	10%	7% (9/122)
Part-Time Faculty	7% (15/211)	8%	9% (17/189)
EMPLOYEE CATEGORY	2018 ACTUAL	2019 TARGET	2019 ACTUAL
% of females to total			
Percent Female Full Professors to Total Full Professors	35% (45/129)	32%	37% (50/134)

Source: Indiana State University Institutional Research

Table 1 provides a summary of Indiana State University employment data as of December 2019. The figures highlight administrators, faculty and professional staff. ISU met or exceeded five (5) of seven goals, including: Other Professional Staff, Non-Exempt Staff, Full-Time Tenured and Tenured Track, Part-Time Faculty and Percent Female Full Professors to total Full Professors (ISU exceeded the percent of female full professors to total number of full professors from the previous year).

ISU goals were not achieved in two areas: The Executive Group and Full-Time Instructional Faculty. The Executive Group declined by nine percent from the previous year- 19% in 2018 to 10% in 2019. The decline is a direct result of institutional reorganization, reclassification of positions, as well as individuals relocating to new positions in other states.

FACULTY AND STAFF BY GENDER & RACE

Figure 1 displays administrators, faculty and professional staff. Female employees comprised 56 percent of the workforce at Indiana State University, compared to 44 percent male. ISU noted an increase in the number of female employees for the past several years.

Figure 1: Indiana State University Employees by Gender

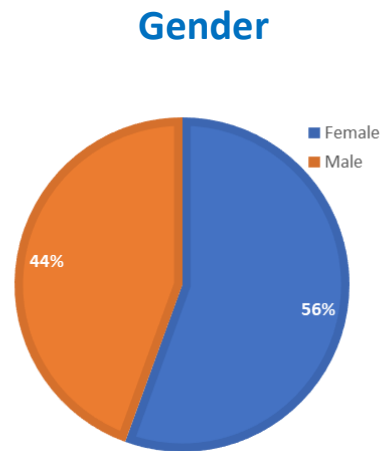


Figure 2: Indiana State University Female and Male Representation by Race

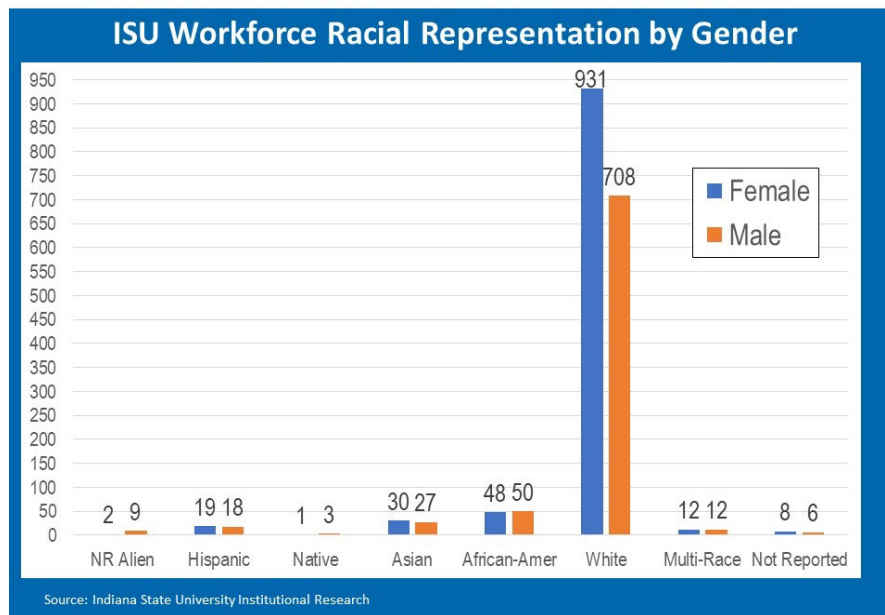


Figure 2 provides a display of female and male employees, by race. Female employee representation equaled or exceeded male representation in five groups: Hispanic, Asian, White, Multi-Racial and Not Reported. The increase noted in several racial groups are similar to the increases in the student population (see Table 3- Total Student Headcount Enrollment).

PERSONNEL COMPLAINTS

Discrimination Complaints FY2017-18 and 2018-19 (July 1 – June 30)

Table 2 presents a summary of discrimination related complaints filed by employees or students against ISU employees in the 2017-18 and 2018-19.

Table 2: Indiana State University Personnel Complaints

Nature of Complaint University Policy 923	2017-18 Complaints	2018-19 Complaints
Total Complaints	17	13
Age	2	0
Disability	2	1
Gender Identity/Expression	0	1
Genetic Information	0	0
National Origin	3	0
Pregnancy	0	0
Race/Color	3	9
Religion	1	0
Retaliation	0	0
Sex (Including Sexual Harassment)	6	1
Sexual Orientation	0	1
Veteran Status	0	0
ISU Findings of Discrimination	2	0

Source: Director of Equal Opportunity/Title IX Coordinator Report

Complaint is defined as a written or verbal submission provided to the Office of Equal Opportunity and Title IX office asserting that an individual or organization has engaged in discrimination behavior based on one of the protected classes identified in University Policy 923. A Complaint must include the identity of the respondent(s) and detail the basis for the complaint.

The Individual making the allegation is identified as the complainant and the individual/organization being accused of the violation is identified as the respondent.

Student complaints against other students are not included in this data.

A Finding of Discrimination indicates a full investigation was conducted and the respondent was determined to be responsible for a policy violation.

Table Two provides a display of personnel complaints. In 2017-18, 6 complaints related to sex discrimination, including sexual harassment, were reported. The office believes the increase in this reporting year coincided with the social media #MeToo Movement organized to increase awareness of issues related to sexual harassment.

Fewer complaints were filed in 2018-19 compared to 2017-18.

TOTAL STUDENT HEADCOUNT ENROLLMENT*

*Undergraduate & Graduate Students

Table 3: Indiana State University Total Student Headcount Enrollment (Undergraduate/Graduate Students)

Includes All Student Levels, Fall, Enrolled, Census, Primary, All Distance Program Indicators and All Major Colleges.

Ethnicity	2018	2019	1 Year Change	
			#	%
American Indian or Alaska Native	43	38	-5	-11.6%
Asian	174	173	-1	-0.6%
Black or African American	2,112	2,007	-105	-5.0%
Hispanics of any race	569	589	20	3.5%
Native Hawaiian or Pacific Islander	8	10	2	25.0%
Nonresident Alien	521	370	-151	-29.0%
Two or more races	480	492	12	2.5%
White	8,794	8,386	-408	-4.6%
Race and Ethnicity Unknown	344	81	-263	-76.5%
*Total	13,045	12,146	-899	-6.9%

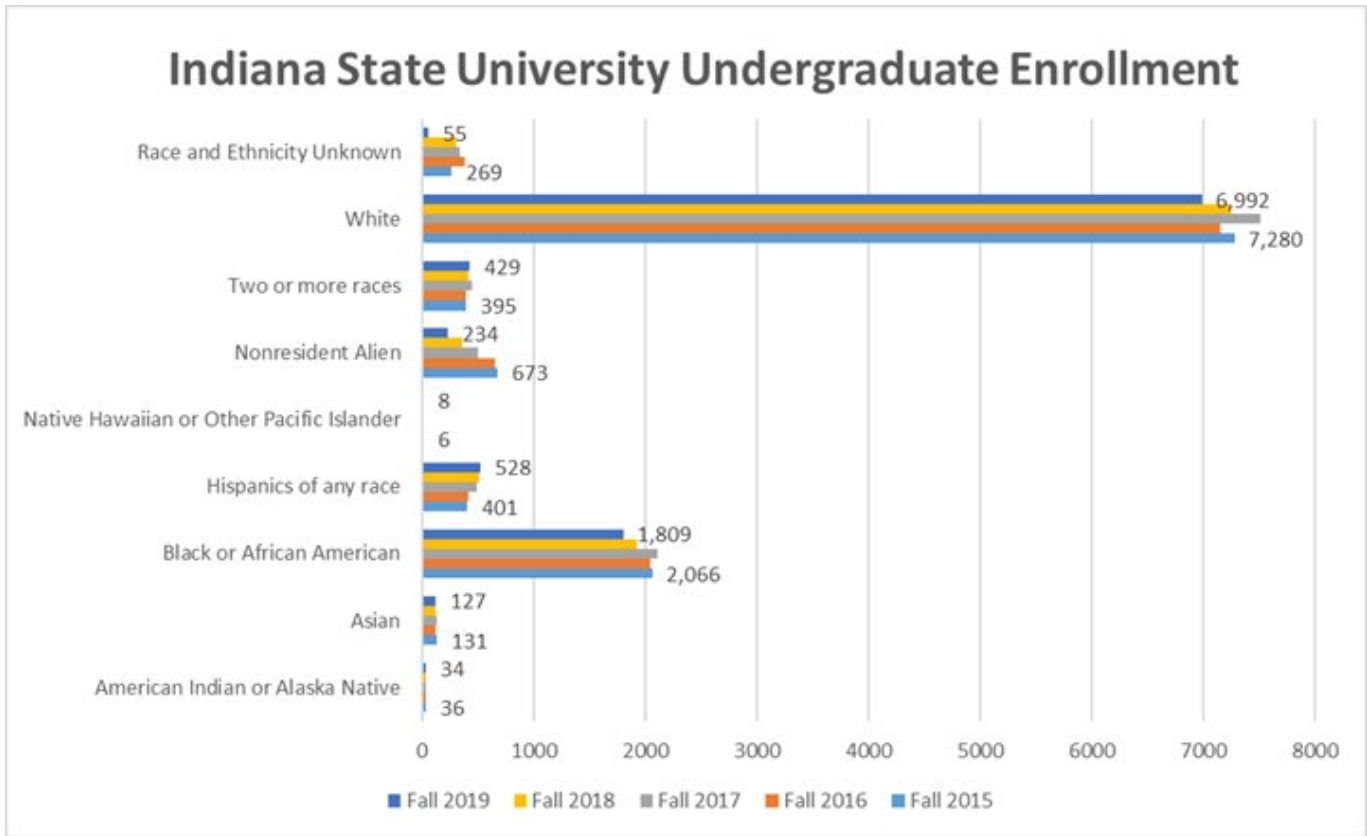
Table 3 provides a summary of Total Student Headcount Enrollment at Indiana State University for 2018 and 2019 (undergraduate and graduate students), highlighting the 1-Year change for nine (9) groups.

Enrollment increased for several groups: Hispanic, Native Hawaiian or Pacific Islander and Two or More Races. ISU noted a decline in six (6) racial groups with the most significant decline in Race and Ethnicity Unknown (-76.5%). White student representation also noted a decline, along with Black or African American representation, - 4.6% and -5.0%, respectively.

The increase noted in the several racial groups above is similar to the increase shown in the racial representation of ISU employment of faculty and staff employment (Figures 2 and 3).

UNDERGRADUATE STUDENT ENROLLMENT

Figure 3: ISU Undergraduate Enrollment by Race



Source: ISU Office of Institutional Research

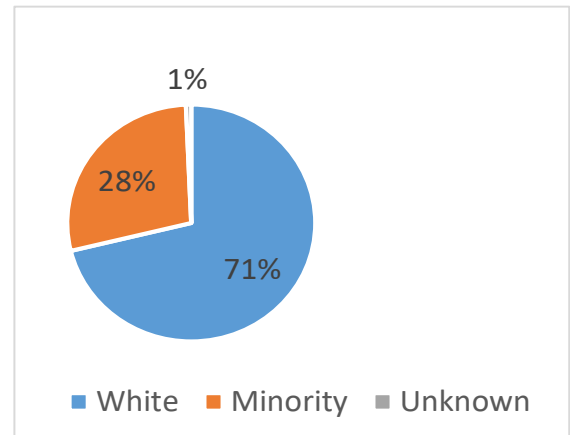
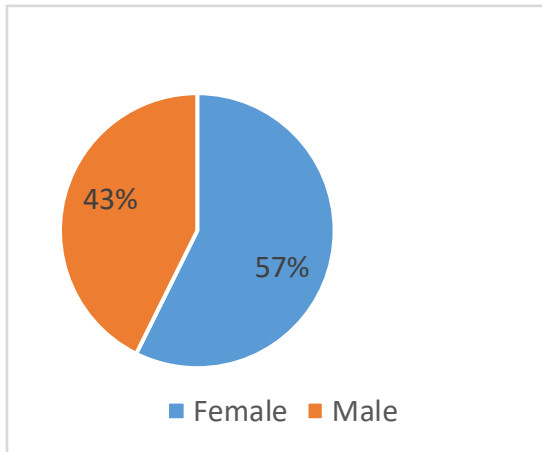
Distinct Students by Term. (Term) on columns; and IPEDS Ethnicity (IPEDS Ethnicity) on rows sub-set by Undergraduate, Fall, Enrolled, Census, Primary, All Distance Program Indicators and All Major Colleges.

ISU noted a decline in White student enrollment between 2015-19. The limited growth coincides with the changing demographics experienced by colleges and universities across the nation.

Figure 3 displays growth for several groups of undergraduate students: Hispanics of any race, Two or More Races and Native Hawaiian or other Pacific Islander. A slight decrease was noted in the Asian and American Indian/Alaska Native populations. African American student representation also declined from 2,066 in 2015 compared to 1,809 in 2019.

2019 UNDERGRADUATE STUDENT ENROLLMENT

Figures 4 and 5: Undergraduate Student Enrollment by Gender and Race



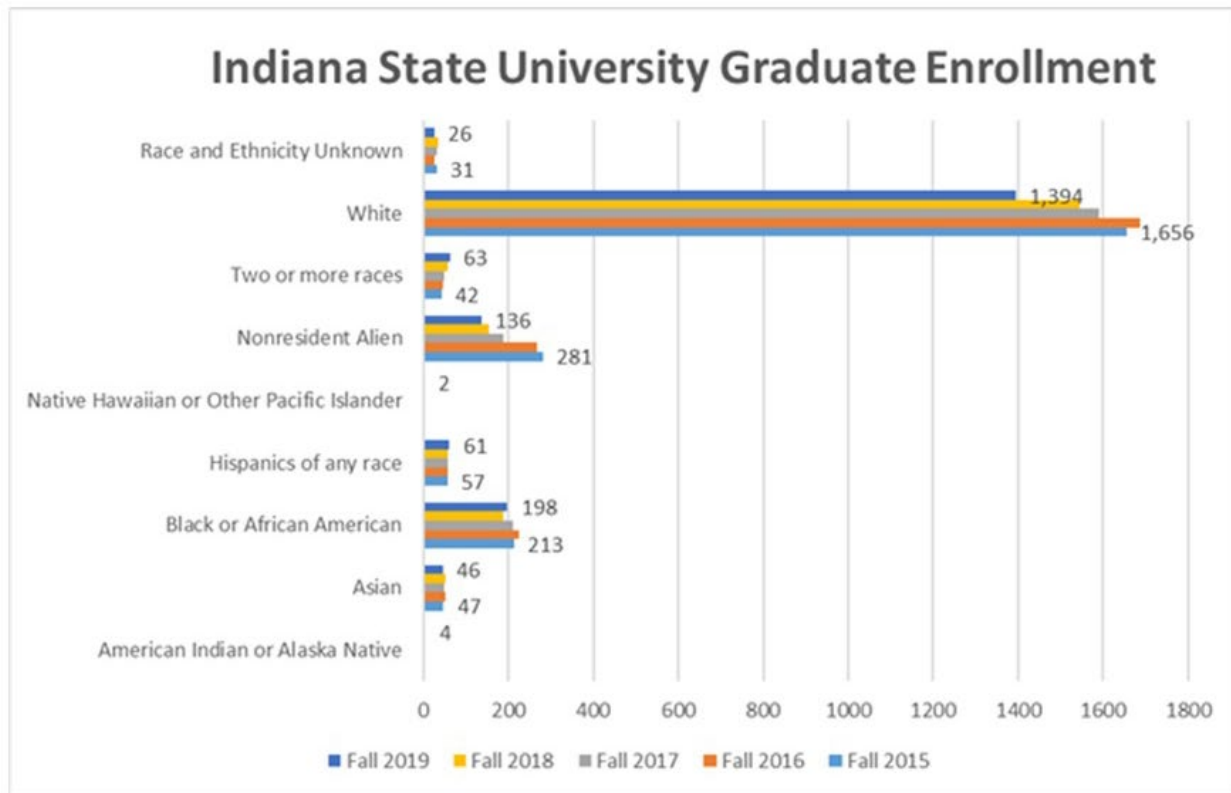
Source: Indiana State University Institutional Research

The display of Fall 2019 student enrollment, based on gender and race/ethnicity, shows increased enrollment that mirrors gender representation from Fall 2018. Female students (57%) continue to enroll in higher education at greater numbers than male (43%).

While the total headcount of White student enrollment decreased from the previous year, the percentage increased (67% to 71%), while Minority (30% to 28%) and Unknown (3% to 1%) decreased compared to the previous year.

GRADUATE STUDENT ENROLLMENT

Figure 7: Graduate Student Enrollment by Race



Source: Indiana State University Institutional Research



Distinct Students by Term on columns; and IPEDS Ethnicity (IPEDS Ethnicity) on rows sub-set by Graduate, Fall, Enrolled, Census, Primary, All Distance Program Indicators and All Major Colleges.

The graduate student enrollment resembled the undergraduate, as well as the employment, representation for 2 groups: Two or More Races and Hispanic of any race.

ISU noted a decline, once again, in White graduate student headcount enrollment, similar to White undergraduate headcount enrollment – a direct result of the changing demographics.

African American student representation in graduate school also declined from 213 in Fall 2015 to 198 in Fall 2019.

The Asian population declined, slightly, during the same period. Race and Ethnicity Unknown, and Non Resident Alien populations also noted a decline.

STUDENT GPA, RETENTION, GRADUATION

Table 4: Indiana State University Student GPA, Retention and Graduation- Fall 2015 and 2014 Cohorts

Cohort Enrollment: Average High School GPA, Pell, 1-Yr Retention and 4-Yr Graduation									
	Cohort	1Yr Trend	Avg HSGPA	1Yr Trend	% Pell	1 Yr Ret *	1Yr Trend	4Yr Grad	1Yr Trend
Fall 2015									
Total Cohort	2,783	1.6%	3.07	+0.00	54%	64.1%	-0.2 pp	28.2%	-1.2 pp
African Am	668	2.3%	2.82	+0.01	78%	54.3%	+0.6 pp	13.3%	-1.7 pp
Hispanic	132	28.2%	2.95	-0.04	74%	61.4%	+4.1 pp	20.5%	-3.8 pp
International	58	-18.3%	3.17	-0.16	N/A	87.9%	+3.4 pp	63.8%	+13.1 pp
White	1,745	0.8%	3.17	+0.00	43%	67.6%	-0.5 pp	33.6%	-1.5 pp
Fall 2014									
Total Cohort	2,738	2.9%	3.07	+0.00	54%	64.3%	-0.1 pp	29.4%	+0.8 pp
African Am	653	-9.7%	2.81	-0.03	83%	53.7%	-1.9 pp	15.0%	-1.7 pp
Hispanic	103	-14.9%	2.99	+0.00	64%	57.3%	+8.6 pp	24.3%	+5.3 pp
International	71	-22.0%	3.33	-0.03	N/A	84.5%	-7.8 pp	50.7%	-15.2 pp
White	1,731	9.8%	3.17	+0.01	43%	68.1%	-0.6 pp	35.1%	+1.4 pp

Source: Indiana State University Institutional Research

(Fall 2018 cohort includes: African American, Hispanic, International, White. Cohort size, 1 year trend, average HS GPA, 1 year trend, Percent Pell eligible, 1 year retention and 4 year graduation.)

ISU noted a very slight increase, in the fall 2015 cohort, in terms of the 1-Year trend for the Average High School GPA for two groups: White and African American. One Year retention rates appeared favorable for 3 groups: International, Hispanic and African American, 3.4%, 4.1% and 0.6%, respectively. 4-Year graduation rates however, were not favorable: 33.6% for White students, 20.5% for Hispanic students and 13.3% for African American students. The International student population showed a 63.8% 4-Year graduation rate and a +13.1% trend, overall. The percent of PELL eligible students ranged from 43% to 78% for the 2015 cohort.

ISU reported an overall decrease in the 1-Year trend for three racial groups in the fall 2014 cohort: International, Hispanic and the African American student population. The 1-Year trend of Average High School GPA, for those groups, was 0.00% overall.

Continued attention should be devoted to all populations, with a special focus on: International, Hispanic and African American students. The 1-Year retention rate for all students ranged from 53.7% to 84.5%. The total cohort average was 63.4%. The 4-Year graduation rate includes 35.1% White, 24.3% Hispanic and 15% for African Americans. International students noted a 4-Year graduation rate of 50.7%. The percent of PELL eligible students ranged from 43% to 83%.

AVERAGE HIGH SCHOOL GPA, PELL, RETENTION

Table 5: Indiana State University Student GPA, Retention and Graduation- Fall 2018 and 2017 Cohorts

Cohort Enrollment: Average High School GPA, Pell and 1-Yr Retention

Cohort	Cohort	1Yr Trend	Avg HSGPA	1Yr Trend	% Pell	1 Yr Ret *	1Yr Trend
Fall 2018							
Total Cohort	2,400	-10.6%	3.17	+0.05	50%	65.0%	+3.1 pp
African Am	522	-23.3%	2.88	+0.01	76%	52.7%	+1.7 pp
Hispanic	131	-21.1%	3.05	+0.03	66%	56.5%	-1.3 pp
International	21	10.5%	3.45	+0.29	N/A	66.7%	-7.0 pp
White	1,557	-4.7%	3.29	-0.05	39%	70.1%	+2.2 pp
Fall 2017							
Total Cohort	2,684	9.8%	3.12	+0.03	54%	61.9%	-5.8 pp
African Am	681	7.2%	2.87	+0.04	79%	51.0%	-6.5 pp
Hispanic	166	32.8%	3.02	+0.01	69%	57.8%	-5.4 pp
International	19	-65.5%	3.16	-0.10	N/A	73.7%	-13.6 pp
White	1,634	9.7%	3.24	+0.03	42%	67.9%	-4.3 pp

Source: Indiana State University Office of Institutional Research

(Fall 2018 cohort includes: African American, Hispanic, International, White. Cohort size, 1 year trend, average HS GPA, 1 year trend, Percent Pell eligible and 1 year retention.)

Table 5 features a display of the Fall 2018 and Fall 2017 cohorts that include Student GPA, Retention and Graduation Rates.

The fall 2018 cohort showed an overall decrease in 1-Year trend enrollment for three racial groups: White, Hispanic and African American. During the same period, the 1-Year trend for Average High School GPA increased for the International, Hispanic and African American populations. 1-Year retention rates ranged from 52.7% to 71.1%. The percent of PELL eligible students ranged from 39% to 76% for the Fall 2018 cohort.

The fall 2017 cohort displays an overall increase in 1-Year trend enrollment for 3 groups: White, Hispanic and African Americans. During the same period, the 1-Year trend of the Average High School GPA also increased for the same groups. The 1-Year retention rates ranged from 51% to 73.7%. The percent of PELL eligible students ranged from 42% to 79%.

PROMOTING INCLUSIVE EXCELLENCE THROUGH CAMPUS WIDE PARTNERSHIPS

The student voice remains a critical—and growing—component of higher education, according to the Association of American Colleges and Universities (AACU) Winter 2019, Vol. 22, No. 1. The Office of Equity, Diversity and Inclusion (EDI) partners with colleges, departments, organizations and university leaders to enhance cultural competency, inclusive excellence and overall respect for differences both on campus, as well as the city of Terre Haute.



The Inaugural Advancing Inclusive Excellence Series was held at the Magna Carta Room in the Scott College of Business- November 13, 2019, titled: A Dialogue with Generational Leadership on Cultural Journeys and Integration in Indiana.

Asian and Pacific Islander Committee and Office of Diversity, Equity and Inclusion

Current Fall 2019 initiatives include:

- Advancing Inclusive Excellence Series
- Collaboration with the College of Technology—Promoting STEM to grades 6-12
- Developed list of multi-lingual speakers for Academic Affairs
- Fraternity House Presentation: From Promoting Inclusive Excellence to Leadership
- Human Resources/Search Committee Training: 7 completed, 40+ participated
- Listening Sessions: Opportunities to learn about efforts and leadership that support DEI
- President’s Council on Inclusive Excellence Award Ceremony

Several strategies have been discussed and are awaiting implementation to create a pipeline from K-12 into Indiana State University:

- Collaboration with Vigo County K-12 School System to develop a pipeline to ISU
- National Society of Black Engineers (NSBE) Junior Pre-College Initiative- encourage STEM interest
- 2020 Professional Development: Culturally Relevant Pedagogy Workshops- Diversify curriculum
- STEM grants to introduce middle and junior high school students to disciplines that have historically excluded underrepresented groups (women/men/people of color).



College of Technology and Office of Equity, Diversity and Inclusion

PRESIDENT'S COUNCIL ON INCLUSIVE EXCELLENCE 2019 AWARD RECIPIENTS



Venita Stallings- University College Adviser



Colleagues Helping Implement Lifelong Learning (CHILL)

Indiana State University Photos: John Garcia

The President's Council on Inclusive Excellence held a luncheon Friday, November 8, 2019, to recognize employees and students who promote diversity, equity and inclusion in their departments, and across the campus community.

The Council gathered for the first time in 2016 to acknowledge outstanding efforts and contributions toward creating an inclusive campus community and equitable workforce. Each year recipients are selected by the President's Council on Inclusive Excellence.

Venita Stallings, an adviser in University College, received the staff award. The Bayh College of Education's Colleagues Helping Implement Lifelong Learning (CHILL) was honored with the student award.

FUTURE INITIATIVES

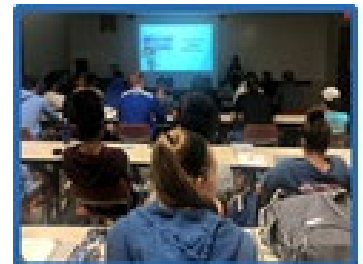
The Associate Vice President for Inclusive Excellence and Strategic Initiatives discussed several strategies that will be implemented in 2020 to create a pipeline from K-12 into Indiana State University:

- Collaboration with Vigo County K-12 School System
- National Society of Black Engineers (NSBE) Junior Pre-College Initiative- encourage interest in STEM
- 2020 Professional Development: Culturally Relevant Pedagogy Workshops- Diversify curriculum
- STEM grants to introduce middle and junior high school students to disciplines that have historically excluded underrepresented groups (women/men/people of color)

SPRING 2020 STUDENT OUTREACH: TITLE IX PROGRAMMING EVENTS



- **Get Cozy with Consent**
 - January 16, 2 pm - 4:30 pm in Starbucks Conference Room
 - Introduction of the revised 922 Procedures
- **One Love Call Out Meeting**
 - January 22, 5:30 pm HMSU 414
 - New Initiative
- **Pizza with a Purpose**
 - January 28, 6 pm in Pickerel LL
 - Collaboration with Residence Hall Association (RHA)
 - Introduction of the revised 922 Procedures
- **Donut Go Further Without Consent**
 - February 4, 9 am - 11 am HMSU Information Tables
- **Behind The Post**
 - February 11, 5:30 pm DEDE III
- **#ThatsLove #ThatsNotLove**
 - February 14, 11 am - 1:30 pm



Additional initiatives and strategies, sponsored by Title IX, are scheduled for Spring 2020. Students may select to participate in various programs associated with dating, partner relationships, sexual consent and violence.

PAST RECOMMENDATIONS

2015-16 Inclusive Excellence Report

2017-18 Inclusive Excellence Report

Focus attention on increasing training opportunities through various mediums on implicit bias.

Further efforts to diversify the faculty and staff.

Strengthen efforts to close achievement gaps.

Enhance visibility for new Inclusive Excellence Awards.

Strengthen Hispanic/Latino student recruitment and retention activities.

Reinforce messaging of inclusivity regularly, particularly for historically marginalized students worried about their future following the presidential election.

NEW RECOMMENDATIONS

Review and Disaggregate Data to Evaluate/Implement Student Success Initiatives

Implement Culturally Relevant Pedagogy Workshops- Faculty Center for Teaching Excellence

Conduct Diversity, Equity and Inclusion (DEI) Workshops Campus wide

Conduct Inclusive Excellence Workshops for Board of Trustee Members and Senior Leadership

