

CREATE  
YOUR  
*LEGACY*

(2017) CAMPUS CLIMATE  
TASK FORCE PLAN:  
A FIVE-YEAR REVIEW

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# Background

**2015-16 EXTERNAL  
CLIMATE ASSESSMENT**

**2016 CLIMATE TASK  
FORCE**

**2017 TASK FORCE PLAN &  
IMPLEMENTATION  
TEAMS**

**2022 5-YEAR  
Evaluation**

# Climate Assessment Results (2016)

## Students

### Underrepresented Groups:

- Marginalization, isolation, exclusion
- Peers contribute to exclusion/intolerance
- Don't "see themselves" in co/curricular programming

## Faculty and Staff

### Women/Underrepresented Faculty and Staff

- Discouraged/under-supported for promotion/advancement
- Exclusion from decision-making
- Not taken seriously

## Institution

### Institutional Efforts:

- Underrepresented student/employee program outreach discouraged
- Inclusive hiring incentives unclear/inaccessible
- Inadequate response to complaints



**CONTRASTING PERSPECTIVES: Underrepresented vs. Majority Participants**

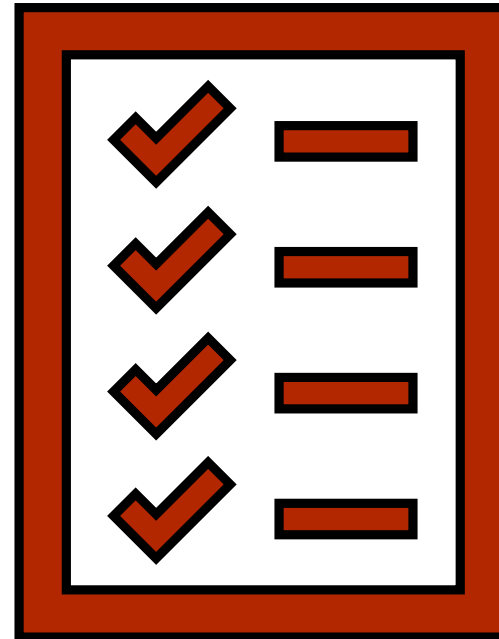
# 2017 Plan



<b>Inclusive Learning</b>	<b>OBJECTIVE 1:</b> <b>Create an Inclusive Classroom/Campus Environment</b>
<b>Recruitment Retention</b>	<b>OBJECTIVE 2:</b> <b>Recruit/Retain Diverse Faculty and Staff Across the Inclusion Spectrum</b>
<b>Affirming Spaces</b>	<b>OBJECTIVE 3:</b> <b>Create/Invest in Affirming Spaces</b>
<b>Close Gaps</b>	<b>OBJECTIVE 4:</b> <b>Close Retention/Persistence/Graduation Gaps</b>

# RESULTS

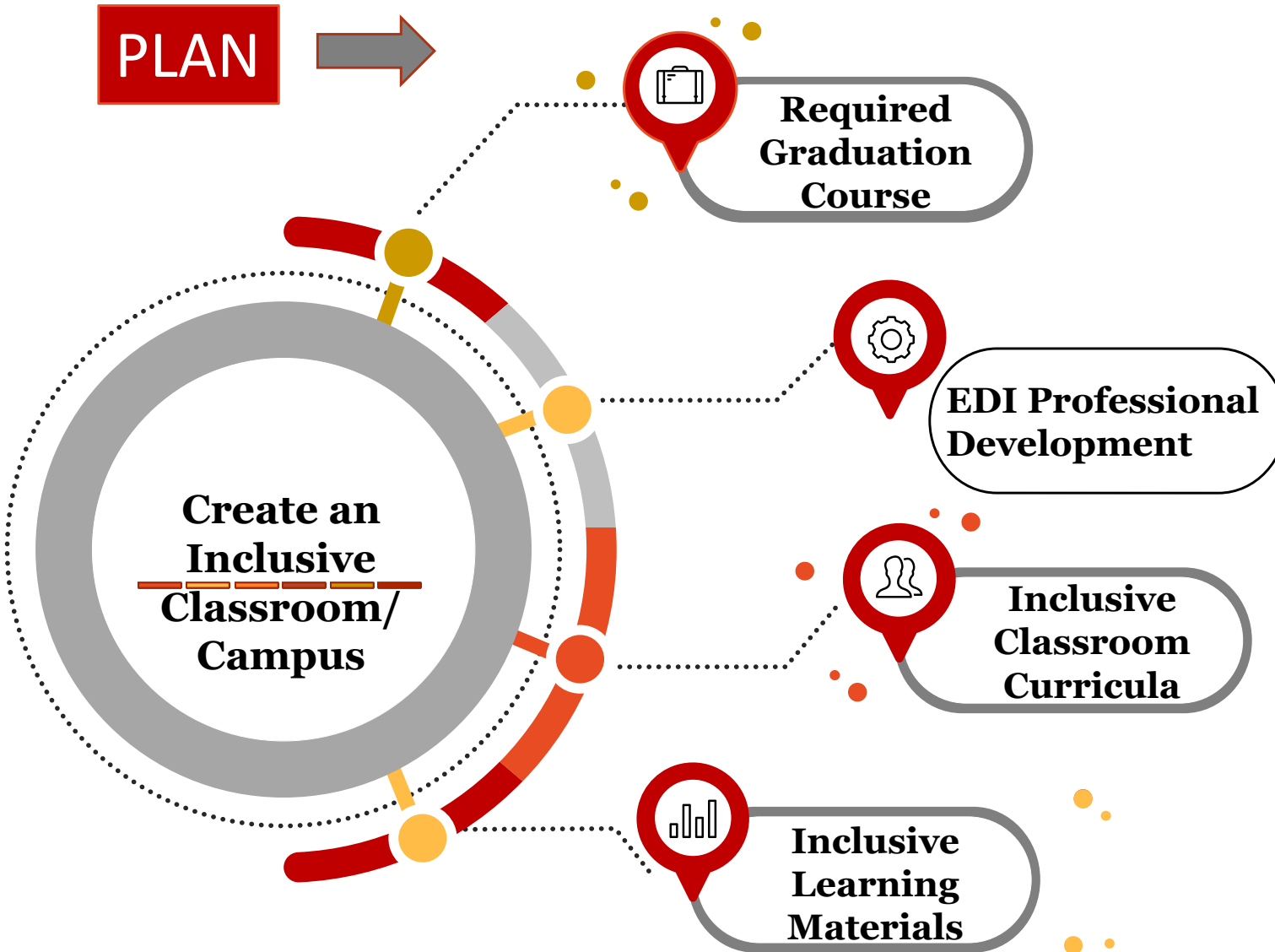
*Did We Do What We  
Said We Would Do?*



## **OBJECTIVE 1:**

**Create an Inclusive  
Classroom/Campus Environment**

**PLAN**



**Required Graduation Course**

**EDI Professional Development**

**Inclusive Classroom Curricula**

**Inclusive Learning Materials**

**RESULTS**

**\*IDEAS Grad Requirement (2022)**

**Framework for Inclusive Teaching Excellence (2019)**

**Faculty GROWTH Change Teams (2020)**

**CTLT- Revised Faculty Redesign Your Course for Diversity and Equity (2019)**

**Library guides: LGBTQIA+ (2021) /Systemic Racism (2020)**

\*IDEAS: Inclusion, Diversity, Equity, and Access in U.S. Society

## OBJECTIVE 1:

## Work To Be Done

1

Campus-wide EDI professional development plan

2

Evaluate/expand incentives for training

3

EDI-focused curriculum and program review



## **OBJECTIVE 2:**

**Recruit/Retain Diverse  
Faculty and Staff**

PLAN



RESULTS



Revise \*URM Faculty Incentives Program

Highlight URM Groups / Women Scholars

Faculty/Staff Search Protocols

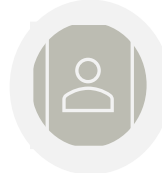
Budget for Affinity Groups Promoting EDI



**\$4.5 million Faculty Diversity Enhancement Program (FDEP) (2022)**



60% increase URM **media features**;  
112% increase URM women scholar media features (2017-2022)



\*\*OEOA **hiring goals review (2020)**



**Diversity and Inclusion Advisory Council**  
Admin search interviews



HR **"Search Advocate" Cohort (fall, 2021)**

**Affinity groups promoting EDI** receive programming budget (2019)

\*Underrepresented Minorities

\*\*Office of Equal Opportunity and Access

## Objective 2: Work To Be Done

1

Reduce “cultural taxation” among URM faculty/staff

2

Ensure URM faculty/staff are receiving sufficient mentoring and support

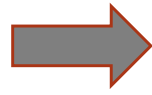
3

Comprehensive toolkits/training for faculty/staff searches

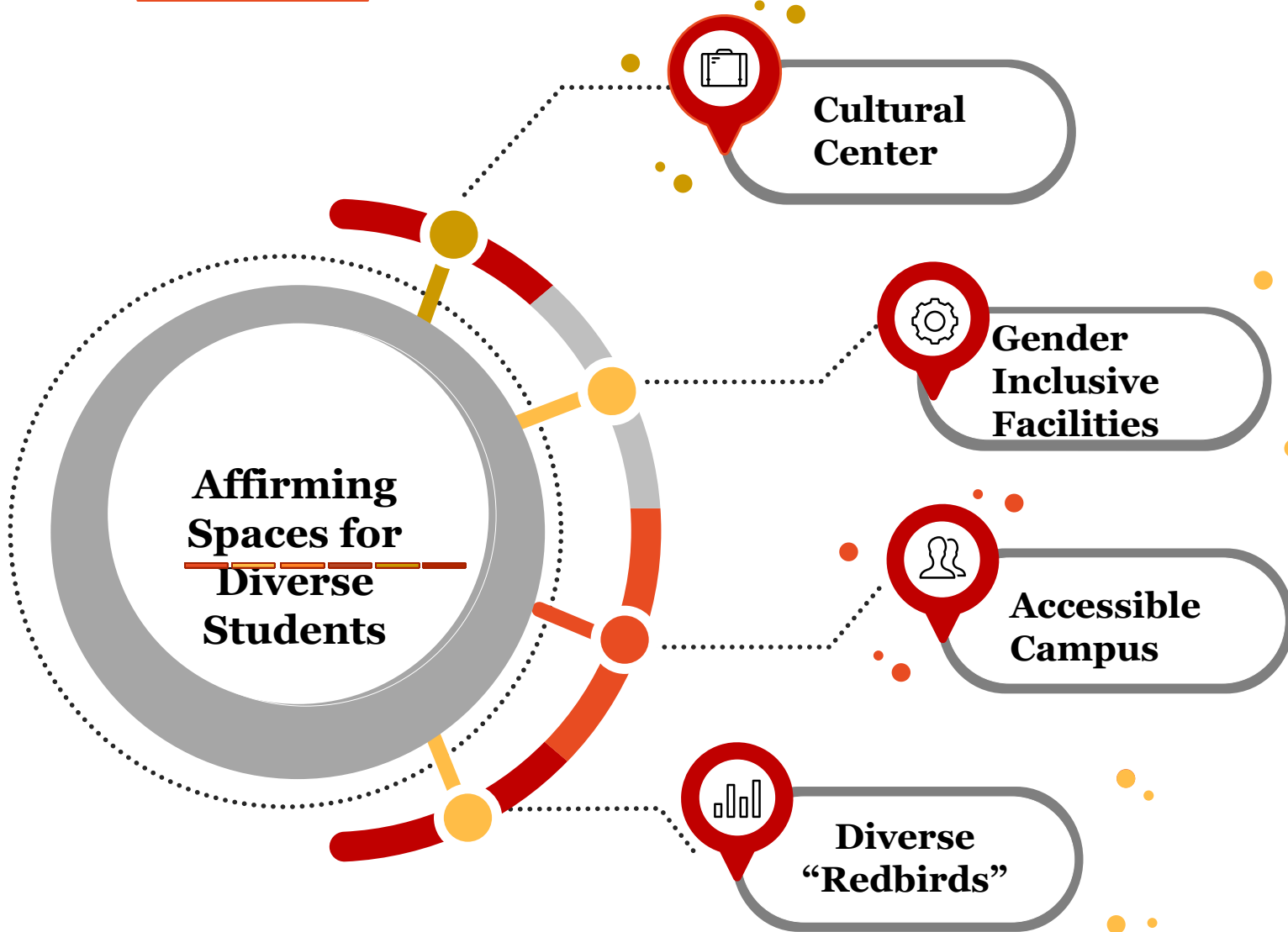
## OBJECTIVE 3:

**Affirming Spaces for Diverse Students**

**PLAN**



**RESULTS**



**Cultural Center**

**Gender Inclusive Facilities**

**Accessible Campus**

**Diverse "Redbirds"**

**Multicultural Center Opened (2021)**

**25% counselors w/ diverse identities (2021)**

**57 all-gender restrooms in 21 buildings across campus**

**Sidewalk accessibility Improvements ongoing across campus**

**Athletics "Walk of Champions"**

**Revised "Preview" (2018)**

**SCS Multicultural Outreach Team**

**EDI review team for website/media**

## Objective 3: Work To Be Done

1

Undocumented student liaison (HB3438);  
Declare campus a “Safe Space”

2

Promote/expand funding for  
interdisciplinary programs

3

Survey students who graduate vs. those  
who leave without degree

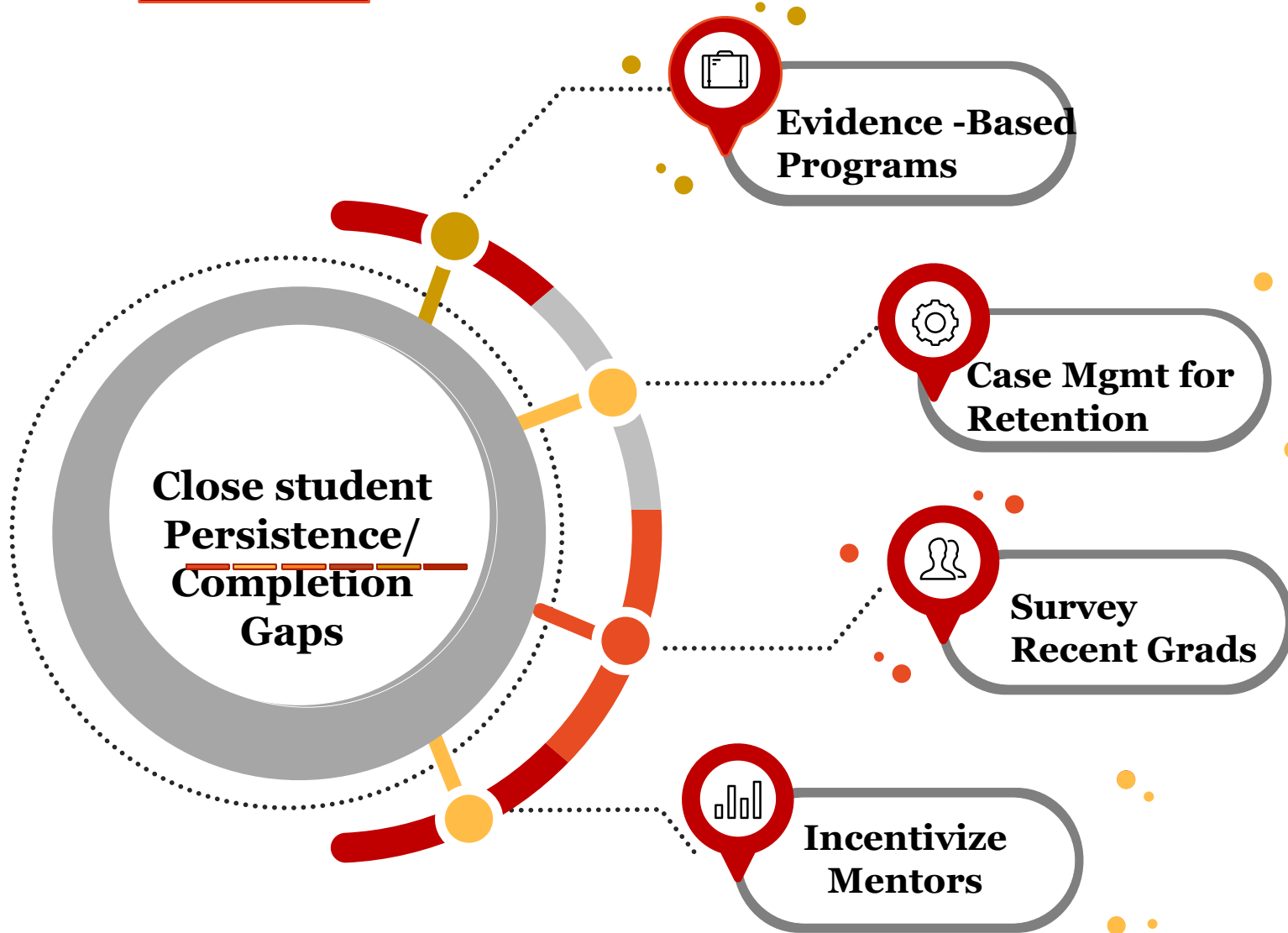
## **OBJECTIVE 4:**

**Close Student Retention/  
Persistence/Graduation Gaps**

**PLAN**



**RESULTS**



**Evidence -Based Programs**

**Case Mgmt for Retention**

**Survey Recent Grads**

**Incentivize Mentors**

**TRIO Program** expanded services:  
**93% persistence**

**\*SOAR Scholars (2021)**

**Presidential Persistence funds (2017)**

Persistence Committee (*Case management approach*)

**Peer Academic Coaches (25% increase 2020-2021)**

**Gen-Ed review/revisions pending**

**\*Supporting Opportunity, Actualization, and Realization**



## Objective 4 Work To Be Done

1

Identify barriers to graduation and implement data-informed changes

2

Use disaggregated data to decrease D/F/W rates (gateway courses)

3

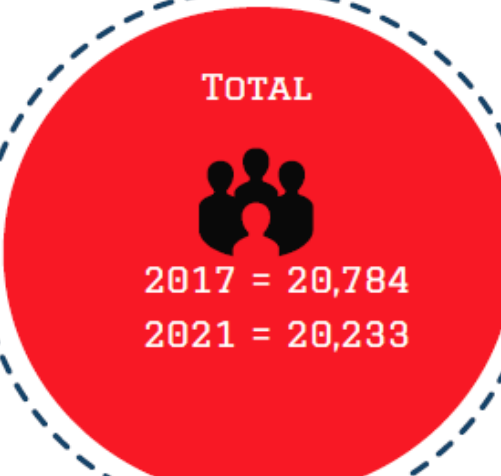
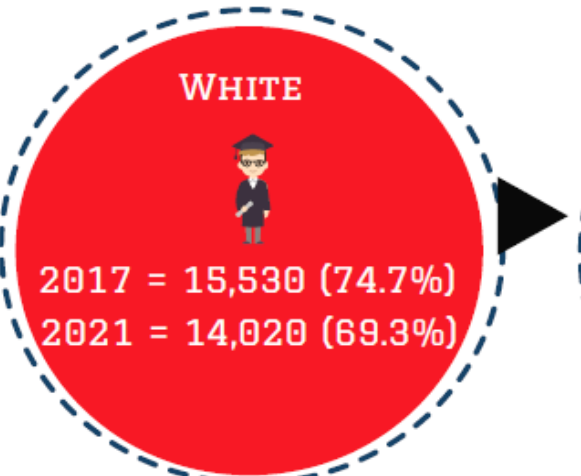
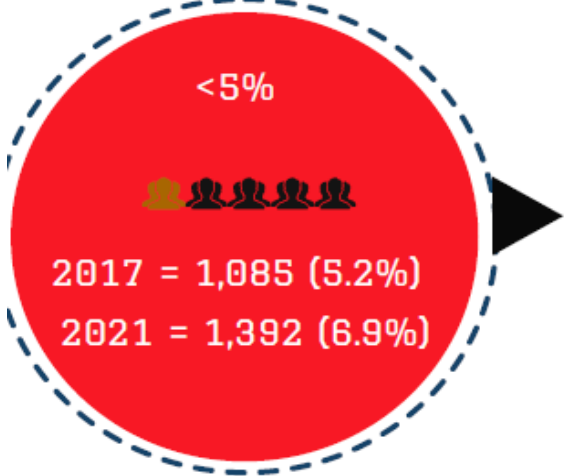
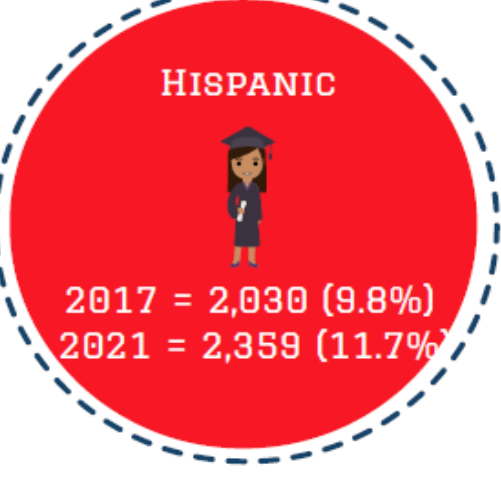
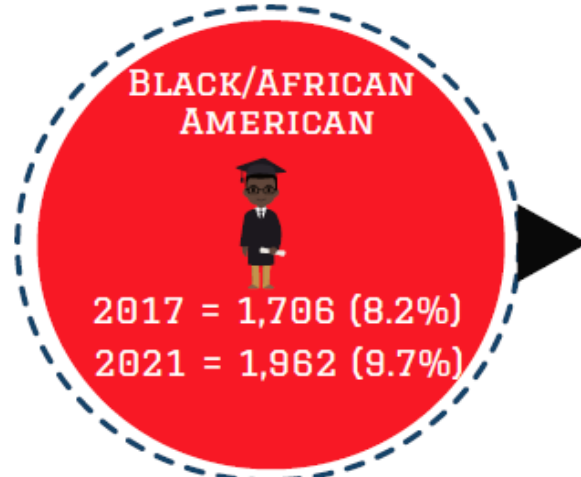
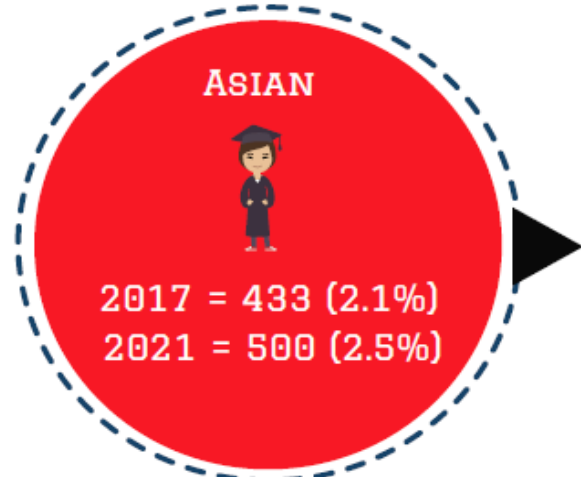
Explore best practices to enhance campus climate for diverse students, faculty, and staff

# Outcomes





# STUDENT ENROLLMENT BY RACE/ETHNICITY



## POPULATIONS

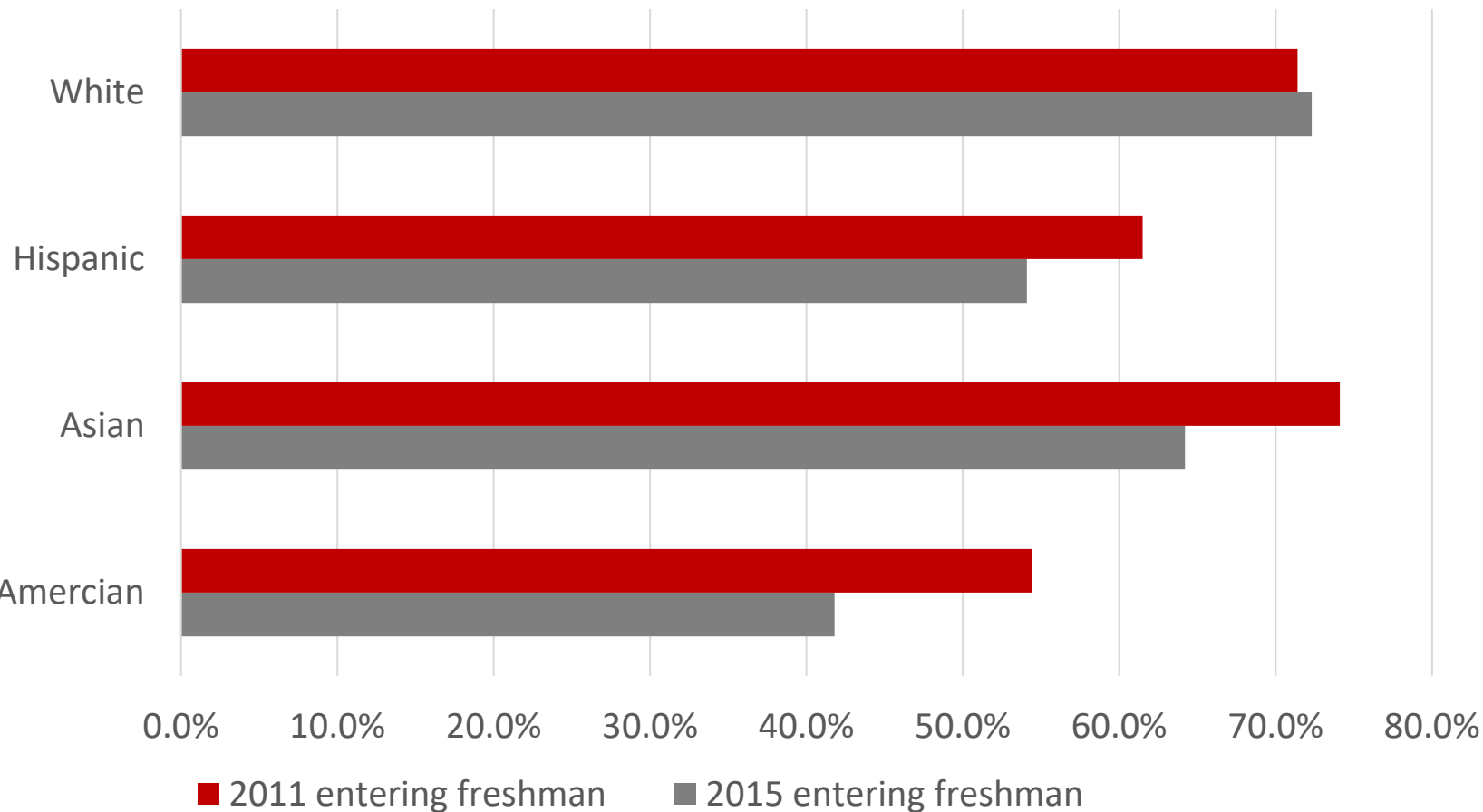
• AMERICAN INDIAN	32 (0.2%)	17 (0.1%)
• NATIVE HAWAIIAN	21 (0.1%)	9 (0.0%)
• TWO/MORE SELECTIONS EXCLUDING HISPANIC	576 (2.8%)	700 (3.5%)
• UNSPECIFIED	67 (0.3%)	109 (0.5%)
• NON-US CITIZEN	389 (1.9%)	557 (2.8%)

**INCREASED STUDENT ENROLLMENT for MOST UNDERREP. GROUPS**  
*(exception: American Indian and Native Hawaiian.*

**LARGEST INCREASE: HISPANICS,**  
*(followed by Black/African Americans)*

# College Completion Among Underrepresented Groups (2011 cohort vs. 2015 cohort)

6-year graduation rate by race/ethnicity



## American Indian



2011  
5 (62.5%)

2015  
1 (33.3%)

## Non-U.S. Citizens



2011  
6 (54.5%)

2015  
8 (61.5%)

## Two or more selections

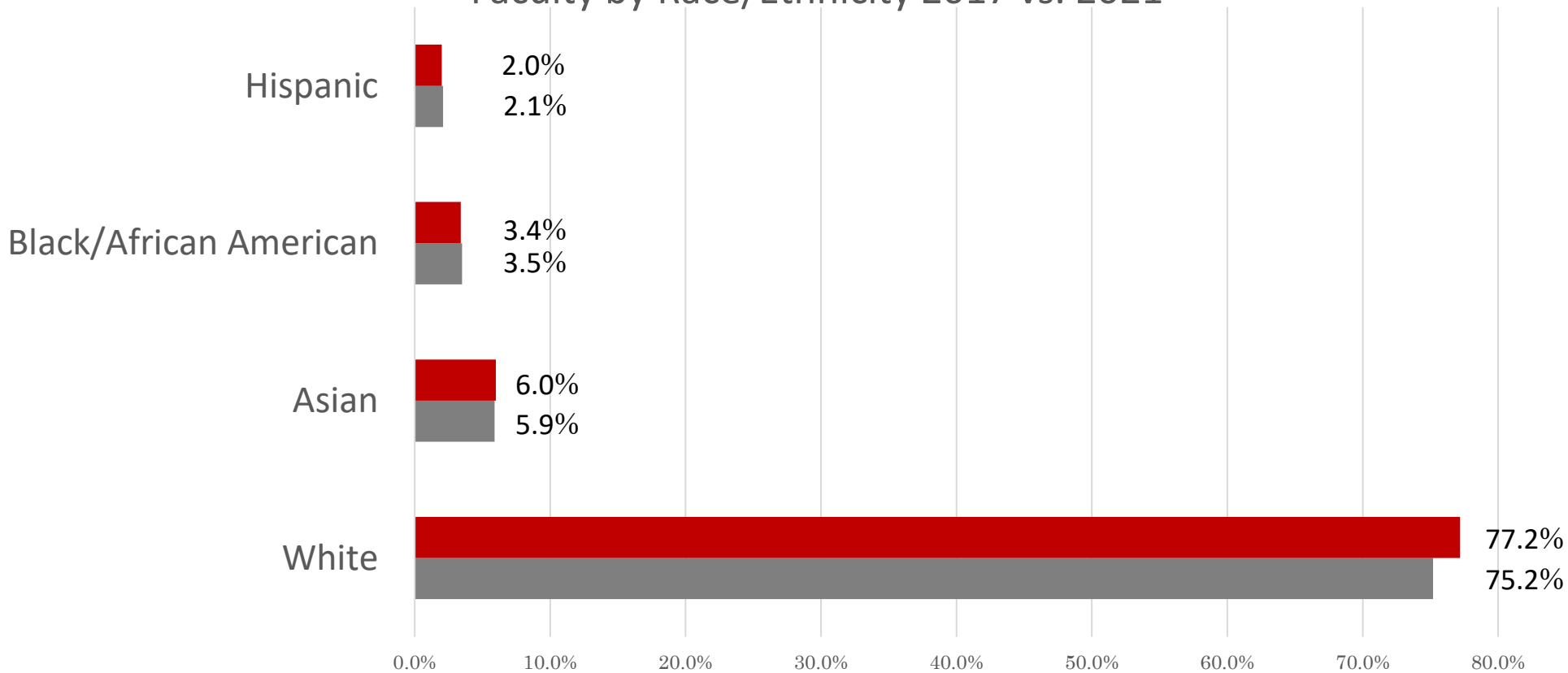


2011  
42 (54.5%)

2015  
59 (57.3%)

# Minimal Increases in URM Faculty

Faculty by Race/Ethnicity 2017 vs. 2021



Underrepresented minority (URM)

■ 2017 ■ 2021

Non-U.S. Citizen



2017

2021

25 (1.8%) | 33 (2.2%)

American Indian



2017

2021

3 (0.2%) | 1 (0.1%)

No response



2017

2021

119 (8.7%) | 149 (10.1%)

2 or more selections

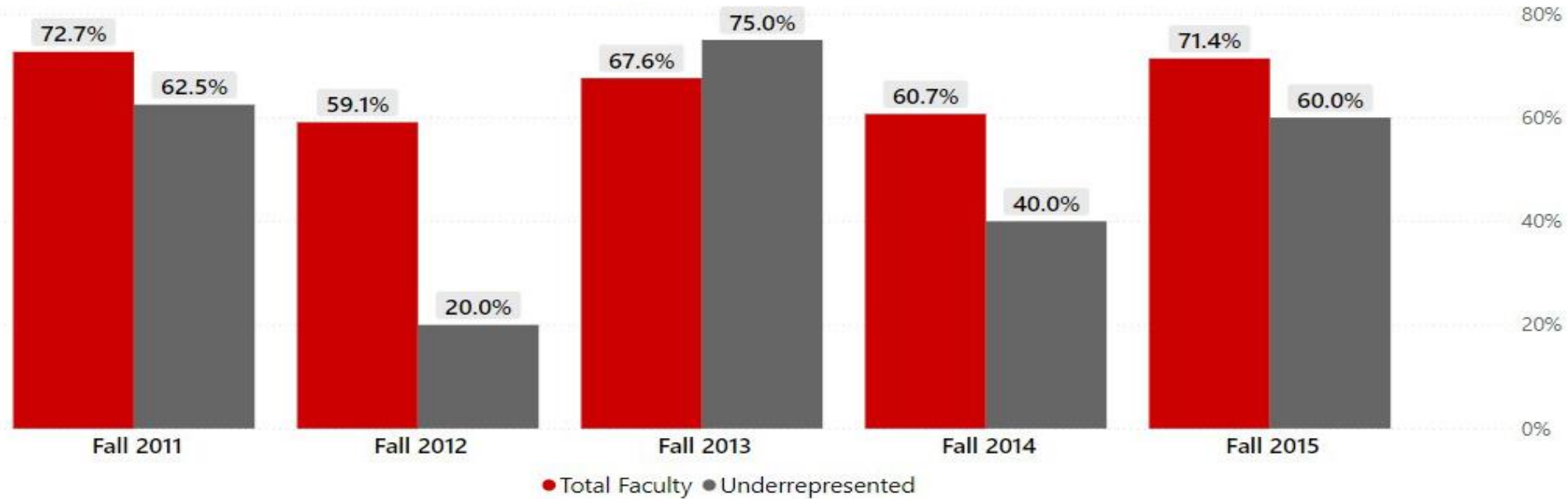


2017

2021

10 (0.7%) | 13 (0.9%)

# Lower TT Faculty Retention Among URM



TT Faculty	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>Total Faculty</b>					
Year 1	33	44	37	28	28
Year 7	24	26	25	17	20
<b>% of Retained</b>	<b>72.7%</b>	<b>59.1%</b>	<b>67.6%</b>	<b>60.7%</b>	<b>71.4%</b>
<b>Underrepresented</b>					
Year 1	8	5	4	5	5
Year 7	5	1	3	2	3
<b>% of Retained</b>	<b>62.5%</b>	<b>20.0%</b>	<b>75.0%</b>	<b>40.0%</b>	<b>60.0%</b>

Underrepresented includes American Indian or Alaskan Native, Black or African American, Asian, Hispanic, Hawaiian or Pacific Islander, Two or More Selections - Excluding Hispanic  
 Source: Illinois State University Planning, Research, and Policy Analysis

*Campus  
Environment...*

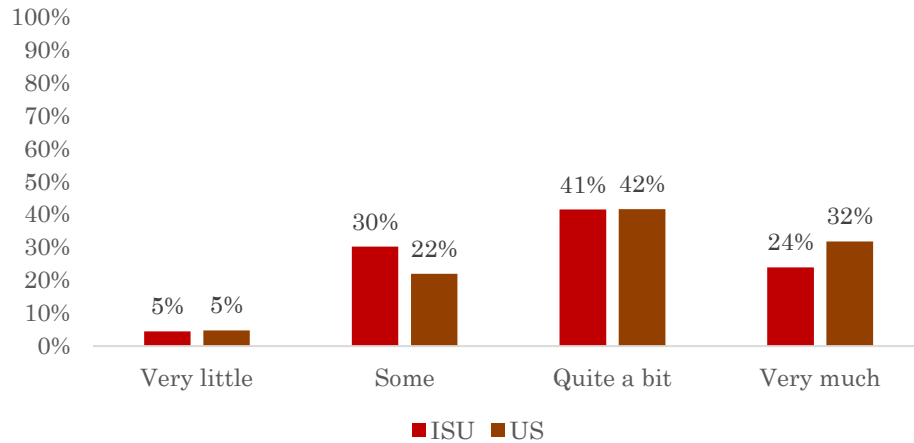
*What do  
Students Think?*



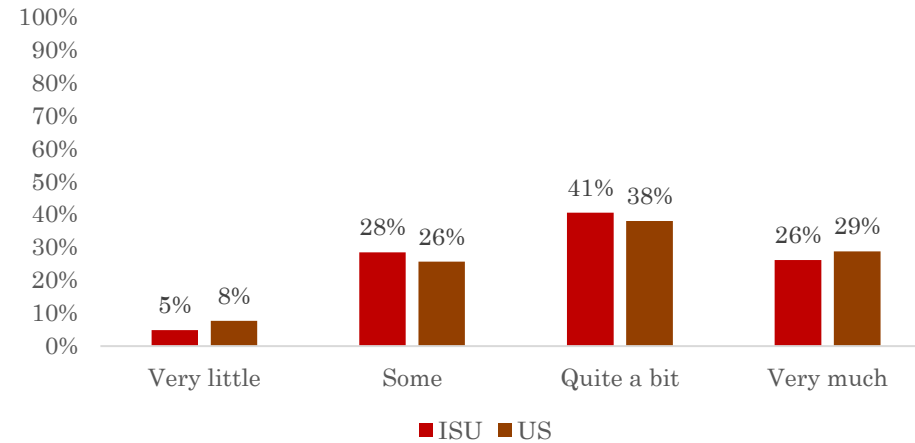
National Survey of Student Engagement (NSSE) - Illinois State University, 2020

# How much does your institution create an overall sense of community among students?

Creating an overall sense of community among students: FIRST YEAR STUDENTS



Creating an overall sense of community among students: SENIORS



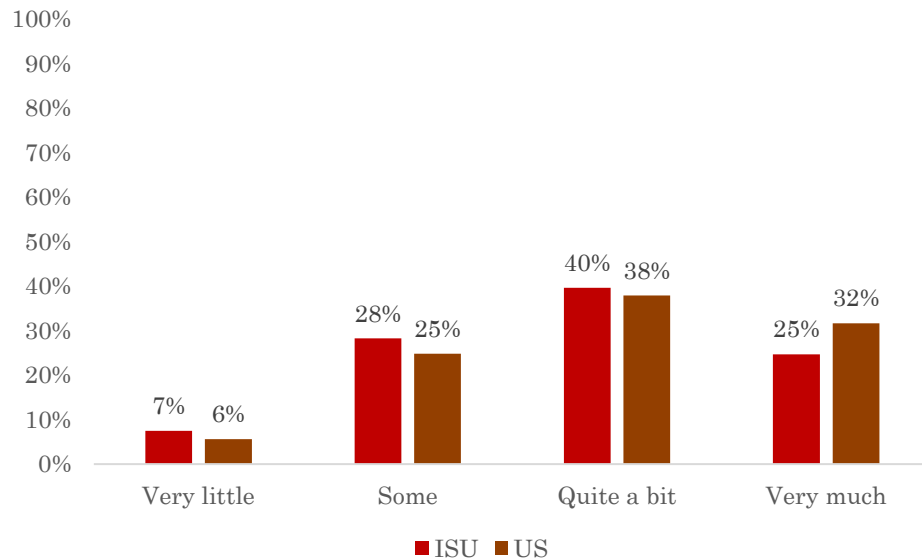
- **ISU First Year: Less sense of community than U.S. Average** (Quite a Bit/Very Much)
- **ISU Seniors: Equal sense of community than U.S. Average** (Quite a Bit/Very Much)



# How much does your institution provide a supportive environment for the following forms of diversity?

## RACE

Racial/ethnic identity: SENIORS

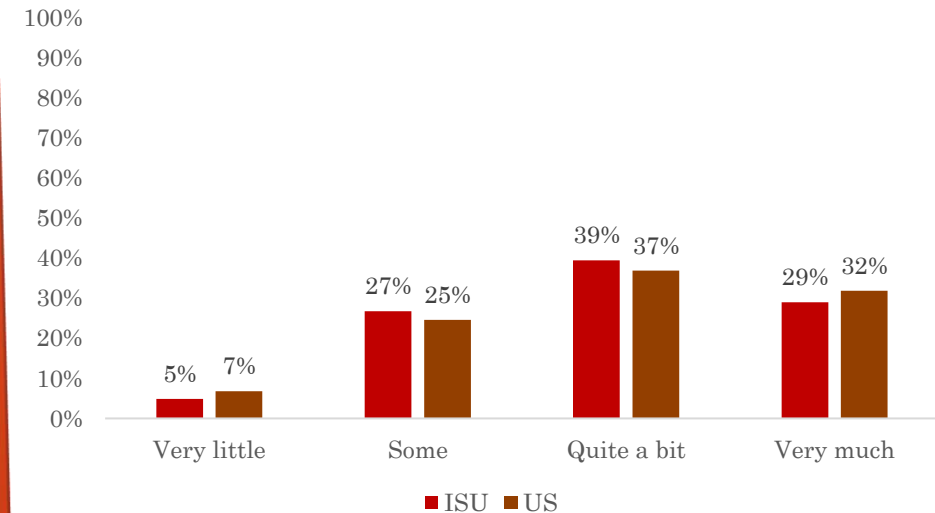


**ISU SENIORS:**  
**Gap: Race/ethnicity.**  
**Gender: Close to National Average**

**ISU: Quite a bit/Very Much 65%**  
**U.S.: Quite a bit/Very Much 70%**

## GENDER

Gender identity: SENIORS

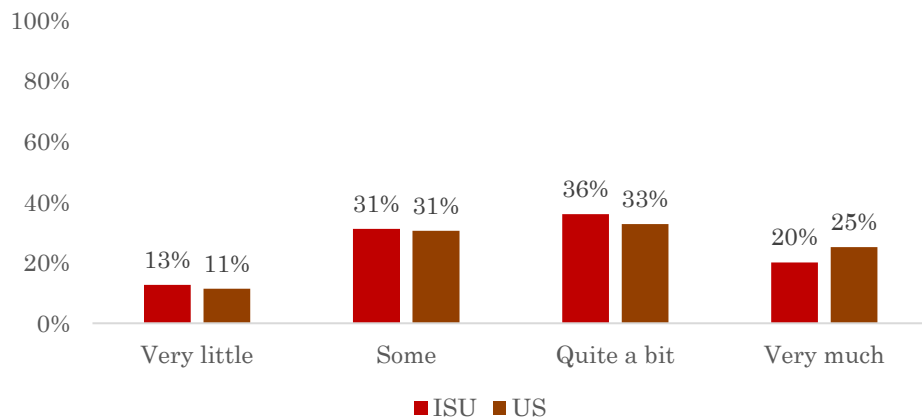


**ISU: Quite a bit/Very Much 68%**  
**U.S.: Quite a bit/Very Much 69%**

# How much does your institution provide a supportive environment for the following forms of diversity?

## ECONOMIC BACKGROUND

Economic background: SENIORS

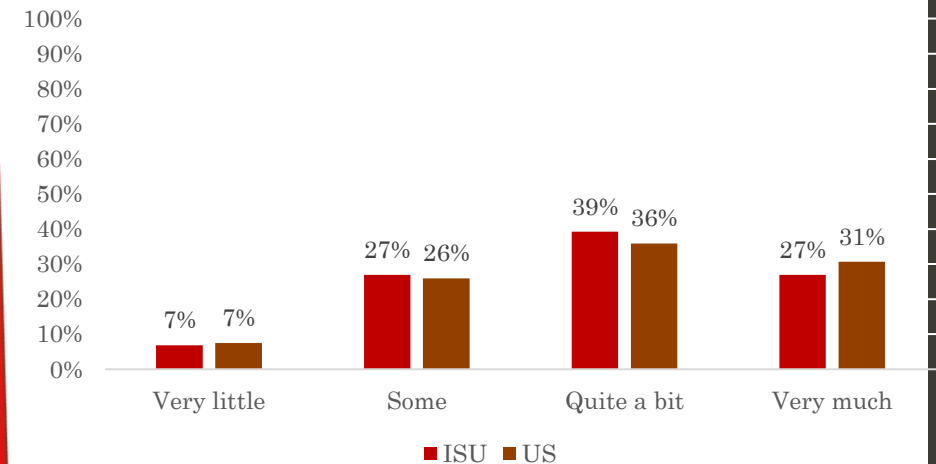


**ISU: Quite a bit/Very Much 56%**  
 U.S.: Quite a bit/Very Much 58%

**ISU SENIORS:**  
 Gap:  
 Economic  
 Background  
 Sexual  
 Orientation:  
 Close to National  
 Ave.

## SEXUAL ORIENTATION

Sexual orientation: SENIORS



**ISU: Quite a bit/Very Much 66%**  
 U.S.: Quite a bit/Very Much 67%

# Takeaways

Well-documented  
action, effort  
(2017-2021)

Need for increased  
communication of  
EDI advancements

Work to be done..  
College completion  
rate gaps

Work to be done..  
Inclusive  
hiring/retention

Follow-up climate  
assessment

Data to inform new  
strategic plan

# Thank you!



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