

Illinois State University

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Campus Climate Assessment

Office of the President

Spring 2022

(2017) Campus Climate Task Force Plan: A Five-Year Review

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CREATE
YOUR
LEGACY

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

Doris M. Houston, Ph.D.
Interim Assistant to the President for
Diversity and Inclusion



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



Inclusive Learning

OBJECTIVE 1:
Create an Inclusive Classroom/Campus Environment

Recruitment Retention

OBJECTIVE 2:
Recruit/Retain Diverse Faculty and Staff Across the Inclusion Spectrum

Affirming Spaces

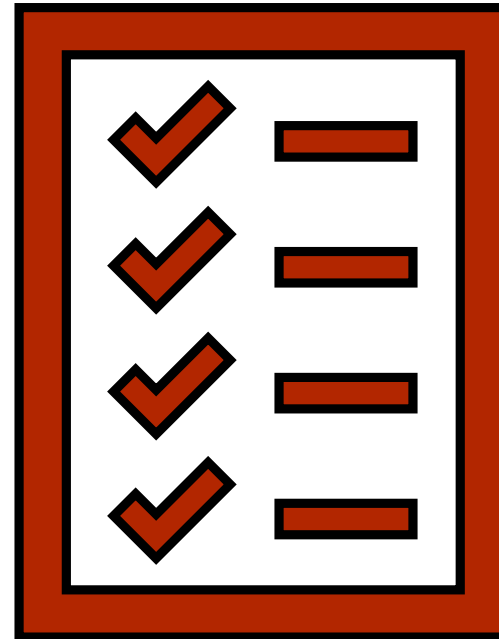
OBJECTIVE 3:
Create/Invest in Affirming Spaces

Close Gaps

OBJECTIVE 4:
Close Retention/Persistence/Graduation Gaps

RESULTS

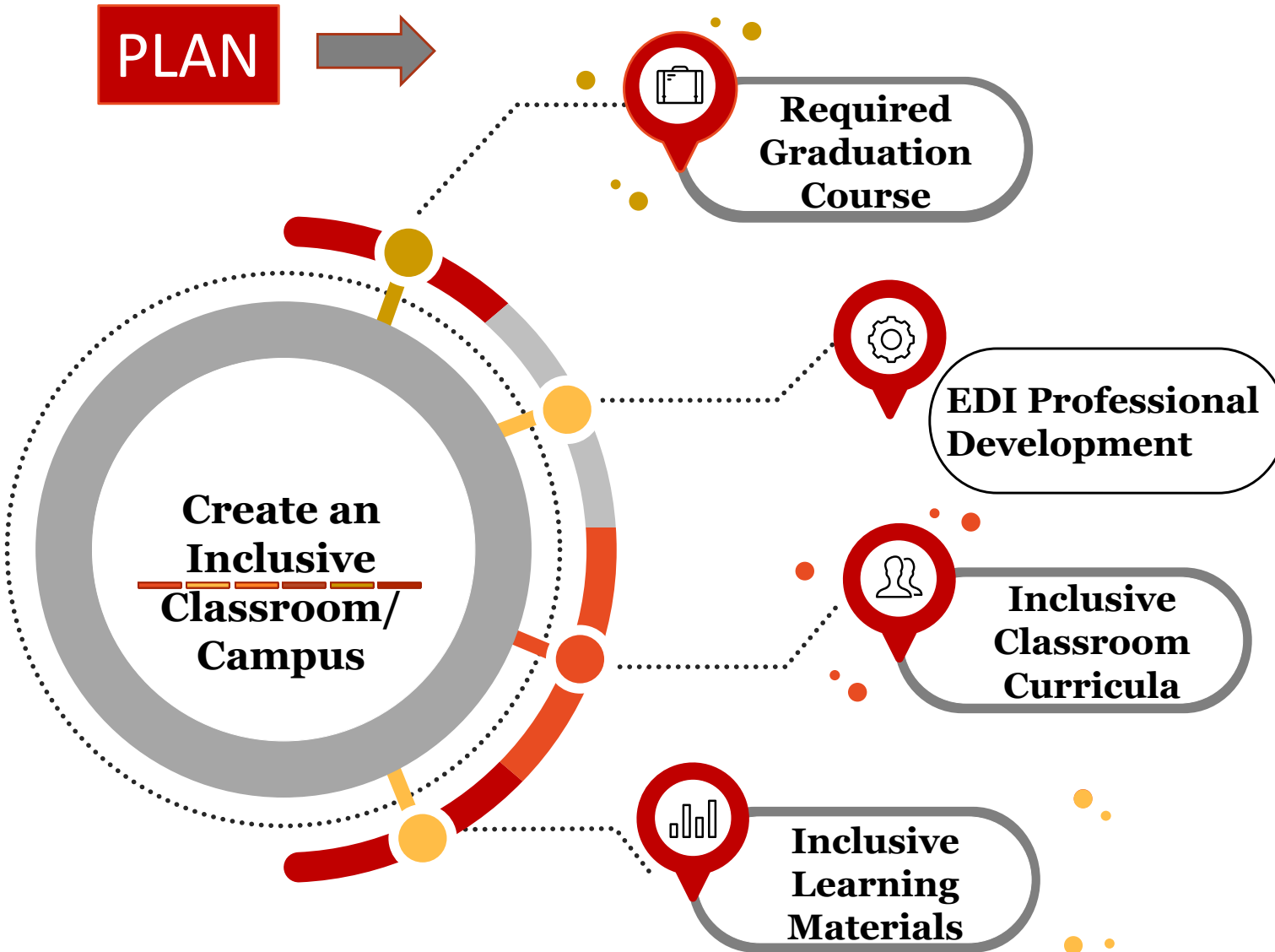
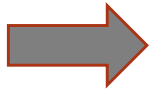
*Did We Do What We
Said We Would Do?*



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

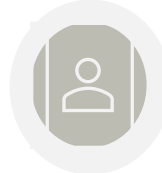
Budget for Affinity Groups Promoting EDI



\$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

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

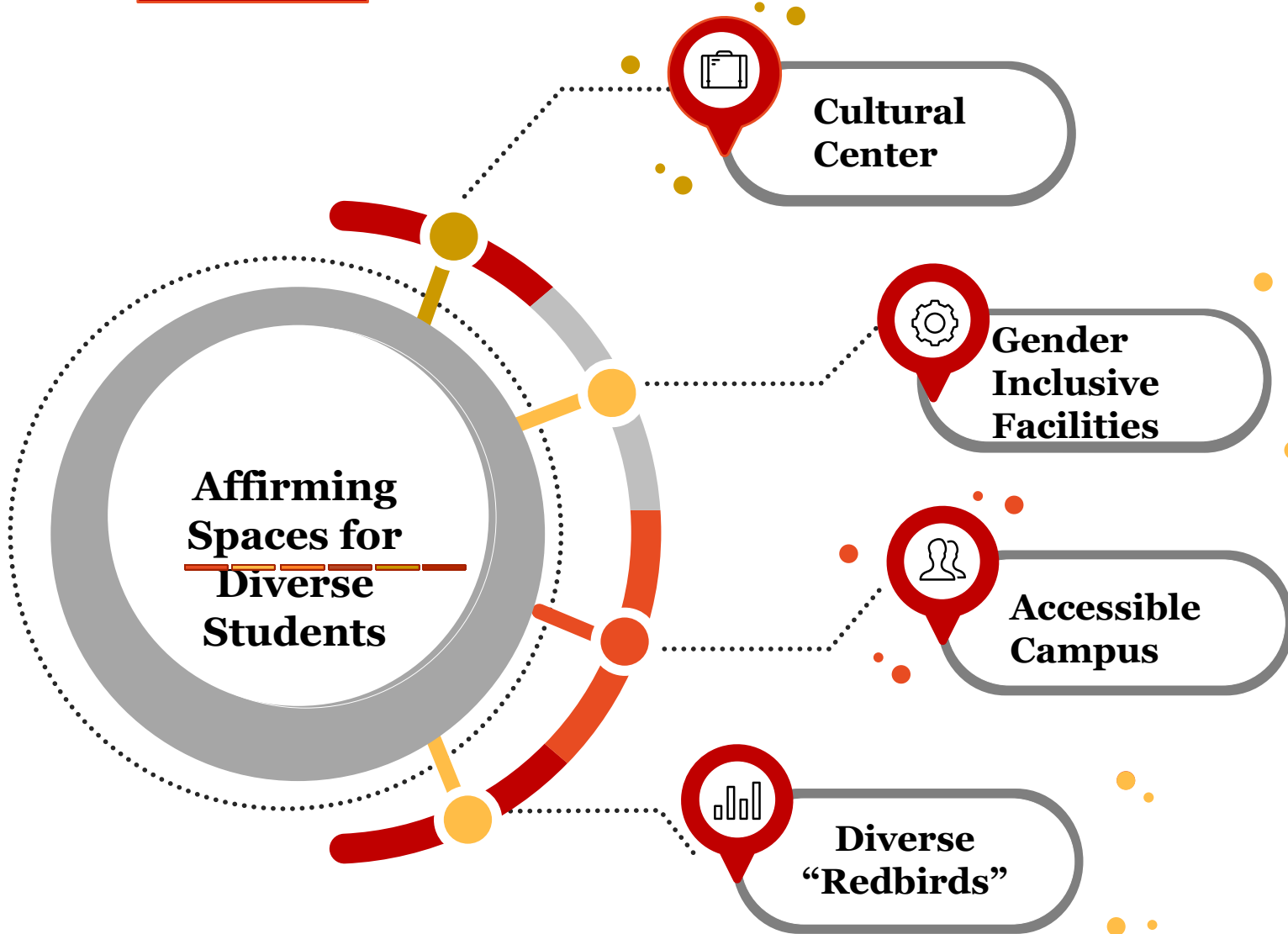
OBJECTIVE 3:

Affirming Spaces for Diverse Students

PLAN



RESULTS



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 ;
Declare campus a “Safe Space”

2

Promote/expand funding for
interdisciplinary programs

3

Survey students who graduate vs. those
who leave without degree

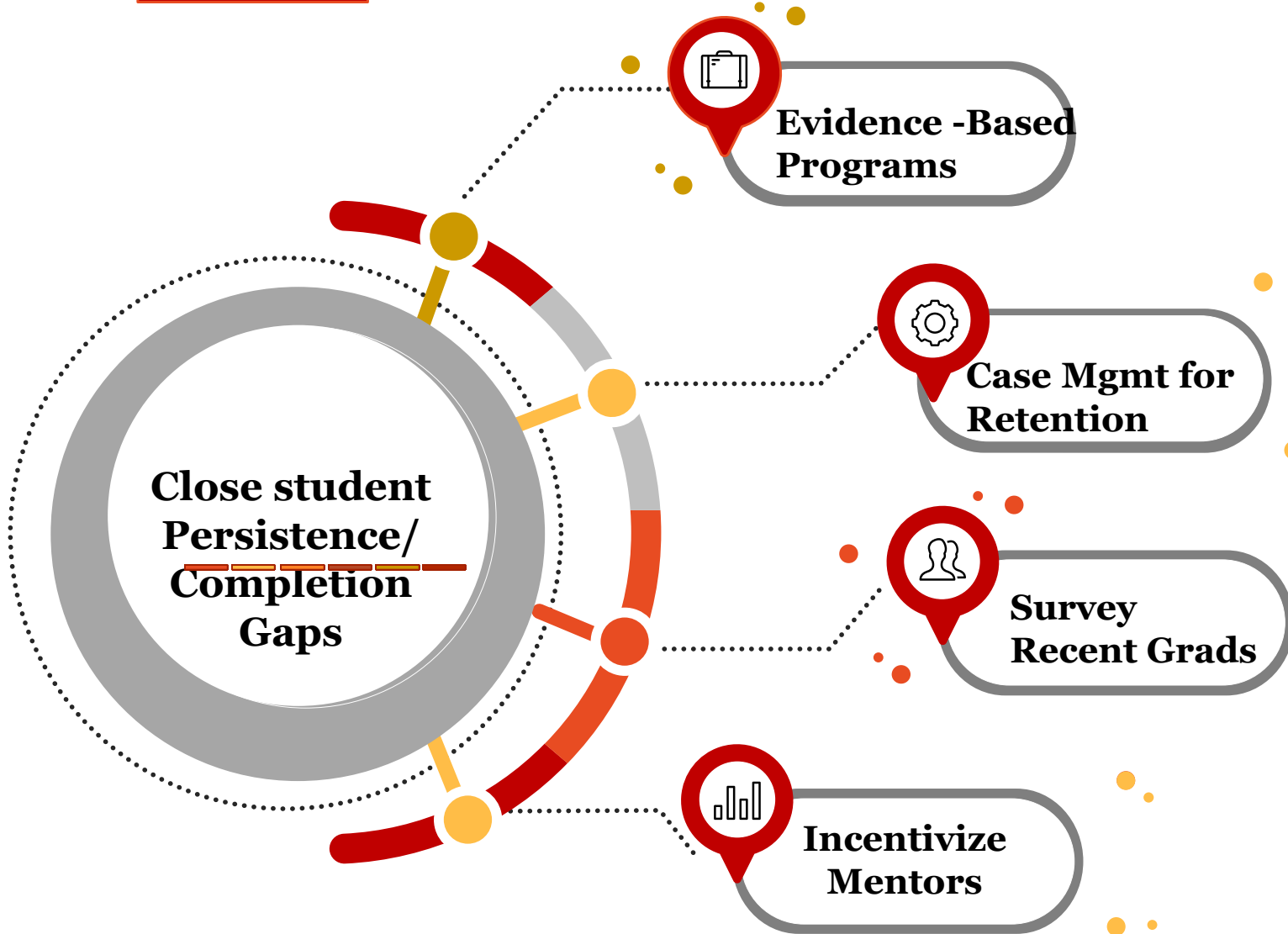
OBJECTIVE 4:

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

PLAN



RESULTS



Evidence -Based Programs

TRIO Program expanded services:
93% persistence

Case Mgmt for Retention

SOAR Scholars (2021)

Presidential Persistence funds (2017)

Survey Recent Grads

Persistence Committee (*Case management approach*)

Incentivize Mentors

Peer Academic Coaches (25% increase 2020-2021)

Gen-Ed review/revisions pending

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

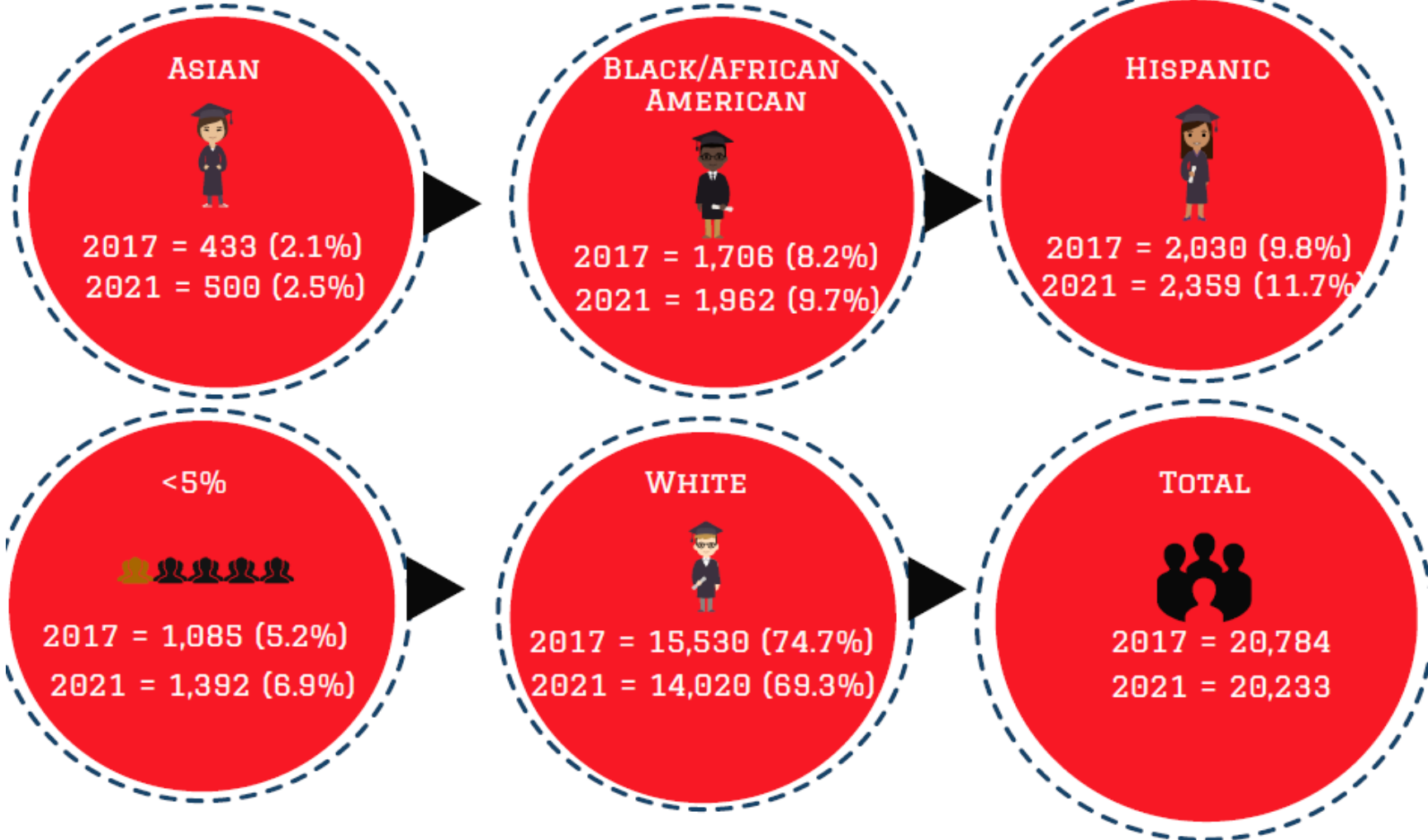
Explore best practices to enhance campus climate for diverse students, faculty, and staff

Outcomes





STUDENT ENROLLMENT BY RACE/ETHNICITY



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

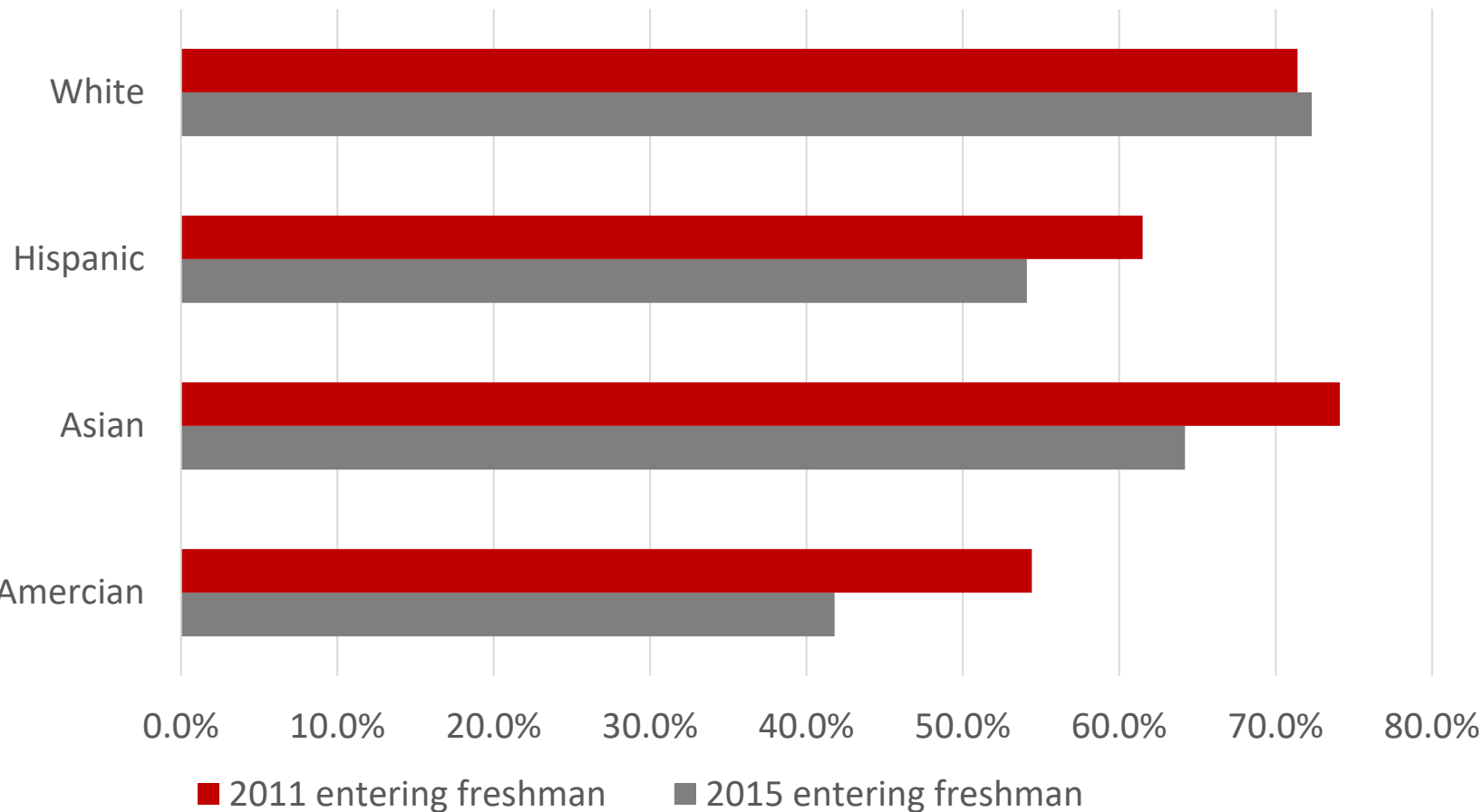
LARGEST INCREASE: HISPANICS,
(followed by Black/African Americans)

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%)

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%)

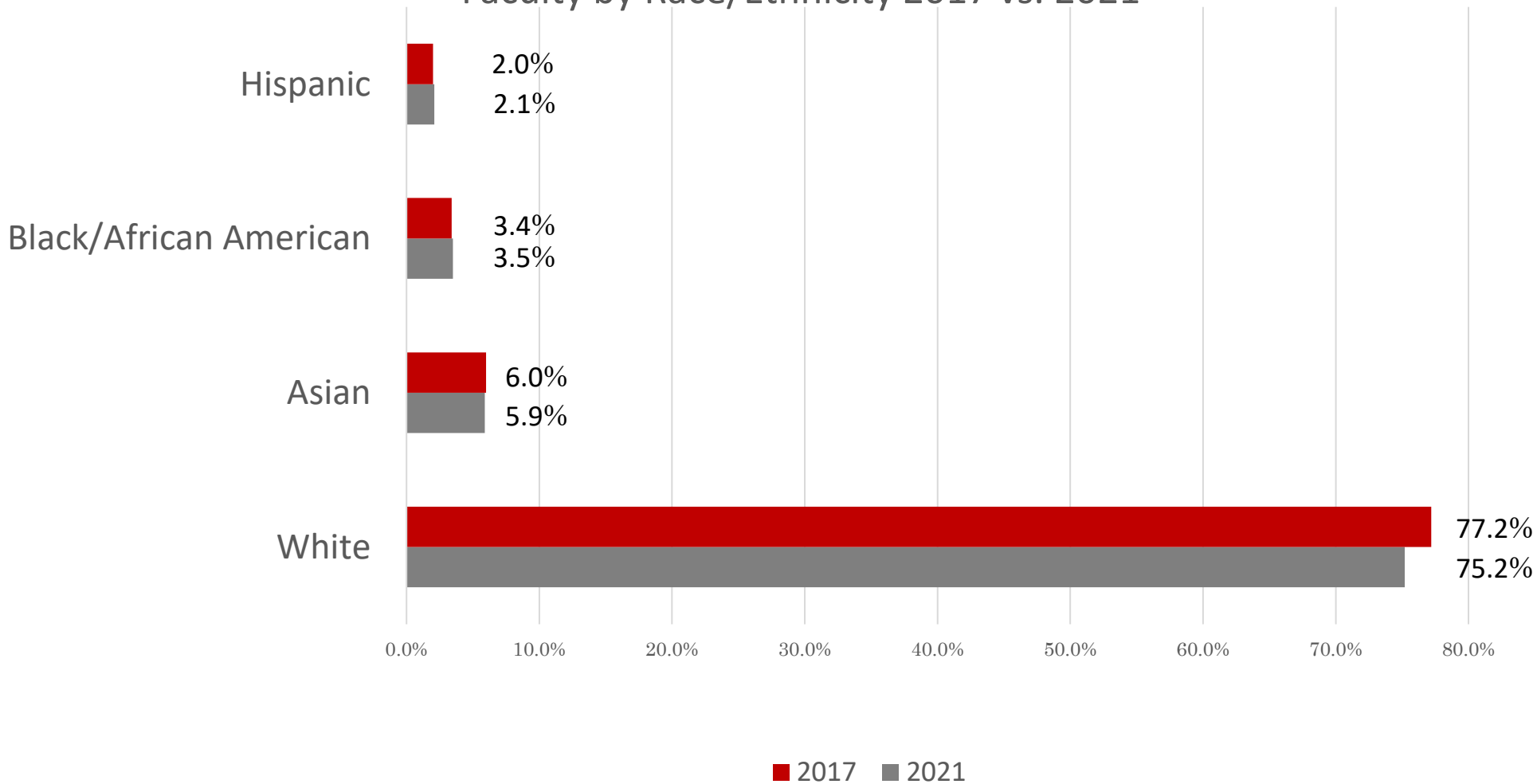
Two or more selections



2011
42 (54.5%)
2015
59 (57.3%)

Minimal Increases in URM Faculty

Faculty by Race/Ethnicity 2017 vs. 2021



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

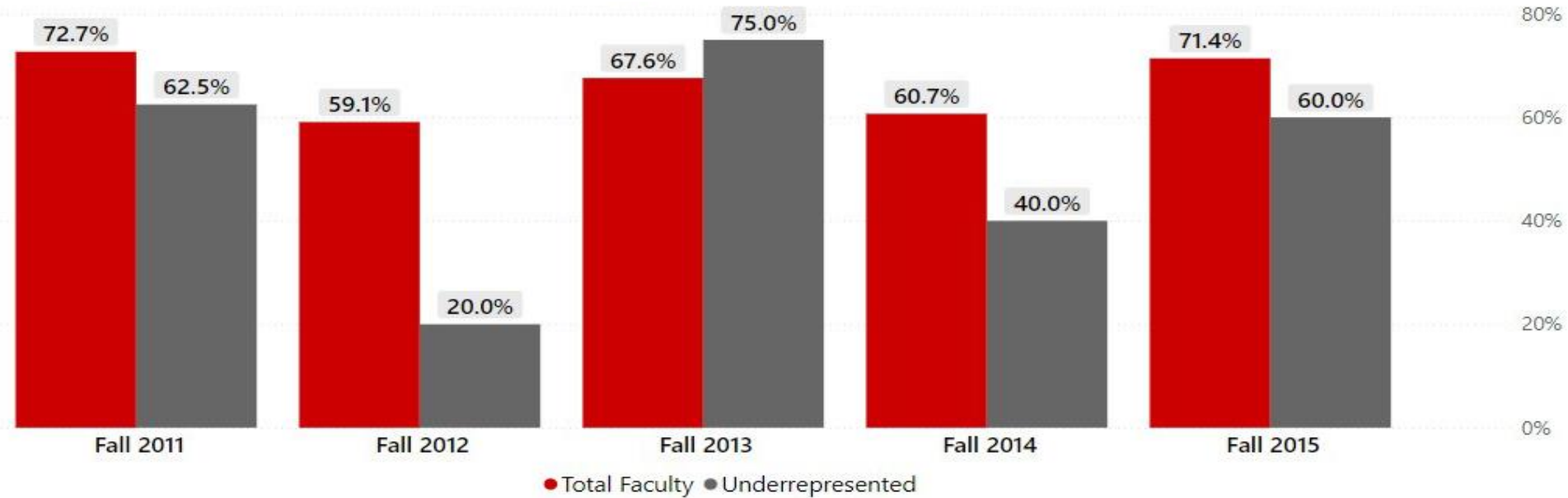


2017

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
Total Faculty					
Year 1	33	44	37	28	28
Year 7	24	26	25	17	20
% of Retained	72.7%	59.1%	67.6%	60.7%	71.4%
Underrepresented					
Year 1	8	5	4	5	5
Year 7	5	1	3	2	3
% of Retained	62.5%	20.0%	75.0%	40.0%	60.0%

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...*

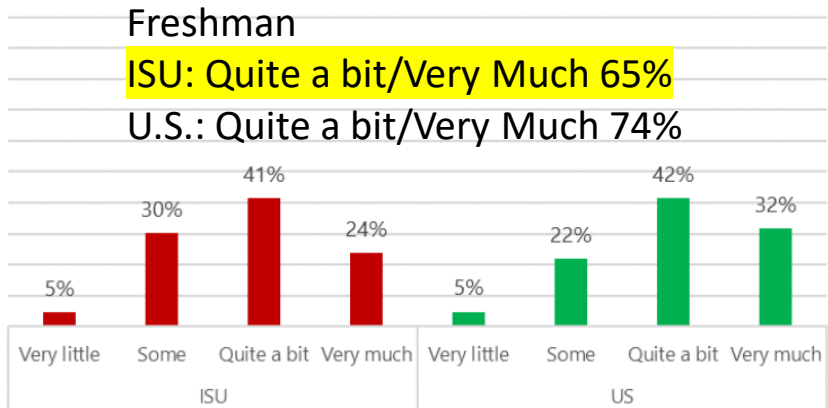
*What do
Students Think?*



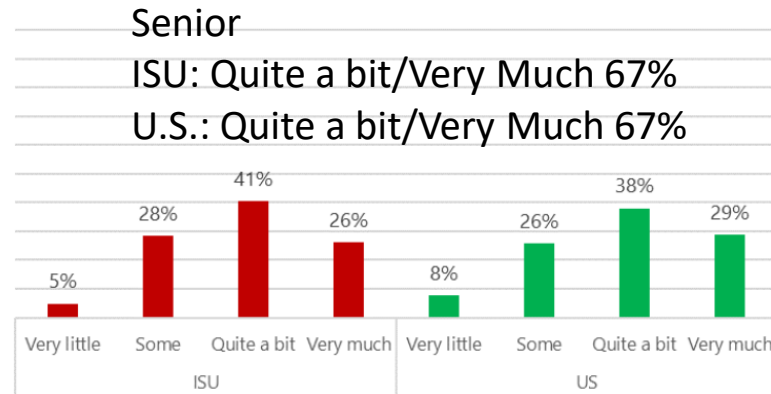
National Survey of Student Engagement (NSSE) - Illinois State University, 2020

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



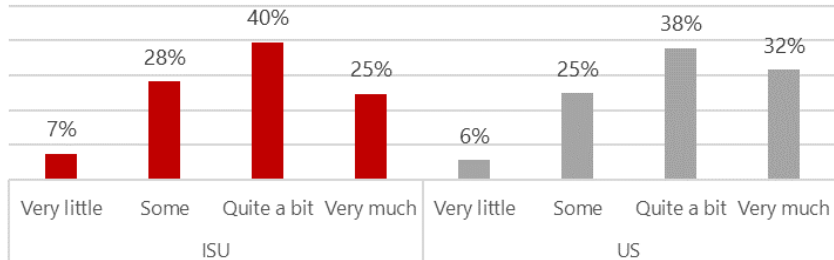
- ISU freshmen: Less sense of community than U.S. Average
- ISU seniors: Equal sense of community than U.S. Average

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

RACE

ISU: Quite a bit/Very Much 65%

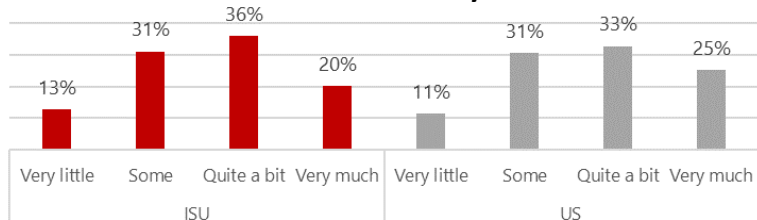
U.S.: Quite a bit/Very Much 70%



ECONOMIC BACKGROUND

ISU: Quite a bit/Very Much 56%

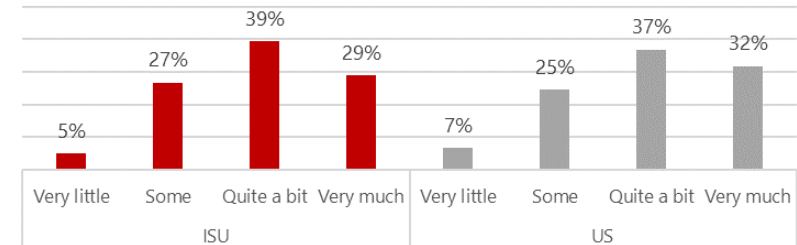
U.S.: Quite a bit/Very Much 58%



Gender

ISU: Quite a bit/Very Much 68%

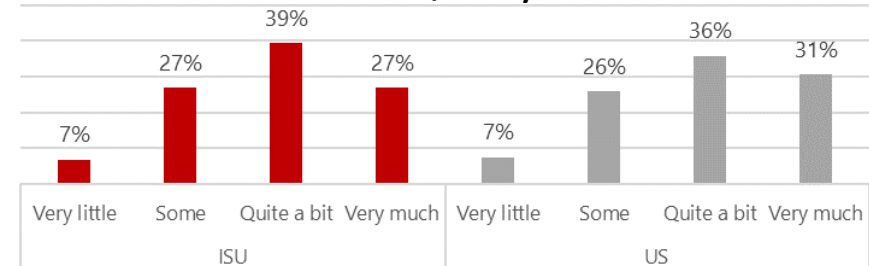
U.S.: Quite a bit/Very Much 69%



SEXUAL ORIENTATION

ISU: Quite a bit/Very Much 66%

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



ISU SENIORS:
Biggest gap in race/ethnicity.
Supportive Environment similar to national average

Source: Illinois State University, National Survey of Student Engagement (NSSE), spring 2020, University Assessment Services.

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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