

Diversity and Inclusion Climate Study
Indiana State University
Terre Haute, Indiana

Prepared by:
Gerda Govine, Ed.D.
G. Govine Consulting

Pasadena, CA
May 7, 2015

Acknowledgements

I want to thank a number of people across the Indiana State University community for their assistance in obtaining data for this report. Much thanks to Teresa Exline, Monique Mosley and to Rita Anderson for all their help in organizing visits, handling logistical planning, and providing administrative support for this effort. Thanks to members of the Diversity Task Force (Jack Turman, Jr., Brien Smith, Kandi Hill-Clarke, Lynn Maurer, Elonda Ervin, Nolan Davis, Melony Sacopulos, and Katie Butwin); and members of the President's Diversity Council for their insight, counsel and commitment to promote a model of inclusive excellence at Indiana State University. Thanks to the generosity of Dean Kandi Hill-Clarke and her support staff Mary Larimer, Lorri Schuster and Karen Meeks, who provided a comfortable office, conference room and a supportive environment throughout the study process. A special thank you to the participants of this study. All comments received from individual interviews, focus groups, meal conversations, and events were valuable in providing insight into the diversity and inclusion climate at Indiana State and in Terre Haute. Finally, thanks to the senior leadership of Indiana State University (President, Provost, and Vice Presidents) for commissioning this study which is an important first step in promoting a sustainable inclusive climate at Indiana State. I appreciate the opportunity to participate in the development and maturation of Indiana State as it moves toward inclusive excellence.

Executive Summary

Upon review of the progress of strategic plan goals associated with increasing the diversity of faculty and staff at Indiana State University, President Daniel Bradley commissioned then Provost, Richard B. Williams to form a Diversity Task Force comprised of four deans with experience in the promotion of diversity and inclusion. The initial focus of the group was to examine faculty diversity at the university. This group of deans invited the university's diversity officer, Dr. Elonda Ervin, to join their group, and collectively they reviewed data associated with diversity at Indiana State. Together, they developed goals for the 2014-15 academic year, one of which was the commissioning of a diversity/inclusion qualitative climate study by an outside consultant. In the summer of 2014, the President increased the scope of the study to be inclusive of faculty and staff diversity at Indiana State. Because students are the primary stakeholders at Indiana State University, their thoughts and opinions were also included. Ultimately, the goal is to create an inclusive environment that optimizes the life of students, faculty, staff and community members.

Summary: Students' Perspectives on Climate

Students shared opportunities to establish a good work ethic, have access to support services (mentors, programs, study groups) and engage in community service as a way to connect with the campus and community. Student organizations were cited as a resource to help educate those who were not familiar with domestic and international cultures.

Summary: Staff Perspectives on Climate

Staff acknowledged the high percentage of diverse populations on campus and the increasing number of first time, African-American, Latino, international, LGBT, veterans and transfer students. These groups have created new student organizations and expanded inclusive excellence conversations for staff, faculty and students. They appeared to be pleasantly surprised that diverse community stakeholders were invited to participate in the study. At the same time, these developments demonstrated a commitment from the President's office to go beyond diversity to the next level, funding for implementation and action inclusive of community members.

Summary: Faculty Perspectives on Climate

There have been some major changes in leadership, for example, four new deans where the climate seems to be poised and ready to go beyond diversity to implementation of inclusive excellence on and off campus that is sustainable. Incredible progress has been made to bring strong women into leadership positions, for example, deans in the Bayh College of Education, Graduate Studies and the library. Faculty believes there are lots of opportunities at the University and, hopefully, via the implementation process ways will be found to reach out and focus on strengths.

Summary: Community Perspectives on Climate

Community members, including alumni, believe that the strategic plan is well grounded and is a work-in-progress. They were pleased to be included in the Diversity Inclusion Climate Study and numerous individuals stated they would like to be considered as a member of the next phase implementation and sustainability.

Key Themes Observed Across All Stakeholder Groups

1. The University is the most diverse residential higher education institution in the State, an asset that resonates throughout the institution and community.
2. The Diversity Inclusion Climate Study Report is the preamble for providing recommendations and action plans to guide the establishment of the implementation process including evaluation and sustainability components.
3. Numerous successful efforts to assist students were recognized (i.e., Charles E. Brown African-American Cultural Center, Center for Global Engagement and the University College.)
4. Adopt broader working definition of diversity across campus to be more inclusive and reflective of students, faculty and staff.
5. Provide customized professional diversity and inclusion training for staff, faculty and students.
6. Implementation effort to include diverse community stakeholders to build, support and sustain diversity inclusion on and off campus and in the process strengthen alumni ties and commitment.

Conclusion

It is recommended that inclusive excellence be integrated into the daily life of ISU for all stakeholders. Each unit needs to demonstrate how inclusive excellence is woven into its activities. This is a long-term process that will be best achieved by instituting short-term goals for units. It will be important to recognize progress on meeting these goals. To help address this large goal it is recommended that a team of individuals be created, representative of faculty, staff, students and community leaders to implement inclusive excellence programming, and that this team be responsive to the president and his council on diversity, establish a centralized physical space dedicated to inclusive excellence teaching and programming, and establish an organized communications/marketing effort focused on campus and community diversity/inclusion efforts to promote opportunities for all stakeholders.

Introduction

Periodic diversity/inclusion qualitative climate studies, in conjunction with the annual collection of quantitative data reflecting diversity/inclusion, should be a routine process of campus assessment. These data are helpful in developing proactive solutions that help mature an organization into a more inclusive environment. It is hoped that this report will be utilized to establish an inclusive excellence implementation and evaluation plan. Finally, it is critical that intentional positive discussions occur across all stakeholder groups that promote a better understanding and appreciation of all people.

Brief history of climate student efforts at ISU

In May 1995 two studies were conducted, “A Survey of the Racial Climate at Indiana State University” Summary Report, May 1995 and “A Survey of the National Origin Climate at Indiana State University” Summary Report, May 1995. The purpose of both studies was to “inform the ISU community about the racial and national origin climate at ISU, as well as to stimulate dialogue over what may be done to address some of the issues raised by the research.” They both “...discussed nine (9) possible steps that might lead to a ‘warmer’ climate...only in the interests of stimulating dialogue.” (1) *Facilitate the development of an intellectual community among students, faculty, and administrators outside of the classroom*; (2) *Facilitate and enhance inter-racial and intercultural integration among students*; (3) *Expand faculty and staff development programs*; (4) *Sensitize faculty and staff to unintentional or subtle bias involving minority and international students*; (5) *Make elimination of racial/ethnic graffiti and cartoons a high priority and make sanctions clear to students, faculty, & staff*; (6) *Explore ways of dedicating attractive living spaces to multi-cultural themes to promote intergroup contact*; (7) *Create structures of giving minority and international students direct and regular access to senior administrators*; (8) *Review policies for reporting incidents of discrimination*; and (9) *Provide incentives to departments for recruitment and retention of minority faculty*.

Indiana State University, Institutional Research, “Study of Racial and National Origin Climate at Indiana State University: A Collection of Pertinent Memoranda and Reports,” 1995-1998.

Indiana State University, Diversity Council conducted a campus climate survey of all full-time students including graduate level, called the Diversity Learning Environments Survey (DLE) created by the Higher Education Research Institute, Spring 2003.

Indiana State University, Diversity Council Plan Committee utilized questions contained within the Diversity Learning Environments Survey (DLE) created by the Higher Education Research Institute. This survey measured students’ perceptions of diversity and inclusion at ISU and included five student focus groups: Black, Hispanic, Native American, White, LGBT and queer/questioning and two organizations: African American Student Union and the Indian Student Association, 2004.

Methods

This inquiry was guided by the appreciative inquiry in evaluation method, (Coghlan, Hallie Preskill, Tessie Tzavaras, *New Directions for Evaluation*, no. 100, Winter 2003,) which focuses on building from assets available in an organization. This is in contrast to an approach that focuses on what is not working with an emphasis on problem identification. This often

perpetuates isolation and initiates a conversation with a focus on the negative. In this study, the focus was on identifying unique strengths and assets that can serve as a foundation for organizational change and success. In this approach, we not only recognize and value all people around us, but we also set out to inquire with the aim of better understanding and discovering new possibilities. There are five steps to the appreciative inquiry approach. These steps are define, discovery, dream, design and deliver, a “five D” approach. This climate study addresses define, discovery and dream steps and the consultant will make recommendations to the university leadership regarding design and deliver steps.

The end goal of this inquiry is to recommend action that will advance the inclusive excellence framework at ISU. This framework indicates that “an institution has adopted means for the cohesive, coherent and collaborative integration of diversity and inclusion into the institutional pursuit of excellence...incorporating the fabric of its interpersonal relationships by engaging in shared responsibility...The dimensions of the framework help the institution monitor the progress of diversity and inclusion efforts to ensure that they remain integrated, intentional and central to the core mission of the university.” Specific definitions for the terms diversity and inclusion are an integral part of this effort. *Diversity*...is used to describe individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning and working together. *Inclusion* describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural and geographical) with which individuals might connect – in ways that increase one’s awareness, content knowledge, cognitive sophistication, and emphatic understanding of the complex ways individuals interact within systems and institutions defined by the Association of American Colleges & Universities, 2008. (<http://www.aacu.org/programs-partnerships/making-excellence-inclusive>).

Documents

These documents were studied to understand themes associated with diversity and inclusion, and the history of such at ISU. Documents studied and reviewed included:

Dick, Gerry, “Multicultural Effort Underway at ISU,” Inside Indiana Business, Terre Haute, Indiana, March 17, 2015.

Indiana State University, Institutional Research, “Study of Racial and National Origin Climate at Indiana State University: A Collection of Pertinent Memoranda and Reports,” 1995-1998.

Indiana State University, “A Survey of the Racial Climate at Indiana State University,” Summary Report, May 1995.

Indiana State University, “A Survey of the National Origin Climate at Indiana State University,” Summary Report, May 1995.

Indiana State University “Council on Diversity Second Annual Report on Diversity to the President and Trustees of Indiana University in fulfillment of Indiana Statute 21-27-5-4, 2009-2010.”

Indiana State University, Offices of Diversity, Affirmative Action and Provost, "Diversifying the ISU Faculty Initiative," Applegate Consulting Group, Consultant Recommendations, May 11, 2010.

Indiana State University Council on Diversity Annual Report 2010-11.

Indiana State University, "The Pathway to Success, Recruit and Retain Great Faculty and Staff," Goal Six, February 2011.

Indiana State University Council on Diversity Annual Report 2011-12.

Indiana State University Bayh College of Education (BCOE) Diversity Plan Final Report, 2010-2013, July 24, 2013.

Indiana State University, School of Nursing, Health, and Human Services Diversity Plan Final Draft, 2012-2014, September 30, 2011.

Indiana State University, College of Technology Diversity Plan, 2012-2015.

Indiana State University Diversity Plan for College of Arts & Sciences, undated.

Indiana State University Organization Functional Structure, September 13, 2013.

Indiana State University, President's Council on Diversity, Fifth Annual Report 2012-13 to the Trustees, October 5, 2013.

Indiana State University, President's Council on Diversity, 6th Annual Report 2013-14.

Indiana State University, COACHE (Collaborative on Academic Careers in Higher Education), Faculty Job Satisfaction Survey, Provost's Report, 2014.

Indiana State University, DePaolo, Concetta A., "An Exploration of the Effects of Faculty Satisfaction on Student Success," Executive Summary, July 15, 2014.

Indiana State University, President's Cabinet Structure, August 11, 2014.

Indiana State University, Eversole, Barbara & Sihan Lekchiri), Exit Interview Data Analysis, August 20, 2014.

Indiana State University, Faculty Exit Report Survey, August 20, 2014.

Indiana State University, "Meeting summary African-American faculty and staff," December 5, 2014.

Indiana State University Strategic Plan, Goal 6, Initiative 4A and 4B – Initiative Work Plan FY 2015.

Indiana State University, “Diversity At a Glance” brochure, Office of Diversity, 2015.

Indiana State University President’s Council on Diversity, 2015-2017 Membership roster.

Indiana State University, Sexual Violence Response Administrative Team, “Gender Violence and Misconduct Prevention Education and Training,” (draft) February 2015.

Indiana State University, “Bayh College task force focuses on broadening perspectives,” Office of Communications and Marketing, March 17, 2015.

Indiana State University, Center for Student Success booklet (undated).

Indiana State University, Faculty & Staff Hiring Manual (undated).

Data Collection Process

Interviews were chosen as a way to connect with interviewees since their experience and perception of diversity and inclusion is personal and needs to be handled with professionalism, insight and respect. One of the many benefits of interviews is that everything happens in real time and the pace and presence of the interviewer along with trust from interviewees can help to discover a wealth of information that a questionnaire cannot. In addition to the interviews, focus groups were used to interview participants. The consultant was invited to attend numerous events on and off campus. Some interviewees could not meet during regularly scheduled interview times and meal conversation was an alternative. On-site visits to community stakeholders were another intentional step to learn about and understand the culture and climate of the community and gain knowledge about the relationship between the community and ISU. To better understand the best practices of diversity and inclusion efforts, the consultant and members of the diversity task force visited universities and interviewed campus leaders associated with diversity/inclusion efforts.

Interviews

In order to interview participants the consultant was on campus and in the community for one month, two weeks and four days totaling 48 days (November 18, 2014-November 21, 2014; November 30, 2014-December 6, 2014; January 11, 2015-January 17, 2015; February 1, 2015-February 14, 2015; and February 25, 2015-March 7, 2015). Initially, from mid-November 2014 through December 3, 2014, individual names of administrative staff, support staff, faculty, students and community members were recommended by the Office of Diversity and the diversity task force members. Subsequently, January 2015 through March 2015, the task force, Diversity Council members, interviewees, faculty, students, staff and community stakeholders suggested additional participants. In some cases, individuals requested interviews from the consultant by email or telephone. Initial interviews were usually scheduled for 30 or 60 minutes with some exceptions. As determined necessary, a number of participants were interviewed a second time to glean additional information.

At the onset of each interview participants provided their name, role (students, faculty, staff and community) and volunteered information about their demographic, (i.e., race, ethnicity, sexual orientation and disability status.) The consultant was mindful of each participant and worked to present a comfortable and safe environment. Every participant was asked if they

knew the purpose of the diversity/inclusion climate study. The responses varied. This provided an opportunity for the consultant to share a working definition of diversity and inclusion, the importance of utilizing intra-diversity within each of the participant roles (staff, faculty, students and community representatives,) and present a brief background of the study effort. The consultant assured participants of the confidentiality of this process. Campus interviews were held November and December in the Hulman Memorial Student Union and from January through early March in a conference room provided by dean Kandi Hill-Clark, Bayh College of Education, or Generations Restaurant. Interviews usually occurred between 8:00 a.m.-5:00 p.m. Participants who were not able to meet within those designed times were invited by the consultant to meet over breakfast, lunch or dinner. Community interviews were often held in the community sites convenient for the participant. At the close of all interviews, participants were provided with the consultant's business card in case they had any questions or wanted to provide additional information at a later date. A majority of the interviewees were curious about what would happen when the study was completed. They were informed that the final report of the diversity climate study would be delivered to President Bradley on April 30, 2015.

During each interview, the following occurred; introductions and questions were woven into conversations. The questions asked were:

- In terms of diversity and inclusion on this campus, what do you believe is working?
- What do you believe can be done individually and collectively to help people (students, faculty and staff) stay?
- Looking into the future of diversity and inclusion on this campus (do not consider any barrier) what would you like to see happen?
- Have you had any experiences participating in diversity/inclusion events on campus or in the community?
- If appropriate, a reflective question was asked, what was your experience like as a newcomer in this community?

The questions asked of community participants were adjusted as follows in terms of diversity and inclusion in Terre Haute and on campus.

- In terms of diversity and inclusion, what do you believe is working?
- What do you believe can be done individually and collectively to help people (students, faculty and staff) stay?
- Looking into the future of diversity and inclusion in Terre Haute and on campus (do not consider any barrier) what would you like to see happen?
- Have you had any experiences participating in diversity/inclusion events in the community or on campus?
- If appropriate, a reflective quest was asked, what was your experience like as a newcomer in this community?

Responses to these questions often prompted the consultant to ask follow-up questions for clarification and/or deeper understanding. Participant responses were captured through handwritten notes. A computer was not utilized because the consultant did not want interviewees to feel that there was an instrument blocking their interaction. Handwritten responses also allowed the interviewer to maintain good eye contact and establish a comfortable environment for discussion. Within 24-48 hours of each interview, the consultant examined the notes from the interview and highlighted key themes of emphasis and/or direct quotes provided by the interviewees. No direct quotes were recorded that would compromise the confidentiality promised each participant. Interview data was aggregated according to role (i.e., students,

faculty, support staff, administrative staff and community.) The consultant ensured that the diversity at ISU and in the community would be respected in order to create a representative sample. The intra-diversity within each of the roles was woven into the study to ensure equity and fairness.

Focus Groups

Focus groups for students were utilized primarily as a way to increase the number of participants in a peer supportive environment. The consultant reached out to multiple individuals (i.e., deans, faculty, staff, community members, student leadership, Charles E. Brown African-American Cultural Center, Center for Global Engagement and the Office of Student Affairs) to make the necessary connections. It was beneficial to be flexible concerning meeting times since students' schedules varied (i.e. meetings took place mid-day, lunch time, late afternoon and in the evening.) Questions as outlined previously were used to collect data. Student responses were written in a notebook by the consultant as part of the facilitation process, and read back where deemed necessary. To ensure full group participation some individual students were called upon to share their experiences. The students were curious about next steps concerning the study. As with individual interviews, they were informed that the final report of the diversity climate study would be delivered to President Bradley on April 30, 2015. Within 24-48 hours the consultant conducted a thematic analysis and highlighted key themes of the dialogue. Focus groups took place in the Hulman Memorial Student Union, Generations Restaurant, Charles E. Brown African-American Cultural Center, Bayh College of Education conference room, Hilton Garden Inn restaurant after closing hours and a donated conference room. Depending on the number of students in each of the focus groups, some sessions lasted between one and a half to three hours. Each focus group took on a life of its' own, driven by what they chose to share.

The consultant invited faculty senate leadership to be interviewed as part of the survey. A focus group was chosen based on information that nine faculty members wanted to meet as a group. Three were available at the date and time agreed upon. There was open discussion and clarity regarding the diversity climate study. As with other groups, they were informed about the due date of the final report to be sent to the president by the consultant.

Meal Conversations

Upon arrival in Terre Haute in late November 2014, the first conversation took place over dinner at the Hilton Garden Inn. This provided a unique opportunity for experiential learning, helped build connections "across the table" with faculty, administrative and support staff and community representatives. This allowed the consultant an alternative way to be more accessible, and at the same time, to have a realistic lens through which to receive, process and understand the culture and climate of ISU and the greater Terre Haute community. Most of the meetings took place in public restaurants and a few at Generations Restaurant on campus.

Event Interactions

Consultant was invited by administrative and support staff, faculty, student leaders, and community advocates to attend a number of events on and off campus which provided consultant with greater insight into the strengths, and social and group dynamics of all the stakeholders associated with diversity and inclusion. Attending social events was helpful in experiencing the culture of the community, increased awareness among attendees of the diversity/inclusion efforts at ISU and promoted a positive image for the university among participants. These events

afforded the consultant an environment for learning and to observe and participate in the diversity and inclusion process. For example at ISU: Lunar New Year Celebration: A Global Connection; Martin Luther King Jr. Annual Dinner; Saudi Student Association Dinner, Ferguson Panel, dinner hosted by President Bradley for Alumni Ambassador Cynthia Shepard Perry former Ambassador to Sierra Leone and Burundi and African-American women's dinner.) Selected community events included (i.e., Terre Haute Country Club dinner, Newcomers meetings, Chamber of Commerce lunch meeting, Holocaust Museum Exhibit opening, Rotary lunch meeting, local barbershop, and high school parents' night.) Consultant was able to observe diversity and inclusion efforts being utilized, and the range of cultures within the many segments of the community.

Diversity Task Force and Diversity Council Meetings

As part of the climate study processes the consultant attended three group meetings each month (at times additional meetings were held by the diversity task force) from December 2014 through early March 2015. These series of meetings allowed the consultant to work with members to report out progress towards study outcomes, discuss strategies, receive campus updates, share expertise and develop and sustain relationships. Diversity task force members include Dean Jack Turman, Jr., Dr. Elonda Ervin, Dean Kandi Hill-Clark, Dean Brien Smith, Dean Lynn Maurer, former university council Melony Sacopulos, interim university council Katie Butwin, and Nolan Davis, interim vice president, student affairs. Members of the President's Council on Diversity were charged with studying best examples of recruitment toolkits and create a draft toolkit for ISU to be included as a part of this report. Council meetings occurred on November 19, 2014; December 2, 2014; January 13 and 15, 2015; February 5 and 11, 2015 and March 5, 2015.

Best Practices: University site visits

Four university site visits were scheduled and completed. The table below identifies the universities and the site visitors:

University	Site Visitor(s)
Washington University	Dean Jack Turman, Jr.
Western Michigan University (HEED awardee) 2014*	Dean Lynn Maurer & University Counsel Katie Butwin
San Diego State University (HEED awardee) 2014*	Dr. Gerda Govine, Consultant
California State University Los Angeles (CSULA)	Dr. Gerda Govine, Consultant

* The INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award is the only national award that recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion across their campus. Eighty-three institutions received awards in 2014.

These universities were selected because they engaged in the development, implementation and sustainability of a diversity/inclusion effort. They also represent different types of universities (i.e. R1, and comprehensive regional universities,) and in the case of CSULA and San Diego State University, universities that serve a predominantly minority population (both are a Hispanic serving institution.) The site visitors reached out to individuals on the campuses to schedule appointments and during their visit asked the standard set of questions (see next page) to stimulation conversation. This set of questions helped us gain comparable data across institutions.

1. Discuss strategies used to educate/train students, faculty, and staff about the practices and values of a diverse and inclusive community.
 1. Can you give me an example or examples of successful strategies you have used to educate and train students, faculty, and staff about the practices and values of an inclusive community? (remember instructors, adjuncts, part-time students, graduate assistants)
 2. (Here come prepared knowing about what the university has been doing. For instance you can say, I know that you have been implementing your “Diversity and Inclusion plan” (or speaker series, or hiring practices, or whatever) for a few years now. What has been the most successful aspect of this plan? Or 2b, What made this plan (fill in other) successful?
 3. What are some of the challenges you have faced or do face in implementing this strategy?
 4. Can you give me another example? (Or other follow up questions)

2. Discuss faculty and staff recruitment, retention and promotion efforts.
 1. Let’s turn to the topic of Faculty and Staff recruitment, retention, and promotion efforts. What have been some of your efforts in this area and how successful have they been?
 2. Tell me about a specific endeavor.
 3. Is the university community aware of resources for faculty and staff recruitment and do they use them?
 4. What have been some changes or success in retaining and /or promoting faculty and staff?
 5. What have been or are some of the challenges that you have faced?
 6. What processes do you use to affect diversity in the recruitment process? (In terms of diversifying the pool, hiring processes.)
 7. Regarding demographic targets in your affirmative action plan, what methods do you use to set numeric hiring goals?

3. Does the recruitment, retention, and completion of students differ from that of faculty and staff, but have you found similar successes with students?
 1. (Insert a fact here or where you know it. E.G. I see that over the past 10 years, the percentage of minority students has grown to about 20% even though the university is not located in a highly urban area.) To what do you attribute that success?
 2. Has the increase in underrepresented minority student numbers been accompanied by a change of climate on this campus? (meaningful cultural change?)
 3. How do the students define diversity?
 4. What challenges have you faced in diversifying the student body and in creating a climate of inclusivity?

4. Discuss community engagement
 1. In terms of the surrounding community, what University-community interactions have been used to create supportive, inclusive neighborhoods?
 2. What successes have you found in terms of inclusivity in the community?
 3. What challenges have you faced?

5. Discuss university organization and structure

1. How does the university organizational structure help to support diversity/inclusion efforts?
2. What specific units or organizations on campus help support diversity and inclusive excellence? How do the reporting lines affect the success of diversity?
3. What types of processes lend continuity to your successes?
4. Do you believe that diversity has become a core value throughout all units and levels of the university? Can you give me an example?

6. What mechanisms are used to evaluate and sustain diversity/inclusion efforts?

1. What individual(s) or entity regularly evaluates efforts?
2. Does the institutional research office collect and distribute data on diversity and inclusion to help with evaluation?
3. What financial strategy was created to support the implementation and sustainability of the diversity and inclusion efforts at the university and in the community and neighborhoods?

7. Summary: Are there any documents or other resources that you wish to share? Is there anything we have missed that is essential/central to diversity and inclusion efforts and successes at your university?

Results

From mid-November 2014 through early April 2015, 123 people participated in individual interviews, and 58 individuals participated in focus groups. Tables 1-5 provide an overview of the demographics associated with participants. In addition to these demographics, 4 individuals that participated in individual interviews self-identified as members of the LGBT community, and one self-identified as being disabled, and one self-identified as being Syrian. Table 6 demonstrates the number of events attended as a participant or guest, and the nature of these campus or community events.

Table 1: Racial/Ethnic Background of Participants – Compared with National, State, Local, and University Demographic Data (Percentages)

	USA	Indiana	Vigo County	ISU Undergrad	ISU FT Employees	Individual Interview Participants
African American	12.6	9.5	7.1	19	5.9	30
Latino	16.3	6.4	2.5	3.2	1.4	7
Caucasian	63.7	80.7	86.1	66	86.9	56
Asian	4.8	1.9	1.9	1.2	2.5	6
Biracial	2.9	1.8	2.2	3.2	3	0.8
American Indian	0.9	0.4	0.4	0.3	0.25	0

Table 2: Interview participant by role

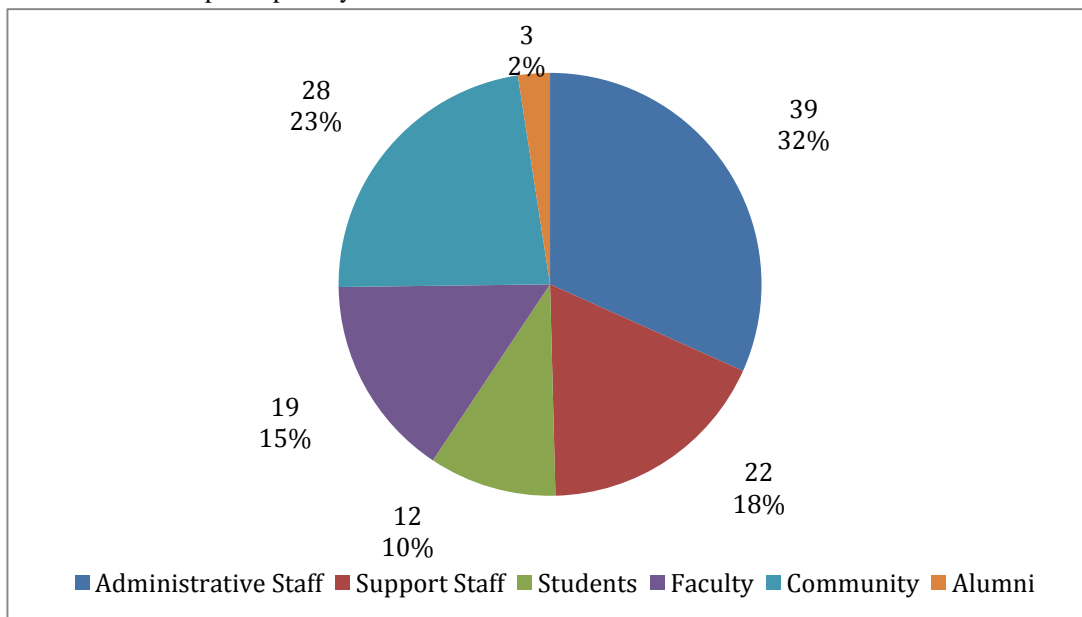


Table 3: Focus Group Participants

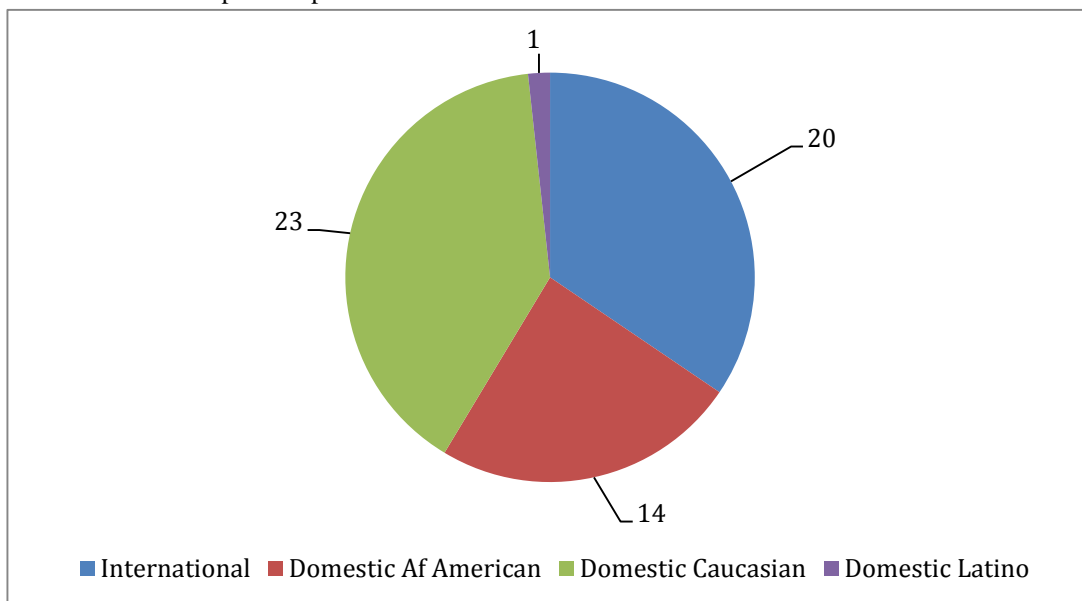


Table 4: Examples of Student Focus Groups

Greek Life
Transfer students
Graduate students
LGBT students
African students
Muslim students
Mentoring Assistance Program
Multicultural Men Achieving Success

Table 5: Focus Group Participation by Class Rank

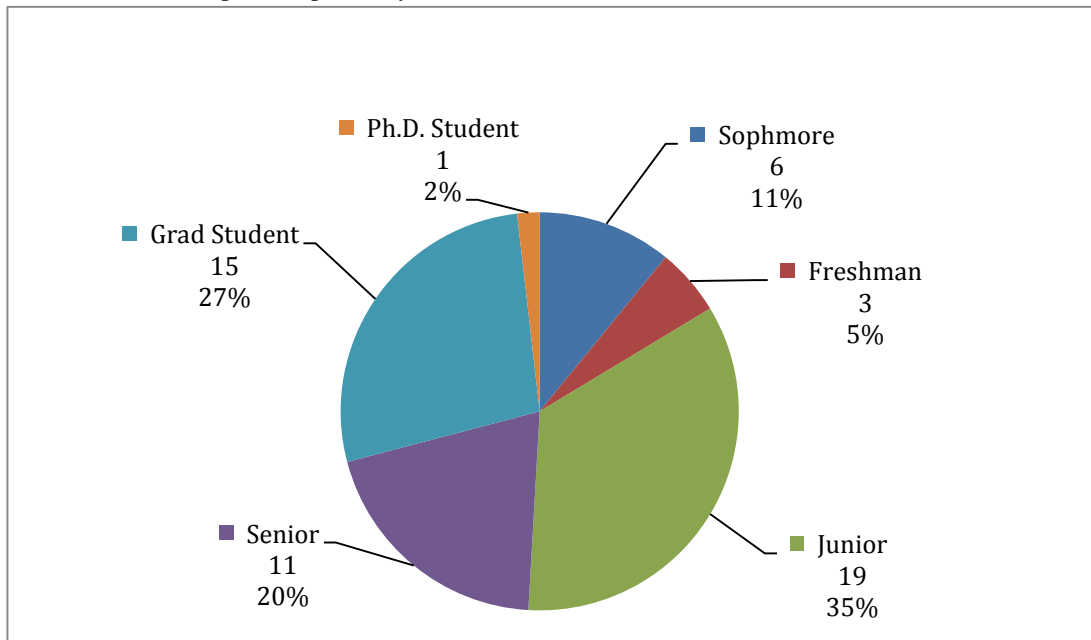
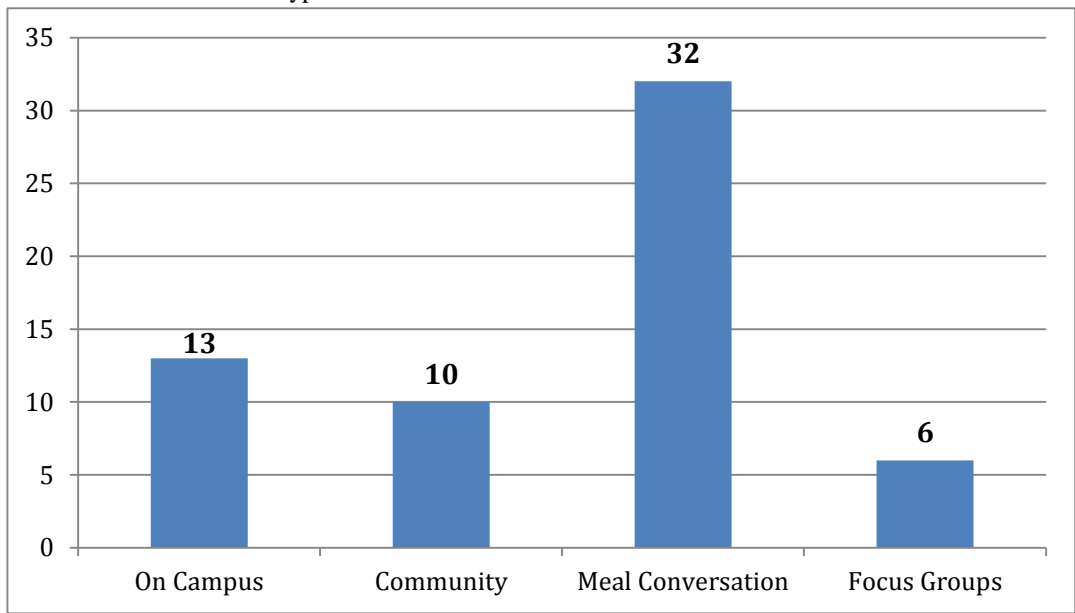


Table 6: Location and/or Type of Events Attended



Key Themes Identified by Students

Community service was praised and identified by all student groups as a way to give back, to be connected and experience diversity and inclusion. One student shared that “there was an immediate connection with the Center for Global Engagement.” Diverse group members, (i.e., African-American, Caucasian, International, Latino, LGBT and Veterans,) want to be part of the process to help move the University from diversity to inclusion. One of the ways that students believe they were able to deal with successful inclusion was their decision to choose where they could fit in, reach out and connect initially with other students and subsequently staff and faculty based on similar interests as opposed to differences. This strategy appeared to work well for all

students, in particular, international and first generation students. Students agreed that there is more diversity and inclusion in sports. One student believes, based on his experience that connecting with other athletes “brought automatic bonding and increased his social connections and opportunities.” A Caucasian student said that in sports management “racial barriers have been broken down because this major is more diverse than others.” An African American student who lives in one of the residence halls said that “he bonded and hung out with Caucasian friends and after the first week he knew all the students on his floor and became the floor captain.” Another student offered, “There is good stuff happening on campus and it depends on what you make out of it.” While much good is happening, a diverse group of students shared their belief that groups on campus “are in their own silos and it is a challenge to break down barriers.”

One of the differences between students is how they described the racial climate at ISU. Some international, African-American, Latino, LGBT, Veteran and first generation students talked about “being an outsider, feeling alone due to stereotypes and ignorance about “the other” which gets in the way of making friends. One of the Saudi students said that she covers her head with the “hijab,” not her brain.” Diverse students stated that on social media “Yik Yak,” some students (who are nameless) show their ignorance and make offensive comments about people who are LGBT and other diverse groups. One student stated “everybody has their own mind set about diversity.”

Key Themes Identified by Staff

It was noted throughout the interviews that the “high percentage” of African American students is an asset coupled with the retention rate growing over the last couple of year. Another shared comment was the establishment of a strategic plan budget for diversity initiatives by the president that appears to be more disciplined and intentional. Staff defined the international program as very strong with more diversity among that population. There is an interest in “creating student advisory groups” across the campus. Staff believes that “people have become very comfortable because of the environment they are in and don’t realize the need for diversity and inclusion.” There is an ongoing “lack of hiring diverse candidates.” Some staff members believe that an environment should be created where individuals can express their thoughts in the workplace “without threat or fear of retaliation.” The reduction in the amount of micro-aggression was identified as a positive sign for diversity and inclusion. The identification of Latino/Latina role models on campus was acknowledged and encouraged.

“To reach diversity/inclusion, there must be a commitment to provide campus-wide employee interactive training with a designated professional trainer.” There was consensus to “expand area of sexual violence prevention and create a tool/strategy to reduce and address this issue...establish an interactive team that is more responsive due to an increase in reporting sexual violence.” Suggestions were offered regarding diversity on campus. They include, did not hear about diversity until three years ago, leadership insistence that African Americans be on search committee and usually no other people of color are considered. “Thought this was wrong and unfair.” “Don’t know rationale...do know that ‘race’ card is played.” The Office of Diversity was described as one where “there is no accountability, lack of trust, credibility and confidence which blocks different cultural perspectives. Further, that there is “No one racial group that should become the only pool to pull from when attempting to have people take diversity and inclusion seriously.” Other statements include, “find ways to deal with ‘silent resistance’ of faculty to diversity and to recognize that “good intentions are not enough without consistent action.”

Key Themes Identified by Faculty

Some faculty members shared that the campus has changed because there is more diversity and the university is growing by leaps and bounds. They admitted that their diversity experience is narrow and professional development via workshops and training is needed along with requiring mandatory training; the present on-line diversity training is not mandatory. There were faculty who believe that ISU should provide professional customized education and training for faculty, all staff and students via workshops because ‘diversity scares people’ and to “help everyone feel safe and valued.” Other faculty believes that there are lots of opportunities at ISU and there needs to be a way to reach out and focus on strengths, which is underutilized.

Some faculty commented that they “felt like everyone was running the treadmill and was relieved to see the diversity inclusion study taking place and now there needs to be implementation.” Other comments shared includes “Diversity and inclusion is life changing, brings in new people at the table to reduce burn out on search committees and committees in general.” “Cultural competence is a big roadblock and there is no understanding of the issues including privilege. “There has to be assisted change since resistors do not see any personal benefit...otherwise, change moves at a glacial pace and progress is very slow.” “There has to be follow through. As part of this effort, it was clear that ISU must adopt a wider and more inclusive interpretation of diversity. Regarding the Diversity Council, “when the push came to focus on diversity for African Americans only, the Council lost a lot of credibility and most faculty members stayed in their silos.” Moving forward it was stated that “There has been many diversity studies and nothing has been implemented...for diversity inclusion to be successful on campus it is necessary to get buy-in and support from the community (President and/or Provost meet quarterly with diverse stakeholders who expressed willingness to be involved in the implementation phase to build support and sustain diversity inclusion on and off campus.) The feeling for faculty in general was “tip toe” anticipation for what is up ahead and to trust the process.

Key Themes Identified by Community Members

Because the surrounding community is critical in successful recruitment and retention efforts of faculty, staff and students, a high priority was placed on interviewing key community leaders to learn their perspectives on promoting an inclusive environment at ISU. Leadership representatives from city government, local school corporation, law enforcement, industry, and legal practice were interviewed as a part of this study. One of the stakeholders captured the belief that “Student volunteerism via service projects is a strong and a great benefit to the community.” The community was pleased and stated that the “University strategic plan is grounded and exceeded its goals.” However, other members of the community who agree with this statement “want to see more inclusion which is a work-in-progress.” Numerous respondents identified the community as containing pockets of gold and sparks of wisdom.” Some never thought that “diversity was important in the community, but here is this present effort.” A thread that ran throughout the interviews was the chorus of voices who agreed that “the community must embrace this effort one by one.” Regarding community and staff ties to the University, families have attended ISU for over 3-4 generations.

Key Themes Identified by Focus Groups

Focus group interviews were conducted to broaden the outreach of inquiry within the limited time frame allocated for the study. Fifty-eight individuals were interviewed through focus groups; most of these participants were students. African American students shared the following, “acceptance into the highly competitive Summer Research Program made them ‘feel good’ about this experience... learned to deal with others beyond stereotypes.” The majority of students stated that the “African-American Cultural Center’s Mentoring Assistance Program (MAP), provided volunteer mentors on and off campus and made them feel at home, helped them appreciate and value the powerful connections, provided an organic experience including tools for success from an African-American point of view and created a feeling of belonging and betterment.”

Students revealed that they felt pressure being a minority in class and de facto became the voice and expert on African Americans and realized that they are held to a lower standard than other students. They also pointed out that “racism is hidden”...and some students believe they are segregated sometimes on campus and in the classroom. This, they believe happens more often during their freshman year. They also revealed that as African Americans they are segregated in the residence halls, for example, Pickerl houses honor students; Rhodes, Caucasian students and Mills, African American students. They believe that staff is not ready for change and need diversity and inclusion training. Students would like to see diversity training for new and old residence hall staff. International students, as a whole, feel positive about being on campus because they get a chance to meet other international students and learn about other cultures, including Americans. They praised the Center for Global Engagement that helped them adjust to culture shock. When a majority of the students arrived, they found people that were easy to get to now and learned to “absorb good things, not bad things about American culture.” The issue of invisibility was a tough one for these students who described the “lack of interest by faculty” in their well-being. One of the core issues for these students was problems adjusting to residential life on campus (for example, the food) which made them sick. Some described the staff as “not accommodating” and classified their residential life as “the worst part of the institution.”

The LGBT students shared the “lack of knowledge and ignorance by the campus community creates mixed reactions and more negativity from males than females.” They were pleased that the Spectrum group receives financial support, has increased membership, and is considered a campus resource. They are pushing for gender neutral bathrooms and would like to have an on campus LGBT Center. Students believe that residential life staff needs diversity training. One of the focus groups was very diverse, for example (African-American, Caucasian, Latino males and females.) The Caucasian group believes that most student organizations on campus do not make an effort to be diverse and that there is a religious Christian bias that rebuffs any opportunity for conversations about sexual orientation.

An African-American graduate student stated that out of a class of 30, there were no diverse students. They observed and experienced that Greek and Black organizations do not collaborate even though they tried outreach, but to no avail. These students admitted that there is “clustering of students” in different locations on campus and, in some instances felt unwelcomed. Latino/Hispanic students recently created a second student association that signals a steady increase in enrollment and involvement at ISU.

Highlighted Differences Between Groups

Students who are African-American, Latino, international and LGBT shared their feelings of being excluded and invisible, felt they were treated “less than,” and that they were saddled with the responsibility to be the spokesperson for their group. Caucasian students did not share the same feelings or experiences. African-Americans, more than any other group credited the African-American Center with enriching their lives and helping them to feel welcomed. The Caucasian students admitted their Greek organization provided a sense of brotherhood, well-being and is in a strong financial position due to the support of the student government association. It is interesting to note that there is confusion highlighted by students regarding the concept of “white privilege.”

Staff was the only group to mention that they could tap into 15 hours of community service a year. Campus ministry could reach further into the diverse campus community and help to find ways to reduce the “silent resistance” to diversity. Administrative staff mentioned that “There is some good work in the office of Diversity... success in recruitment not retention and to increase the number of African American faculty who are on tenure track.” Staff also assessed that Human Resources, Affirmative Action, Equal Employment Opportunity, Office of Diversity and the Diversity Council “appears fractured because lines of connections and responsibility are blurred and inconsistent without any clear interrelated written policies and procedures, (for example, grievance investigations, discipline evaluations, training hiring/recruitment process, postings (faculty and staff) to achieve and retain diversity and inclusion.” They also noted that there should be more involvement of the business community with the university regarding diversity and inclusion. Other statements include, “ISU is active with the Vigo County School Corporation,” create a “study hall” for veterans and get them to use more of their benefits, i.e., only 18% use their benefits.

Faculty mentioned the need for a student Multicultural Center, LGBT Center, and one to support students with disabilities because this will help to take away their invisibility and offer benefits to help them become leaders. Numerous comments were made about the faculty hiring, promotion and tenure process, to provide diversity coaching that is more intentional, for example, (cultural coaching, diversity posting for open positions and to build a culture where everyone is involved and active.) Faculty also stated that the Recreation Center on campus is a place where people from the community can have access and this could help the retention of students, there are wellness programs for staff in partnership with Union Hospital who provides flu shots. Other comments included, i.e., (building a new child care center, “make deliberate efforts to recruit Latino students and no one should rest on their laurels,” and “review faculty salaries to remedy inequities.”) Mixed reviews were shared regarding the pros and cons of the “Opportunity Hire Program,” for African American faculty candidates. Poverty among students was discussed and a daily food pantry was established as one way to help. An observation was made that “recruiting in urban areas to get diverse students is a good and challenging idea.” A suggestion was made to “provide laptops to more students since only about 40% receive them presently.”

Community comments include, “There is a growing population from India and an Indian Association...” “Found out that Caucasian people are interested and passionate about diversity and inclusion.” “It is not necessary to throw money at the loudest voices... Remove barriers for international students, i.e., (not enough jobs on campus, high cost of residential rent, communication issues between students and faculty, and an “us and them mentality.”)

University Visits

Washington University

Jack Turman, Jr. visited Washington University on Friday, March 27, 2015. He met with Dr. Robert Wild, Associate Vice Chancellor for Students and Dean of the First Year Center. Dr. Wild led the diversity/inclusion climate study process that resulted in the creation of the Washington University Center for Diversity and Inclusion.

Washington University's diversity/inclusion effort was initiated in 2008-2009 following recommendations received from the regional accrediting body. In response, the senior leadership appointed a chief diversity officer to oversee university diversity/inclusion efforts. Ultimately, the senior leadership did not believe that this approach was effective, as faculty leadership were not responsive to the outreach and recommendations of this individual. A decentralized approach was implemented across the campus units. To oversee this approach, a Vice Provost for Diversity and Inclusion was appointed. This individual is a faculty member in the school of law. This individual works directly with deans and department chairpersons on their recruitment and retention efforts. She is engaged in the search process and retention decisions. Her efforts are supported by senior leadership when units demonstrate success in creating and maintaining diverse faculty environments. The school of medicine has augmented these efforts by hiring two diversity experts in their human resources department. These two individuals work with all departments in their hiring and retention processes. The school of medicine has demonstrated the most success in their diversity/inclusion activities, and as a result the main campus will be hiring similar experts in their human resources department. They will work in a similar fashion with all hiring and retention efforts for faculty. Collectively, these approaches (Vice Provost for Diversity/Inclusion and human resources experts) have significantly improved the diversity of faculty across the university. The senior leadership will continue these efforts in hopes of further increasing the recruitment and retention of diverse faculty. In terms of reporting to the chancellor, the provost and executive vice chancellor for administration are responsible for reporting out on diversity/inclusion progress.

In 2013, Washington University suffered a damaging public relations incident when fraternity members confronted African American students by singing an inappropriate, racially-charged rap song. This resulted in a public scorn of the university for not addressing the climate for students from diverse backgrounds. This resulted in the chancellor hiring an external consultant to conduct a diversity/inclusion climate study of the campus. This was accompanied by university representatives conducting site visits of numerous campuses to learn of their best practices, and a series of town hall meetings with student groups, conducted by the Vice Provost of Diversity and Inclusion, the Vice Chancellor for Students, and the Student Body President. The result of all these activities was:

- The creation of the Center for Diversity and Inclusion: The center is staffed by a director that is an expert in higher education diversity/inclusion efforts and an assistant. Another assistant will be hired this year. The director reports directly to the provost. This center is student oriented and has four distinct focus areas: support, advocacy, education (targeting the majority population), and collaboration (serves as a centralized site for students, faculty, and staff to work together on diversity and inclusion efforts.) This center is strategically located in the main library of the campus, physically in the center of campus. The leadership believed that the center needed to be in a space that is easily accessed by all students and community members. They did not want the center to belong to any

specific academic or student unit on campus, thus the library was selected as the most accessible, neutral site.

- A mandatory one unit course on diversity/inclusion for all freshman and transfer students. There is currently a session on diversity/inclusion during orientation sessions. As of fall 2016, the one unit course will replace this.
- An academic-community day of dialogue in February hosted by the chancellor and other senior leaders. This was just initiated in 2015 as a way to bring more community voices to the campus diversity/inclusion efforts.
- The creation of a bias report and support system: this system provides a central streamlined process for reporting incidents of hate, bias and/or discrimination involving students. It is staffed by trained students and staff members. They are responsible for supporting students, making referrals for services, informing leadership of the frequency and nature of bias incidents.
- Formation of groups on campus that are further examining: diversity education in the classroom, developing evaluation tools to assess university diversity efforts, social media efforts that support diversity/inclusion, campus policies and procedures, and the diversity represented by student organizations on campus.
- A recommendation for chancellor's cabinet level position on diversity/inclusion. The chancellor has not adopted this at the time of this interview. This recommendation is still under consideration.

In general, Washington University leadership is pleased with the diversity/inclusion efforts that are now underway for faculty and students. There is still concern over the best way to initiate diversity/inclusion efforts for staff members. This is an ongoing discussion among university leaders. In addition, there is discussion about the best mechanism(s) to thread diversity/inclusion efforts across the faculty affairs, student affairs, human resources, and community outreach domains.

Western Michigan University

Western Michigan University was visited by Katie Butwin, General Counsel, and Lynn Maurer, Dean, College of Graduate and Professional Studies, on March 14-15, 2015. They met with the Vice President, staff of the Office of Diversity & Inclusion, Director and Staff of Human Resources, Dean and Staff of the Graduate School, Associate Provost of Institutional Effectiveness, and offices including Disabilities Services, Multicultural Affairs, LGBT Student Services, College of Aviation, and student groups including diverse religious group members. WMU was chosen because of its diversity and inclusion plan that responds to the needs of the region. While different in research status, WMU bears similarities to ISU as a regional university. Like ISU, it is not located in a major urban center and faces similar challenges in recruiting under-represented populations among an underdeveloped economy. WMU recruitment reaches many first generation students. Some of the best practices include:

- Panel discussion, "Islam 101," was presented by religious student groups.
- The Kalamazoo Promise provides tuition reduction for Kalamazoo public school Student graduates enrolled at WMU with a 2.0 GPA or better.
- Works with K-12 and pre-school students in preparing them with a college mindset.
- Economic development programs aim at student success among poor students.
- Students are supported by various student groups and offices, i.e., Multicultural Center,

and Disabilities Services.

- The Multicultural Center focuses on Latino migrant students.
- Good step and benefit for ISU to look at WMU's development of LGBT Student Services.
- Staff and faculty participate in "Everyone Counts," a learning community that provides on-going discussion/activity groups focused on diversity themes. Members of this community can apply for \$400 grants for projects.
- "Everyone Counts," group members initiated the Climate Study on campus entitled, D-MAP. As a result, WMU uncovered distrust and dissatisfaction with hierarchy and has attempted through groups such as this to have staff, faculty, and administration work together at the same level.
- Human Resources are establishing a diverse faculty recruitment training effort and providing diversity advocates on each search committee.
- Each college has its own diversity committee in addition to university wide-structures and values.
- Over the past ten years, diversity and inclusion have gone through various stages as has University values.

San Diego State University

The consultant visited San Diego State University on Tuesday, March 10, 2015 and Wednesday, March 11, 2015 and met with Dr. Aaron I. Bruce, Chief Diversity Officer and Yousef Abraham, Assistant Program Coordinator, Center for Intercultural Relations. Dr. Bruce is part of the President's 15-member Cabinet and is a direct report.

Dr. Bruce has been described as the university's executive level diversity and inclusion strategist and operates in a decentralized system working with the president and senior university leaders. He collaborates with departments across the University to achieve and sustain their diversity mission. Dr. Bruce enjoys working within this structure because the process is inclusive and there is shared responsibility and leadership across the campus and in the surrounding community. He traverses an inclusive culture that focuses on policy development, student diversity and campus climate, faculty and staff diversity recruitment, retention and professional development, community outreach, corporate relations and civic engagement, diversity marketing and promotion and strategic planning. He defined a strategic leadership diversity scorecard that could include:

- Participating in diversity related professional development opportunities, internally and externally.
- Ongoing development of cultural competencies to help create an inclusive environment for students as well as employees
- Developing inclusive learning environments by including a diversity statement in a course syllabus reflecting an individual faculty member's commitment to diversity.
- Creating assignments that allow students to explore diverse ideas from different personal and cultural perspectives to accommodate different learning styles and needs.
- Supporting diverse student recruitment, retention, mentoring and research activities.
- Campus success efforts include:
 - An LGBT Center.
 - On-campus Vet Net Ally Training about Veterans and the Joan and Art Barron Veterans Center.

- 12th Annual President's Diversity Awards Celebration that includes recognition of staff, domestic and international students, faculty, local businesses and global involvement.

California State University Los Angeles

The consultant visited California State University Los Angeles on Friday, April 1, 2015 and met with Dr. Susie Varela, Associate Vice President, Human Resources Management and staff Mariel Mulet, Attorney Director, Office for Equity, Diversity and Inclusion. The Associate Vice President reports to the Lisa Chavez, Vice President for Administration and Chief Financial Officer who is a part of the President's Cabinet. The Human Resources Management Mission Statement: *Human Resources Management is committed to the University's mission to provide an enriching atmosphere for academic excellence, support high-quality educational programs and maintain a diverse and highly qualified student, faculty and staff population. This will be accomplished by providing guidance and support to students, faculty and staff through effective Human Resources programs in recruitment and retention, benefits administration, compensation and classification, equity, diversity and inclusion, faculty affairs, training and development employee/labor relations, workers' compensation and payroll services.*

California State University best practices include:

- Student Union, Cultural Center, Pan African Center, and a Gender/Latino Center
- Quiet Room is utilized by all students, in particular, Muslim students.
- Gender neutral bathrooms are in the modification stage.
- Three nursing rooms are located on the campus.
- Employees and department chairs receive two hours of state-mandated Sexual Harassment Prevention Training and one hour of Title IX/Sexual Violence Prevention Training on line.
- The Office of Equity, Diversity and Inclusion presents disability, Title IX and Sexual Violence Prevention Training to faculty members.
- The Office of Equity, Diversity and Inclusion published "Rights and Options for Victims of Sexual Violence, Dating Violence, Domestic Violence and Stalking.
- A general education requirement that all students complete two courses that feature engagement with the surrounding diverse neighborhood and the greater Los Angeles area beginning in 2016.
- The University was ranked by the National Science Foundation as a top provider of Latino science and engineering PhD. recipients among all undergraduate and master's degree universities in the continental United States.

Examples of Event Attendance

- ISU Bayh College of Education Faculty and Staff Development Conference: The consultant was invited by Dean Kandi Hill-Clarke to attend "Creating an Environment of Inclusive Excellence" the first event in a series of Faculty and Development offerings sponsored by the BCOE Diversity, Inclusion, and Global Engagement Task Force with support from the ISU Office of Student Success. On February 6, 2015, BCOE faculty and staff attended and selected students were invited. This was the first of a series of events with a focus on "increased awareness, knowledge, and skills for cultural competence, with an emphasis on inclusive excellence, curriculum development,

microaggressions, and student experiences.” This is part of the College’s commitment to action steps.

- The consultant was accompanied by Deans Maurer and Smith, and General Counsel Katie Butwin while attending the Association of American Colleges and Universities “Diversity, Learning, and Student Success: Assessing and Advancing Inclusive Excellence” Conference in San Diego, CA. Participation in this national meeting allowed the attendees to learn about inclusive excellence practice and research across the USA in the higher education community. The four (4) conference themes were: Diversity and Inclusive Excellence as an Institutional Value System, Equity and High-Quality Learning for All Students, High-Impact Practices and Digital Innovations, and Developing and Supporting Educators for Inclusive Excellence, Leadership, and Change.

Consultant’s impressions/observations

Indiana State University is the most diverse residential higher education institution in the State, an asset that resonates throughout the institution and community. The university has the largest percent of African American students and their numbers are on the rise. Other populations that are increasing include first generation, international, Latino, Veterans and LGBT students. ISU is poised and on the brink of moving the needle from diversity to inclusion.

At ISU there is a history, pattern and practice of diversity that is focused on African Americans to the exclusion of other groups’ access to resources, opportunities and a level playing field. This is critical and calls for an intentional commitment to equal inclusion of all groups moving forward to quell the confusion, lack of clarity, accountability and credibility regarding the role and responsibility of the Office of Diversity and the Diversity Council. Some of the questions raised included:

- Is the role to create programming or to make policy?
- What is the process for choosing Council members?
- It was acknowledged that there have been numerous studies conducted on campus with recommendations made by the Diversity Council, but it appears that none of the recommendations were implemented.

Participants admitted that, at times, they believe that groups are in their own silos and it is a challenge to break down barriers. Some shared their initial struggle and successes. For example, veterans believe that ISU is a veteran-friendly campus and provides a “safe place.” However, for students who have disabilities, there is a need for in-service training of faculty regarding provisions of the American with Disabilities Act, in particular reasonable accommodations. Of particular interest was the observation that woven throughout all the groups, participants mentioned “pockets of fear” and believe that “we are all afraid of each other.”

The inclusion of the community was an important step and peaked high levels of interest and wish for involvement were consistent. Interviewees were clear that they want to be included in whatever ways they could and appreciated the fact that they were contacted at the beginning of the study and not left out or ignored. Community members were frank, caring and able to share and balance what worked for them and what did not work. Every group interviewed (staff, faculty, students and community members) has ties to ISU as a result of being an alumni, or had family members or friends who were graduates. These alumni can be a powerful source of support. Some interviewees were from Terre Haute and others had moved away and came back for a position at ISU and/or to take care of elderly family members. Some stated that the

community was a good place to raise their children and that getting involved is a two-way street and does take some time. The community is a common thread for this whole process and should be capitalized upon to promote a more inclusive environment on and off campus.

Consultant closing comments

While facilitating student focus groups it became clear that for some the playing field is not level. At times, due to the intensity of their stories and the need for some to “unpack” and share their realities my pen was not in hand. Listening intently to what was being shared without interrupting provided a “look behind their mask.” It is important as a result of this climate study, that efforts be doubled to create “safe spaces and places” on campus, to provide funding for local, state and national inclusive excellence events on campus or at other higher education institutions, to diligently respond to discriminatory and biased words and actions with swift consequences for bad and hurtful behavior. In one group, a member stated that “every day is different—I am not sure whether it will be OK or unbearable.” Another student talked about how he was marginalized and reprimanded publicly for taking an action while at the same time another student was praised. One never knows where a smile, a nod or just acknowledgement can come from and how it can make someone’s day. For example, a week after attending an on-campus organization event by an international group, I encountered and greeted a student I met at the event, the student responded by looking me straight into my eyes and said “Thank you for recognizing me” with a slow shy smile.

There are shining examples of good work at ISU in terms of inclusion, it simply needs to be recognized, valued, praised, highlighted and marketed. I remember being invited to a group meeting which was scheduled for one hour. Three hours later the meeting ended—there was no way to leave earlier. We all stayed the course. The opportunity to conduct this diversity climate study was life changing in so many different ways—lots of lesson learned, unspoken messages received and mirrors held up throughout the process. The importance and significance of this study and report is not taken lightly. I hope that ISU can “stay the course” and be all that it can be by becoming one of the “best practices” institutions for inclusive excellence in the country. The journey was definitely worthwhile. I learned how to find ways to keep the lights on while walking the diversity inclusion road and to fend off the darkness of fear, ignorance and arrogance. I am eternally grateful for the connections made with students, staff, faculty and community members and wish the very best to all stakeholders as they continue moving forward together.

Recommendations:

All recommendations should be implemented over the next 12 months. Long-term outcomes will result from the work of the proposed implementation team and the associated evaluation efforts.

1. Replace the Office of Diversity with a centralized “Inclusive Excellence Training and Research Center (IETRC)” on campus that is accessible to and utilized by faculty, staff, students, and community (i.e., the library). This center would have a director and be supported by an advisory board of 8-10 members. The center would house inclusive excellence training, serve as an education venue for community members, and promote academic-community partnerships to study and advance inclusive excellence. In addition, it would house required diversity/inclusion training, developed in partnership with faculty, for all freshman and transfer students (on campus

and online). The framework for this course should be dialogued based and utilize teams of graduate and/or doctoral students to receive mandatory training and “hands-on practice (i.e., in diversity, inclusive excellence and facilitation skills). This site would also house mandatory training for faculty and staff on inclusive excellence and bias-reporting. Perhaps special circumstance government, foundation, and other untapped funding sources (individual donors with a particular interest in diversity and inclusion) could share the costs.

2. Organize an inclusive excellence team model: Identify an individual that will represent inclusive excellence at the President’s Cabinet level. We have learned from our best practices visits, readings and conference/workshop that universities implement, over time, organizational structures that best suit their inclusive excellence goals and objectives. For example, universities may take a centralized approach where there is a senior leadership person dedicated to the oversight of all diversity and inclusion efforts or there are decentralized models where diversity and inclusion efforts are led specifically for each stakeholder group (i.e. faculty, staff, students and community) and these folks form a diversity team that reports out to the senior leadership. To help advance diversity and inclusion at ISU, a decentralized model is a good place to start as there are well-qualified and interested individuals from each stakeholder group that are interested in advancing this effort. Part of the dynamics of implementing inclusive excellence is to decentralize the responsibility for diversity and inclusiveness to everyone on campus as opposed to one unit or department shouldering the responsibility. For example, the director and advisory board of the Inclusive Excellence Training and Research Center would serve as the implementation team, with the director reporting out to the President’s cabinet. This team should report out annually to faculty, staff, students and community members.

This group would establish annual short term goals aimed at building an inclusive excellence community at ISU. This group would use this report as a first step in launching their efforts. We observed that institutions with success in this area pick short term goals for each stakeholder group. For example, at ISU the percentage of African American undergraduate students is 19%, whereas only 5.9% of ISU full time employees are African American. This disparity does stand out when looking at the comparison of full time employees and undergraduate student population for the other race/ethnicity groups. It is understandable why full time faculty and staff recruitment efforts should focus on increasing the number of African American members to better mirror the makeup of the African American student body.

To separate out programming from monitoring/evaluation, it is recommended that the President’s Council on Diversity be reconfigured as the President’s Council on Inclusive Excellence and serve as the auditing body for the Inclusive Excellence Training and Research Center. The composition of the Council should consist of no more than 10 people. Their responsibility is to annually audit the actions of the IETRC and write the annual report for the state. The President should have sole authority in appointing members to this body. Members should serve at least three-year terms in order to maintain consistency, credibility and accountability. At approximately 2-3 year intervals, an external program evaluator should be invited to investigate the success of the implementation and monitoring/evaluation processes.

3. Develop a shared financial responsibility model for inclusive excellence measures: The senior leadership allocates the budget for inclusive excellence practices to leaders across campus. The leaders of those units determine annual goals appropriate to their organizational unit. These campus leaders are accountable annually to the senior leadership regarding the use and outcomes

associated with funding associated with promoting inclusive excellence. This approach weaves inclusive excellence across a strategic plan as opposed to having it as a distinct objective. This will require the implementation team to develop a financial infrastructure that effectively supports inclusivity. This might include: a set of fundraising case statements to garner donations for key inclusive initiatives and incentivize funding program to provide seed money for inclusion pilot programs.

4. Inclusive Excellence Award: Create annual President's Award for Inclusive Excellence to recognize individuals, organizations, businesses, school corporation, etc. or other groups who have demonstrated that they are promoting and engaging in inclusive excellence on campus and in the community. This would be an event that celebrates inclusive excellence each year in a very visible fashion with community partner funding.