

PRESIDENT'S COUNCIL ON INCLUSIVE EXCELLENCE

14TH ANNUAL REPORT
2021-2022



INDIANA STATE
UNIVERSITY

President's Council on Inclusive Excellence 14TH Annual Report

Introduction

The annual report represents the 14TH 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 goals of developing a diverse student body and employee workforce and an inclusive university culture that promotes equity and a sense of belonging among every ISU student. 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 embedded in the university's comprehensive strategic plan, "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: all academic colleges and departments, The Charles E. Brown African American Cultural Center, the Center for Global Engagement, the 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 state of Indiana, 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 \$9.5 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. In its first two years, the grant has supported students who have been historically at risk, academically, and contributed significantly towards large increases in retention rates among students participating in Sycamores Achieve.

For the first two cohorts of Sycamores Achieve students (those enrolled in the Lilly Grant advising, academic support, and mentoring initiatives) we have recorded improved persistence and retention data for minority students. There has also been an increased first-semester academic performance for all Sycamores Achieve students. Among other examples, the Fall 1-Spring 1 persistence for non-white students has increased from 60.7% to 76.5% in two years, narrowing the achievement gap with white students from 10.6% to 6.0%. Fall 1 to Fall 2 retention rates show a similar trajectory of improvement: non-white from 42.9% to 54.3% and reduced achievement gap with

white students from 6.9% to 2.1%. These figures are encouraging, and we look forward to seeing the impact on four-year graduation rates in two years' time.

The ISU workforce continues to reflect trends across the nation. The growing number of females on college and university campuses represents one of the most important trends in higher education. Our workforce continues to become more diverse, too, as detailed below. From 2021 to 2022 the percentage of minority employees increased by about one percent, a small change but particularly welcome during a time in which we are having difficulty hiring new employees (like higher education institutions across the country). That we were able to increase diversity in our workforce, even by a small amount, suggests that some of our efforts to recruit and retain high-caliber employees are working.

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, Provost Chris Olsen, as well as the Office of the Legal Services, Human Resources (HR), Institutional Research (IR), and members of the President's Council on Inclusive Excellence, were instrumental in the development of this report.

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. 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.

The PCIE also interacts with the college-based group of DEI liaisons and the AVP for DEI in Student Affairs, Dr. Tiffany Reed. In these ways, the PCIE serves as a clearing house and communication center, as well as a strategic planning group. We have discussed over the past year some ways in which the PCIE could serve a more intentional role in communicating DEIB initiatives to all of campus.

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 2022 Membership includes:

2022 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	students rotated
Graduate Student	Jhansi Chagalakonda
Community Representative	L.T. Thompson (2023)
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	Ardell Sanders
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	Caroline Kinderthain
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

CONTINUING IMPACT OF THE COVID- 19 PANDEMIC ACROSS HIGHER EDUCATION

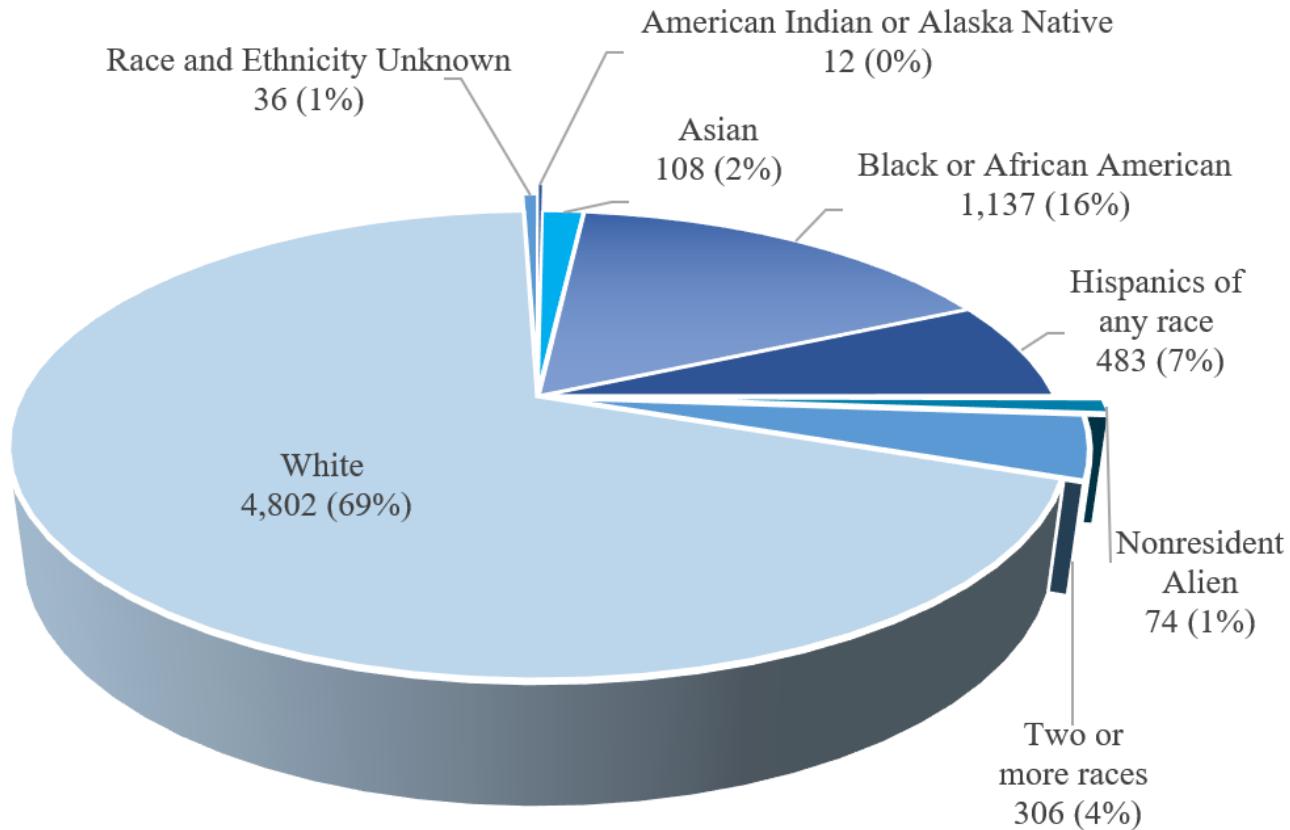
The Covid-19 pandemic was a major disruption at postsecondary education institutions across the country. Not only did the outbreak affect student enrollment, but possibly the long-term financial stability of student career advancement. Overall, the impact was felt the greatest by diverse student populations.

- According to several studies and Clearinghouse data, minority students 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 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.
- These declining rates of enrollment will continue to affect most institutions of higher education for at least the next two years, as these classes matriculate to graduation. For the fall 2022 class there was another decline in enrollment, nationally, although not as steep. ISU has experienced the same trends as most four-year public universities, particularly those that serve a significant percentage of diverse students, first-generation students, and Pell-eligible students.
- 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 2022 Cohort, Undergraduate Enrollment by Race/Ethnicity



Source: Indiana State University Blue Reports

Table 1: Fall 2022 Enrollment by Race/Ethnicity

Enrollment by Ethnicity		Fall 2019			Fall 2020			Fall 2021			Fall 2022		
		UG	Grad	Total									
American Indian or Alaska Native		34	4	38	22	8	30	17	3	20	12	4	16
Asian		127	46	173	140	54	194	134	39	173	108	36	144
Black or African American		1,809	198	2,007	1,535	189	1,724	1,132	172	1,304	1,137	162	1,299
Hispanics of any race		528	61	589	509	67	576	474	67	541	483	67	550
Native Hawaiian or Other Pacific Islander		8	2	10	9	2	11	12	2	14	7	3	10
Nonresident Alien		234	136	370	136	123	259	112	115	227	74	132	206
Two or more races		429	63	492	363	63	426	312	52	364	306	56	362
White		6,992	1,394	8,386	6,174	1,359	7,533	5,467	1,283	6,750	4,802	1,218	6,020
Race and Ethnicity Unknown		55	26	81	51	26	77	44	22	66	36	15	51

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 yet another reduction in overall student enrollment in fall 2022. Overall enrollments are likely to decline for another two years as these smaller “pandemic classes” work toward graduation.

Despite these national trends, however, the new freshman class at ISU was up 7% from 2021 and was also more diverse. Minority students constituted 36% of the fall 2022 freshman class, including 22% Black or African American, 7% Hispanic, and 5% multiracial. The fall 2022 freshman class was 57% female. We remain the most diverse among the traditional, residential, four-year public institutions in Indiana (IU-Bloomington, Purdue-West Lafayette, Ball State, Univ. of Southern Indiana, and IUPUI). Rates of minority students at other institutions for the fall 2022 cohort were IU-B (11.1%); P-WL (8.0%); BSU (13.7%); USI (9.4%); and IUPUI (16.5%).

Table 1 provides a summary of Total Student Enrollment at Indiana State University from 2019-2022, and the fall 2022 class is represented in Figure 1.

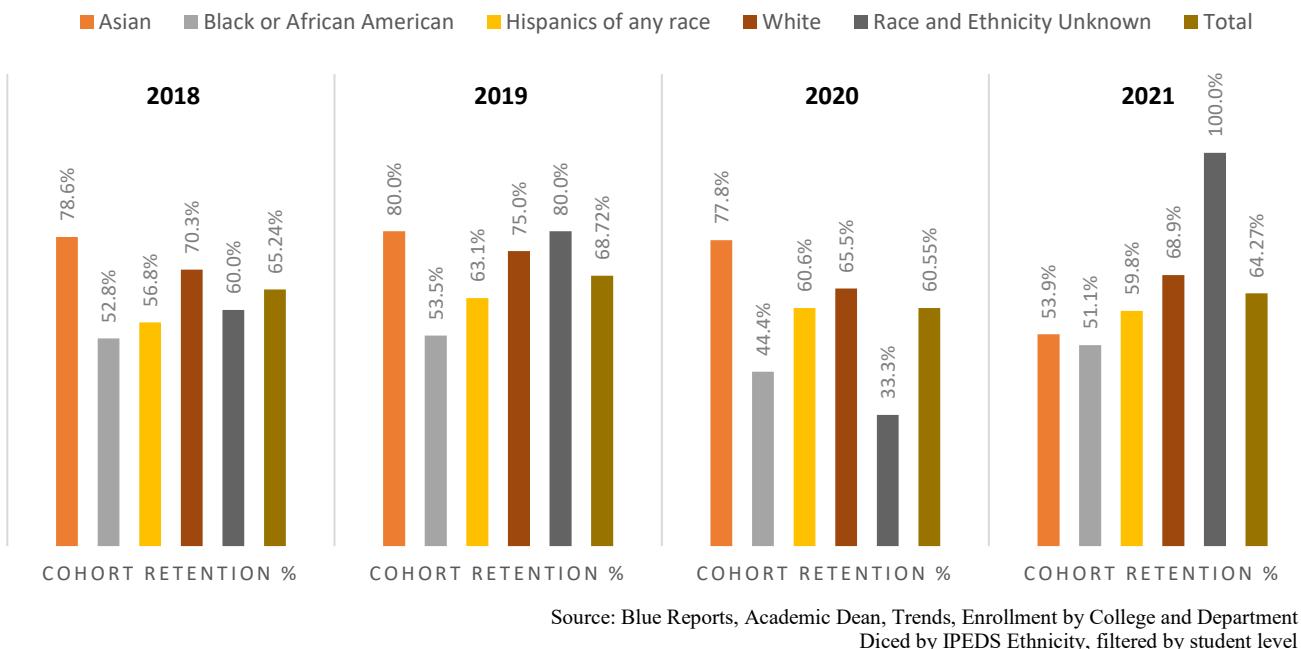
The overall student population in the fall 2022 semester reflected slightly growing diversity on campus, with 29.5% of all students reported as minority (non-white). Among IPEDS classifications our diverse students (UG) were led by Black/African American, at 14.1%, followed by Hispanic, 6.2%, and two or more races, 4.2%. Among graduate students, Black/African Americans again constituted the most prevalent minority students (10.0%), followed by international (non-resident alien) students (7.6%), and Hispanic (3.9%).

The Vice Provost for Strategic Enrollment Management (EM) has taken several steps to address the drop in enrollment, including the creation of two revised Strategic Enrollment Management Committees. The first is a strategic group aimed at charting ISU’s course in broad terms and with public market and perception foremost. The second is a more tactical group composed of EM staff members and faculty fellows who work closely with the Office of Admissions. Continued revisions to our scholarship strategies seem to have contributed to higher retention and persistence rates. A key factor is the use of one-time housing vouchers for first-year students, a tactic that has reduced the amount that students owe and therefore allowed more students to register for the next semester. Fall 2022 persistence to Spring 2023 increased by five percent, to an all-time high of 85%. The second year of the Indiana State Advantage program will continue to offer Pell-eligible, high-achieving students the chance to attend ISU for no tuition.

These enrollment strategies and tactics are significant in terms of our diverse student body, particularly among undergraduates, as our diverse student populations have been historically more likely to be first-generation and Pell-eligible students. Thus, these scholarship and enrollment programs are part of our larger, historic mission to the state and the region to enroll and graduate traditionally under-served populations.

STUDENT RETENTION, GRADUATION, PELL ELIGIBILITY

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



Improving retention and graduation rates for all students, and closing achievement gaps for underrepresented students has been an ongoing commitment. Retention rates for all UG students increased in 2022 (the fall 2021 cohort), from 60.5% to 64.3%. Among student groups, the retention rate for Black/African American students increased by nearly 7%, the largest increase among our three largest groups. (The variation among students who identify as Asian or unknown/unreported is much greater, but the number of students in those cohorts tends to be quite small and not always statistically significant.)

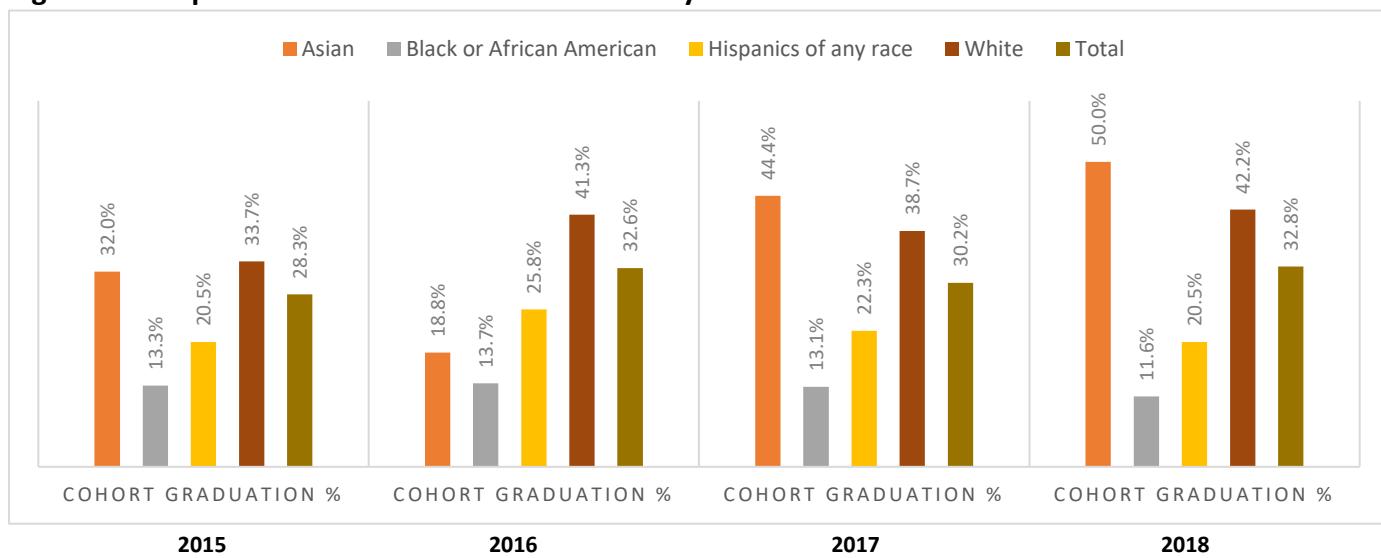
For the fall 2022 cohort, persistence (Fall to Spring) numbers are particularly encouraging. The persistence rate for all minority students increased to over 80% for the first time; the gender gap also narrowed to about 5%. Among students of color enrolled in Project Success (high school g.p.a. between 2.4 and 3.0), the persistence rate was 76.5%. Finally, among Black/African American students the persistence rate increased among all high school g.p.a. bands except those who entered with averages below 2.5 in high school (a small group of only 37 students). Persistence among Hispanic students exceeded 84% (a slight decrease of about 1.5%, but still nearly 12% higher than the 2020 cohort). In short, persistence rates among students of color in the fall 2022 cohort are among the strongest in ISU's history.

The persistence rate for the fall 2022 cohort of Pell-eligible students was 83.9%, the highest in our history (since it's been tracked). This nearly equaled the non-Pell rate of 86.0%. Thus, as with students of color

and white students, we are narrowing success and achievement gaps among diverse students, whether ethnicity, race, or economic status.

A final conclusion supported by the data from the past five years is that persistence (and retention) rates have finally exceeded, overall, the pre-pandemic numbers. The fall 2020 cohort continues to show the greatest effects of the pandemic, with measurably lower persistence and retention rates. All three pandemic classes (2019, 2020, and 2021), however, continue to have enrollment and success rates, in general, that are lower than 2018 or 2022. Those metrics continue to affect our overall enrollment and (for at least two more years) retention and graduation data.

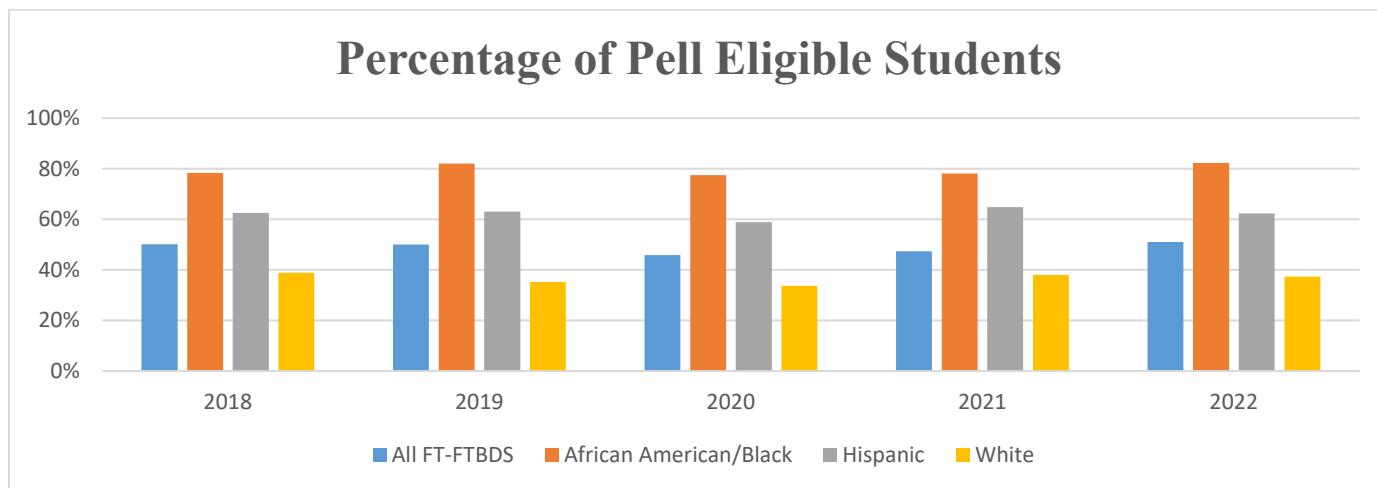
Figure 3: Comparison of 4-Year Graduation Rates by Race



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 overall four-year graduation rate for all ISU UG students increased in 2022 (the 2018 cohort) to 32.8%, an increase of nearly three percentage points, and the highest at ISU in at least two decades. Graduation rates for the most recent, Fall 2018 cohort, were: White, 42.2%; Hispanic, 20.5%; and African American/Black, 11.6%. While the overall graduation rate increased, a notable disappointment is that the gap between the rate for White and Black/African American students widened to 30.6%. Many schools across the country revealed similar patterns, most likely driven by the Covid-19 pandemic. The pandemic disproportionately affected families of color, and students of color left higher education at a greater rate than white students primarily due to economic dislocation or uncertainty and the need to provide home healthcare for family members. Nationwide, stop-out rates were highest among students of color, Pell-eligible students, and first-generation students. Also, we are still two years away from being able to judge the impact of the Lilly grant (Project Success) on graduation rates.

Figure 4: Comparison of Pell-Eligible Students by Race



Source: Indiana State University Institutional Research (IR)

Figure 4 highlights the percentage of Pell-eligible students enrolled at ISU in successive fall semesters. Indiana State University remains the state's public, four-year institution that enrolls the highest percentage of Twenty-First Century Scholars and Pell-eligible students. In 2022, 47.5% of our cohort fell into one of those categories, a figure that has remained quite consistent over time. Among student groups, Black/African American students are most likely to qualify for Pell grants (just over 80%), followed by Hispanic students (just over 60%), and white students (38%). Compared to our peers among the public universities in Indiana we continue to have the highest percentage of students with significant economic needs. Pell-eligible rates elsewhere in the state included: IU-Bloomington (9.9%); Purdue-West Lafayette (10.7%); Ball State University (20.9%); University of Southern Indiana (22.2%); and IUPUI (21.7%). We also enroll the fewest students classified as "higher income" by the state. (These data are from the ICHE Completion Report for 2022, available at:

<https://www.in.gov/che/college-completion-reports/>

Nationwide, more students again chose not to attend postsecondary education in fall 2022 as national enrollment declined, although by less than during the height of the Covid-19 pandemic. 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 2023 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. We showed higher yield rates in Fall 2022 for those students who qualified for the tuition-free guarantee, and we will be continuing that program again for the Fall 2023 cohort.

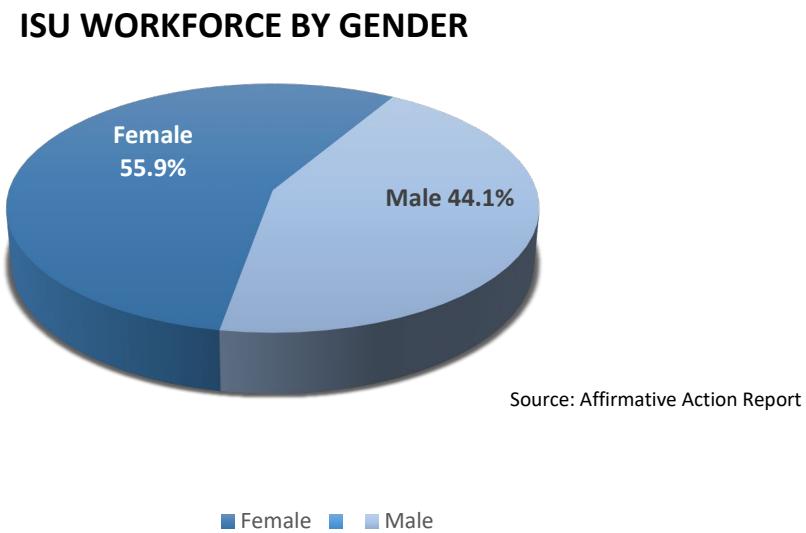
Federal Pell grants are awarded to undergraduates who have a high degree of unmet financial need. While attention should be devoted to all populations, African American/Black and Hispanic students historically require additional aid (as do many first-generation students). Therefore, based on historical 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 55.9% in 2022 (it was 55.7% in 2021); in comparison to male representation at 44.1%.

Figure 5: Indiana State University Workforce by Gender



The total minority representation of the ISU workforce is similar to the student demographics, although minority employees are still less prevalent overall than students. Minorities represent 14.21% of the workforce (that number was 13.21% in 2021).

Blacks/African Americans are the largest minority racial group represented at 5.6%, followed by Asians, at 3.54%, Hispanics at 2.68%, and Two or More Races at 2.3%. All of these data indicate increases from 2021, marking another year in which the ISU workforce became slightly more diverse. American Indian and Alaskan natives comprise less than 1% of the ISU workforce. A total of 1,640 employees makes 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

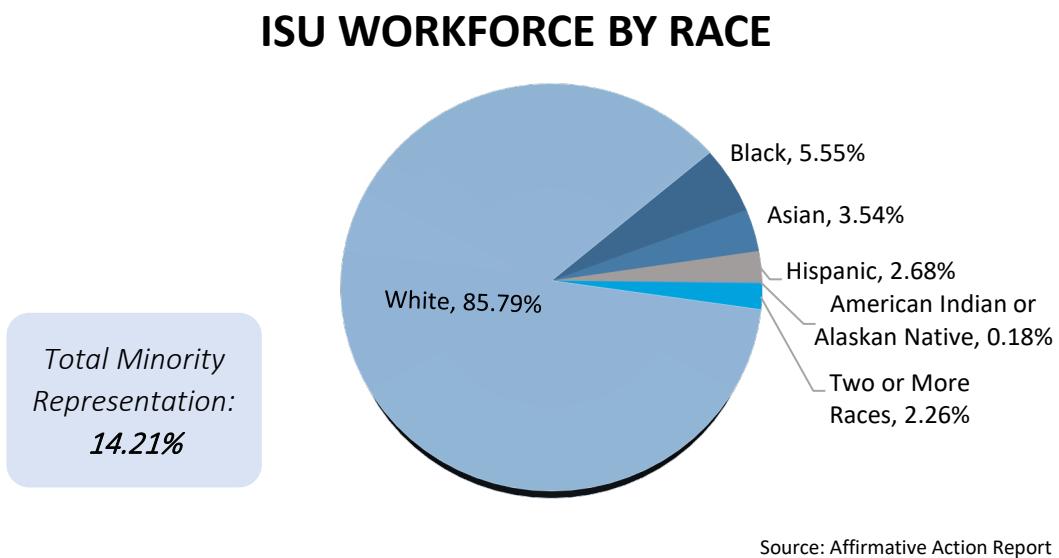


Table 2: Indiana State University Minority and Female Employees

Employee Category	2019	2020	2021	2022
<i>Percent of minorities by category</i>				
Executive Group	10.3% (4/39)	10.3% (4/39)	14.3% (5/35)	18.9% (7/37)
Other Professional Staff	11.6% (68/588)	12.3% (68/555)	12.7% (69/544)	13.5% (68/505)
Non-Exempt Staff	8.2% (48/588)	8.3% (47/563)	9.2% (48/524)	12.3% (56/492)
Tenure/tenure track faculty	20.5% (75/365)	20.3% (71/349)	22.6% (73/323)	28.9% (65/290)
Other full-time faculty	7.4% (9/122)	7.4% (9/121)	9.9% (11/111)	11.5% (11/107)
Part-time faculty	9.0% (17/189)	8.2% (13/159)	8.8% (14/160)	11.3% (18/177)
% of female full professors to total full professors	37.3% (50/134)	38.1% (53/139)	37.8% (51/135)	38.7% (48/128)

Source: Indiana State University Institutional Research

Table 2 provides a summary of Indiana State University's workforce as of October 2022. The figures highlight minority and female administrators, faculty, and staff. Progress toward greater diversity was achieved in 6 of 7 areas, and in all areas measuring minority employees. 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 3

from the previous year. 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, we should expect that the ranks of Full Professors will become more heavily female over time. The short-term decline also reflects the higher-than-usual number of retirements experienced in the past year (as was the case across the country in higher education). The overall goal of ISU remains to ensure that faculty and staff are representatives of the diverse student body.

Increasing Faculty Diversity

The Office of Equity, Diversity, and Inclusion, along with ISU administrators and campus partners, is focusing on strategies to increase and retain diverse faculty across colleges. The office formerly occupied by 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.

We expect to launch a national search in February 2023 for the next person to fill the role of the office formerly occupied by the AVP for Inclusive Excellence. This person will have two primary, specific charges, in addition to his/her role as EEOC officer: one, to recruit and retain diverse faculty, and two, to address issues or concerns related to implicit bias toward diverse students. This latter includes both in and out-of-classroom issues. These responsibilities previously rested in this office, but the next occupant will be focused much more intentionally on those two areas of concern.

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 were 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 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 of 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
-

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 served 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 Legal Services (formerly 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 the prior year's goals were achieved and identify goals for the next year.

ISU analyzed information as of October 1, 2022. 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 2022 Summary of Goal Achievement.

2022 Summary of Affirmative Action Goals

Six (6) goals were established at the beginning of the plan year from October 2021 to October 2022. Five of the goals were achieved. Goals for 2022 included six job categories:

Two of the goals included increased female representation in the workforce:

- Full Professors – Not achieved (a decline of .3%)
- OIT Professionals – Partially Achieved

Four of the goals include increased minority representation in the workforce:

- Instructors – Partially Achieved
- Part-Time Lecturers – Partially Achieved
- Student Service Assistants/Specialists – Achieved
- Educational Management Director/Manager – Achieved

Overall, the total employee headcount as of October 1, 2022, was 1640, and some job groups saw a larger percentage drop in overall employee numbers.

2021-2022 Goals to Increase Female Representation

While complete progress was not achieved for the goal of full professor, in the other broad goal areas we were able to achieve success by increasing the percentage of female or minority employees. The overall percentage of employees in those areas remains below the student body and, in two cases, lags

behind changes in the national workforce (as measured against External Availability data). This metric will always be difficult for us to achieve given salary rates and our location, but we continue to make progress. Thus, although we had limited progress by those measures, we were able to increase the percentage of female and minority employees in those areas.

The job group for professors 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 2021-2022, female associate professors did not apply for full professor at the same rate as their male colleagues.

2021-2022 Goals to Increase Minority Representation

ISU met the placement goals for the job groups student services specialists/assistants and Educational Management Directors/Managers but did not achieve the goal of hiring and retention of minority part-time lecturers or Instructors as measured against External Availability (Jackson-Lewis assessment). These goals, however, also include an increased percentage of minority faculty in those job groups and we did make progress by that measure (see Table 2 above).

The overall goal for minority employees remains that we make progress toward aligning the workforce with our student body. Progress toward that goal was achieved in 2022, across both faculty and non-faculty job groups. We continue to work hard to hire and retain minority employees, which is particularly difficult in certain job categories, including FT faculty and OIT professionals. Turnover (among all employees) in those categories remains high, exacerbated by enrollment volatility.

Individuals with a Disability

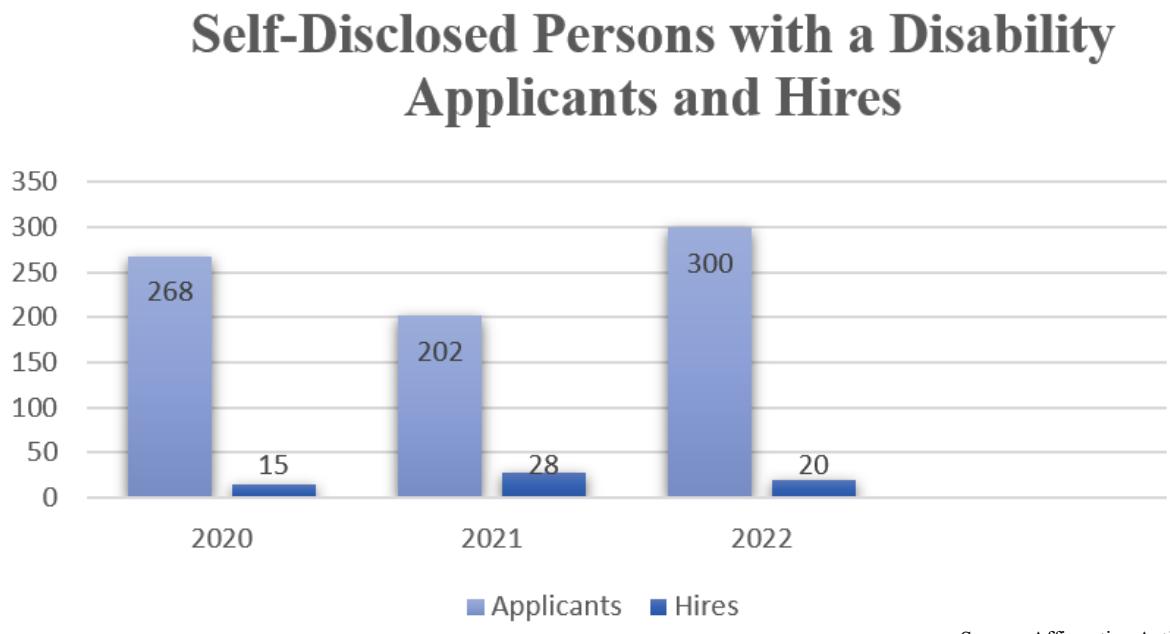
An increase was noted in the number of self-identified persons with a disability in 2020-21, compared to previous years. Federal employment goals established for persons with a disability are fixed at 7%.

ISU continues to make steady progress toward the goal. Currently, 5.67% of the ISU workforce identifies as an individual with a disability, compared to 5.37% in 2020-2021 and 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 300 applicants were received for faculty and staff positions between 2021-2022, with 20 new hires. Compared to the number of applicants received in 2020-2021, more self-reported persons with a disability were employed.

Figure 7: Self-Disclosed Persons with a Disability



Source: Affirmative Action Report

2021-2022 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

A slight increase was noted in the number of self-identified veterans employed in 2021-2022, compared to previous years. Modest progress was made towards the employment goal established for veterans at 5.6%. Veteran representation is currently 1.52% as of October 1, 2022.

2021-2022 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 training is 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 training. 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 are 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).

An example of the agenda for search committee training 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 the future include:

- Evaluation of the applicant pool, disaggregated by gender and race/ethnicity

- Greater focus on the 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 a 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, Equality Diversity and Inclusiveness Excellence Liaisons (EDIEL), the Charles E. Brown African American Cultural Center, Center for Global Engagement, and the Southern Region Educational Board (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 were directed to outlets responsible for the recruitment of minorities and women. Effective July 1, 2021, Human Resources (HR) began posting faculty and staff positions on 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

PERSONNEL COMPLAINTS

Discrimination Complaints FY 2019-20, 2020-21, and 2021-22 (July 1 – June 30)

A summary of discrimination-related complaints filed against ISU employees by employees and students in the 2019-20, 2020-21, and 2021-22 academic years are included in Table 3. The information does not contain complaints against students.

Table 3: Personnel Complaints

Summary of discrimination-related complaints filed against ISU employees by employees and students in the 2019-20, 2020-21, and 2021-22 academic years. Complaints against students are not included.

Nature of Complaint University Policy 923	2019-20 Complaints	2020-21 Complaints	2021-22 Complaints
Age	1	2	2
Disability	0	4	1
Gender Identity/Expression	0	0	1
Genetic Information	0	0	0
National Origin	0	2	0
Pregnancy	0	0	0
Race/Color	3	5	2
Religion	1	0	1
Retaliation	0	0	0
Sex (Including Sexual Harassment)	4	2	5
Sexual Orientation	0	0	0
Veteran Status	0	0	0
Total Complaints	9	15	12

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 and 2021-22 academic years. Complaints against students are not included.

Resolution of Complaints University Policy 923	2021-22 Complaints
Dismissed	1
Referred – conduct other than protected class discrimination/harassment	8
ISU EO Finding of Discrimination	1
No ISU EO Finding of Discrimination	2
Total Complaints	12

Source: Office of Equal Opportunity and Title IX

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 indicate 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.

In 2021-22, there was a total of 12 complainants alleging a single type of identity-based discrimination or harassment. This actually mirrors the total number of complainants in 2020-21 as there were 15 complaints filed but 12 complainants because one or more of the complainants alleged multiple types of discrimination (i.e. age and religion).

There was a decrease in the number of disability complaints filed from 2020-21 to 2021-22. This decrease may be attributed to the reorganization of the Accessibility Resource Office (ARO). The basis for a majority of the disability discrimination complaints was typically an issue with an accommodation. The ARO implemented a policy in which accommodations were approved for the academic year rather than the semester. This change reduced the number of times students were required to seek out accommodations. ARO also fully utilized a software program that better-tracked accommodation requests and faculty notifications.

There was an increase in discrimination complaints related to sex in 2021-22 over 2020-21. This category includes complaints of both gender-based discrimination and sexual harassment. Two of the 5 complaints related to discrimination based on identity and 3 of the complaints related to allegations of sexual harassment. This increase may continue to be attributable to the national discussions related to sexual harassment in the workplace and a heightened awareness of problematic interactions.

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 in the city of Terre Haute. The AVP for Inclusive Excellence and Strategic Initiatives discussed several strategies, and implemented or collaborated with the following activities, events, and programs in 2021-2022:

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 (2021)
 - Included faculty and staff from multiple ISU units
- ❖ 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
- ❖ Lilly Grant initiatives designed to affect student success:

Young, Gifted, and Black (YGB), sponsored by the Charles E. Brown African American Cultural Center and Black Faculty/Staff Caucus, provides a space for academic support and socio-cultural development. Topics covered this fall were financial literacy, recovering from academic setbacks, financial aid, networking with alums, and mental health. In addition, participants completed pre-and post-tests to ensure the program met the stated learning objectives.

Program Title	Month	Attendance
Social with Black Faculty/Staff Caucus	September	59
Black Alumni Panel	October	41
Viewing of Wakanda Forever with Black Faculty/Staff Caucus	November	61
Cram Jam (Study Session)	December	No data

Brotherhood of Successful Scholars is a dynamic retention program established to assist men of color in achieving academic, social, cultural, and professional excellence. These students

strive for academic excellence and commit to planning and implementing programs that benefit their community.

Program Title	Month	Attendance
Bridge Week Faculty Luncheon	August	27
Black Professional Panel Discussion	September	19
Interacting with the Police	October	9
Study Abroad to Ghana Information Meeting	November	8

ISUCCEED is a living-learning community that focuses on how college is different from high school and equips students to navigate college life. This program is primarily comprised of students in the *Project Success* program who participated in the fall Bridge Week experience.

Program Title	Month	Attendance
Vision Board Activity	September	No data
Candy Craze Community Service	October	No data
Bowling Social	November	No data

Indiana State University Student Leadership Summit: Developing Global Change Agents
 Sunday, January 22, 2023: The Student Leadership Summit provided a one-day hybrid experience designed to address the distinct needs of student leaders from underrepresented student populations. The attendees were introduced to many of the tools necessary for success. The summit workshops included presentations on Burnout Avoidance & Time Management, Conflict Management, Emotional Intelligence: Combatting Self Doubt & Imposter Syndrome, How to Serve as a Peer Facilitator, and Leadership Development & Enrichment and Building a Sense of Community. The program was highly successful and with over seventy-seven students attending, most of whom were first-year students.

High Impact Practice scholarships fund study-abroad or research opportunities for students. The *Project Success* Program Director worked with the University Scholarship office to develop an application similar to other study abroad scholarships. This scholarship will open mid-semester each term. This year, the grant also will fund *Project Success* students who participate in the annual faculty-led service-learning trip to Ireland.

- ❖ 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 2021-2022 included:

- Ongoing discussion with the chair of the staff council
- Dialogue- Implementation of an Antiracism Workshop
- Back to campus introduction to affinity group caucuses
- Book Reads
- ❖ 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/LGBTQIAP+ Diversity & Inclusion Student Dialogue
- ❖ Campus wide Juneteenth- June 18th
- ❖ 50th Celebration Black Alumni Panel Homecoming
- ❖ Inaugural 50th Celebration Black alumni Homecoming Reception
- ❖ Dr. Martin Luther King Jr. Speaker Series Collaboration with Carole Anderson
- ❖ Black History Month Kick off Speaker Series Collaboration with Roxanne Gay
- ❖ Fraternity and Sorority Life Lecture with Lawrence Ross

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
 - Terre Haute North Vigo High School
 - Terre Haute South Vigo High School
 - West Vigo High School

Other ongoing, yearly activities on campus include these DEI initiatives:

Fall 2021

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

Spring and Fall 2022

January	Culturally Relevant Pedagogy Series
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/Latino/Latina Heritage Month
November	LGBTQIAP+ Month
November	ISU/Vigo County National First-Generation Celebration

ISU STRATEGIC PLAN

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

Two classifications are highlighted, to report on results-driven outcomes of diversity, equity, and inclusion initiatives from the previous year: Accomplished and Ongoing/In-Progress.

Accomplished:

- 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.
- Hamilton Center annual Diversity Walk in partnership with Indiana State University recorded the largest registration since its inception. Several faculty, staff and students registered and participated in this annual event.
- 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’s 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.
- 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 supporting 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 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.

Ongoing/In-Progress:

- The Black Faculty and Staff Caucus plan to implement an Anti-Racism Workshop, including speakers external to Indiana State University (meeting December 2021).
- 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 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 is 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 sessions took place spring of 2022, with the assistance of deans and department chairs. Further sessions are planned for the 2023-2024 AY.
- Dialogues continue 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 continued in spring 2022 and 2023.
- The provost and deans are discussing plans 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 help implement a student climate survey. The survey is currently open as of February 2023, with a closing date of February 10, 2023.
- 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. Discussions and plans remain ongoing.
- The AVP for Inclusive Excellence met 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.
- The Office of Admissions enhanced communication with the Charles E. Brown African American Cultural Center to ensure the 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.
- Develop and implement an action plan to recruit, hire, and retain faculty & staff of color/diverse workforce. These plans are ongoing but include a "cluster hire" strategy for the 2022-2023 hiring cycle themed around faculty in secondary education. The Faculty Senate leaders and Deans of the Colleges of Arts and Sciences and Education collaborated to advertise multiple TT faculty positions as a cluster, hoping to attract a more robust pool of candidates who would then become colleagues on arrival at ISU. This strategy has been successful in recruiting and retaining diverse faculty at other campuses.
- Enrollment Management will develop structures to recruit and support Hispanic and Latina/Latino students.
- Six (6) ISU employees 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. The Provost and Dean of the College of Arts and Sciences

attended the SREB conference in Atlanta, GA in November 2022. They interacted with approximately 75 doctoral and post-doc candidates to discuss open positions at ISU. Multiple students that they interacted with applied to ISU for faculty positions. The Provost plans to attend again next year, with another dean(s).

- 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, Executive Director of Legal Services, 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.
 - Cultures of Blue- DEI New Student Orientation collaboration with Division of Student Affairs
 - The DEI Way- NSO welcome activities - Dr. Reed and Ms. Valerie Hart-Craig
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RECOMMENDATIONS

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

- ❖ Strategize with the Provost and the Office for DEI to develop a comprehensive, ongoing plan for recruiting and retaining diverse faculty
- ❖ Strategize with the Provost and the Office for DEI to develop a comprehensive, ongoing plan for addressing implicit bias toward students in and out of the classroom, encompassing faculty and staff
- ❖ Survey female and faculty and faculty of color to assess appropriate supports
- ❖ Continue to support the implementation of the Lilly grant to reduce graduation and retention rate gaps for the diverse student populations; first one and a half years show significant gains toward eliminating achievement gaps
- ❖ Strategize with the Faculty Center for Teaching Excellence, Provost, and the Office for DEI to create and establish workshops and seminars that can assist faculty members with learning about diversity in the classroom
- ❖ Strategize with the Faculty Center for Teaching Excellence, Provost, and the Office for DEI to assess and redesign New Faculty Orientation
- ❖ Establish a mentoring program for new and current diverse faculty members on the tenure track
- ❖ Strategize with the Provost, Deans, and the Office for DEI assist units within the university with identifying and making explicit DEIB goals as they fit into their areas of responsibility