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Academic Senate Minutes

Academic Senate

4-26-2022

Senate Meeting, April 26, 2023

Academic Senate
Illinois State University

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Academic Senate Orientation Minutes
Wednesday, April 26, 2022
5:30 P.M.
FOUNDERS SUITE, BONE STUDENT CENTER

5:30 p.m. Introduction to the Academic Senate for *New Senate Member*

The new members of Academic Senate enjoyed hors d'oeuvres during their orientation.

6:30 p.m. Faculty Caucus for New and Returning Faculty Senators

- Nomination of Senate Chairperson
 - Martha Horst
- Nomination of Senate Secretary
 - Tracy Mainieri
- Nomination of Executive Committee Faculty Representatives (4)
 - Craig Blum
 - Dimitrios Nikolaou
 - Angela Bonnell
 - Lea Cline

Elections will be held by Full Senate on 5/10/23

Proposed Academic Senate Meeting Agenda
Wednesday, April 26, 2023
7:15 P.M.
Old Main, Bone Student Center
approved

Call to Order

Academic Senate chairperson Martha Callison Horst called the meeting to order.

Roll Call

Academic Senate secretary Dimitrios Nikolaou called the roll and declared a quorum.

Public Comment: All speakers must sign in with the Senate Secretary prior to the start of the meeting.

(Senator Horst read the Academic Senate Bylaws information regarding public comment.)

Our first public commenter is Edcel Cintron Gonzalez of the Department of English.

Mr. Gonzalez: Good evening. Tonight, I would like to call attention to the issues that international graduate students are facing every day, namely, discrimination, poverty, and lack of legal privileges. International graduate students make up a high percentage of the Graduate School at ISU. They contribute their time, effort, research, intercultural

knowledge, and rich perspective of global issues, both as workers and as scholars. It is fair to say our school would not be the same, nor would it be as well off, without the contribution of international students. However, stories I've heard from international graduate students represent the fact that they are receiving unfair and unjust treatment at ISU. Setting aside the mental health toll which moving abroad takes on them, the microaggressions, the racism. They're framed as exotic and different rather than human. Setting all that aside, international graduate students continue to suffer the most out of any of the graduate students here. The inexcusable reasons why they suffer, discrimination. One graduate student had asked for help due to their financial hardships. They explained that no apartment will take them unless they have a social security number. Their problem is that no international student can obtain a social security number until they reside in the United States. Due to this lack of understanding on the part of residential and student housing, they were not able to obtain an apartment in the area. This forced them to stay in a hotel with their family for the first three months of their stay in the U.S. They were not able to afford this on a student worker salary. We must avoid future incidents like this. Increase protections must be instituted statewide and school-wide for international students as they are the most vulnerable among us, and they are deserving of protection. Thank you for listening.

Senator Horst: Thank you for your comments. Our next public commenter is Rebekah Mangels of the School of Communication.

Ms. Mangels: Greetings. I will be elaborating on what Edcel has said regarding international students. One other reason why international students suffer is poverty. Just look at the statistics which MIT provided, and you will see that graduate students are making a third of what it cost to live in Bloomington/Normal. And if they have children, they're making an even smaller percentage of that. So, it really does take a lot more for them to be able to survive here. This takes a toll on the mental health of international students as well as the domestic students. But what stands out about international students is they often don't receive the same federal funding that domestic students do. This combined with the cost of moving abroad puts an extra financial burden on international students. Many of my international cohorts go to the food pantry regularly in order to eat every week. The final factor causing an undo toll on international students is the lack of legal privileges. In 2020, Trump attempted to deport all international students studying remotely during the pandemic. Though that ruling through ICE was overturned, it remains a very real possibility that the U.S. government could attempt to do this again. In that case, the international students would have absolutely no say in the law, no voting power, no political power other than unionizing with other graduate workers. The union provides protections for international graduate workers, which exceeds the protection the U.S. government itself is willing to provide. Furthermore, the union protects graduate workers from workplace discrimination. For example, if an incident occurs with their employer, the union may undergo the grievance process on behalf of the international worker. However, union access remains overly limited across universities and other workplaces. Ensuring protections for the international student on our campus involves support of the union and its activities. Students, especially international students, deserve to know about their union and have access to all of the information pertinent to their legal rights. In summation, we

have established that international students on our campus experience more discrimination, poverty, and levels of vulnerability than do domestic students. I hope you, the Board, will take heed and have compassion, enough to take action. Thank you.

Senator Horst: Thank you very much. Our final speaker is this evening is Steven Lazaroff of the Department of English.

Mr. Lazaroff: As you might have heard, student elections happened. I know among this student milieu the answer will be quite a bit more affirmative than the general student body. Most people do not know, and we reflexively say students don't care about Student Government, but it's because they do not know it exists and its function in ISU's shared governance in our everyday lives. They do not know there are debates or even that there are elections until the days of the election. The Vidette, the student newspaper, did not cover the election except on the day they began, on the first day of voting, and then on the announcement of results. I ran for Student Trustee and got 40.8% of the vote. The most successful loss of my life. Thank you to all 500+ of us, some of you in this room maybe, who came together to say ISU is not a democracy. That the Board of Trustees is untransparent and unaccountable. That we deserve democratic governing body composed of students, faculty, and staff. The people who actually know how ISU works. 41,826 steps, 16 hours, and hundreds of conversations. I'm so unbelievably proud of the campaign that we ran. Fights for self determination and democracy against establishment incumbents almost always takes multiple pushes in order to build the base out of people who don't believe that democracy at ISU is possible. Out of people who know though that the word accountability is meaningless without transparency. Do we know why the Board fired President Kinzy? We do not know. But people who have nothing to hide do not sign non-disclosure agreements shielding themselves from accountability against the wellbeing and flourishing of all of us and the beautiful campus we make together. The hundreds of votes I've gotten are votes for me because they met me, talked to me, and believe in building a democratic ISU. Our work continues as it always does. But we won big time. So many of us came out and said a democratic ISU is not too radical for them. If you are someone in this room who believes ISU should be a democracy, come up to me on the Quad or in the coming months because we can do it. We can make ISU a democracy.

Presentation: Recruitment and Retention of Underrepresented Students (Associate Vice President for Enrollment Management Jana Albrecht, Associate Vice President for Undergraduate Education Amy Hurd, and Associate Vice President for Student Affairs Danielle Miller-Schuster)

Presentation in Appendix I.

There were no questions or comments on the presentation.

Approval of the Academic Senate minutes of March 29, 2023.

Motion by Senator Cline, seconded by Senator Larson, to approve the minutes. The motion was unanimously approved.

Chairperson's Remarks

Senator Horst: Good evening, everyone. I would like to start my remarks by congratulating all of our graduating seniors, including outgoing Student Body President Patrick Walsh. I wish you all the best as you begin the next phase of your life, and I hope that you will all come back and visit Illinois State in the future. Congratulations, also, to our newly elected Student Government Association officers and senators.

I wish to thank all senators for whom this is their last Academic Senate meeting. Thank you for your service and dedication to this body.

We did great work this year. If we include items on tonight's agenda, we will have reviewed and passed thirty policies, two reports, two external bylaws, and the Academic Senate bylaws. The Faculty Caucus completed a revision of the ASPT Appendix II. We passed a proposal to make a new School of Creative Technology. We reorganized the internal committees of the Senate and created a University Policy Committee and a Student Caucus of the Student Government Association. We did a lot.

The primary duty of the Senate is to review policies in the academic area, broadly conceived. An equally important function of the Senate is to serve as a means of communication between the administration and the university community. Through this communication, we can all understand the perspectives of one another. Through this dialogue, we build trust. Communication doesn't mean tearing each other down. It means listening to one another and respecting each other's viewpoints.

So, with that in mind, I would like to share some of thoughts and concerns from University community members regarding the recent resignation of Kyle Brennan.

University employee Holly Sanford emailed the following statement to the Senate to be read into the record: "The investigative journalism that uncovered evidence of wrongdoing (enormous and inappropriate spending) by Athletic Director Kyle Brennan must not be ignored. Even though he has resigned, it is the responsibility of this university to continue the investigation and make public the outcomes, including any obligations for Mr. Brennan and his participating assistant to pay back financial losses.

Obviously, a culture in donor scouting or athletics, or both, already existed for Mr. Brennan to act how the evidence suggests. If the University chooses not to continue investigating and make public the way in which Mr. Brennan and his assistant are held accountable, then it would seem complicit participants in a culture of lavish, irresponsible, and inappropriate behavior."

Former Academic Senate Chairperson Lane Crothers and I have discussed this situation at length. He wrote the following statement to the Senate, which I support:

"For purposes of this note, I will address only two of my concerns about the Athletics Department. First, it seems clear to me that the Department has suffered from a profound failure of leadership at multiple levels for a long time. By this I mean more than just a complaint that Director Brennan was wrong to have spent over \$20,000 on a donor trip to the Big 10 Championship game in December 2021. For this error was not his alone. After

all, it is surely the case that former President Kinzy knew of this trip – and she, just a few months after Brennan led the trip to Indianapolis, rewarded Director Brennan with a contract extension and a pay raise. Meanwhile, published reporting indicates that staff in University Advancement questioned some of the expenses charged against the Department’s travel accounts, meaning that, at the least, an Advancement staff person knew of the trip – and that Vice President Vickerman probably knew as well.

Accordingly, it seems likely that there was widespread knowledge about this trip across the Department and among senior University administrators. Yet there has been no accountability on this matter since WGLT’s original report was published. Instead, the University community has been saturated with bland messaging about how the Department’s leadership has changed, about how the new people will do better, and about how the university community should now “trust us.”

But this isn’t how restoring trust works. After all, it is clear that had WGLT not investigated this issue and published its report, Kyle Brennan would almost certainly still be Director of Athletics. We’d also still be on the hook for the money to build the indoor practice facility that Aaron Rossi (the donor involved in the trip) pledged but that we will almost certainly never get because Rossi is now facing criminal fraud charges. And, of course, other issues raised in WGLT’s reporting about the department’s culture and management would likely never have been addressed.

These are profound, systemic failures of leadership. Changing personnel is certainly one step to restoring abused trust – but it’s not enough. Trust has to be earned. It cannot be assumed. Restoring trust once it has been abused requires substantial effort to fix the errors that led to the breach. Right now, the administration seems to be insisting that it is owed trust. It isn’t.

As a result, there is no reason for the university community to trust either the Athletics Department or senior university administrators as stewards of our resources, culture, or community. The whole university needs to be held accountable for the choices that led to this problem, regardless of who approved them or why they were allowed to happen.

My second concern follows from my first: my sense that shared governance in relation to Athletics has declined in recent years. As a member of the Athletics Council until last March, when I resigned, I found the meetings to be little more than opportunities for people – as many as 18 presentations in an hour – to talk about what they were doing but leaving little time or providing little context for asking questions, engaging in thoughtful discussions, or other ordinary activities associated with shared governance. Similarly, I do not recall serious discussions about setting department priorities or reviewing department budget requests. Instead, substantive questions were frowned upon; for example, when I asked a question about financing the indoor practice facility with donations (a question grounded on my knowledge that promised funds for the Kaufman Football Building were never donated after the family had a falling out with ISU after the building was constructed), my question was met with a response commenting that the sweater I was wearing was similar in color to North Dakota State’s colors. Likewise, when the university

administration recently insisted that it needed a student fee increase for Athletics because of travel related to the increased size of the Missouri Valley Conference, it never provided a detailed budget linking the fee request to travel or other student-athlete needs. (Meanwhile, construction on the indoor practice facility continued.)

For these reasons, among others, I believe there has been systemic failure of leadership across Illinois State University in relation to the Athletics Department. This is NOT just a failure of the Athletic Director and his senior staff who chose to abuse the University's money. Rather, those who knew about these issues and either did not care or actively supported them are equally responsible for this problem. In this context, former President Kinzy's decision to reward Director Brennan with a contract extension and a pay raise demonstrates that, far from being troubled by the issues I've discussed, the university's administration was comfortable and supportive of the way he led the Athletics Department. This is a systemic failure.

Sunlight, they say, is the best disinfectant. It is time to hold Athletics and the University administration up to the sun's light and restore the program to its place as a shining reflection of what is the best of Illinois State University."

As Chair of the Senate, I would like to add the following to Dr. Crothers' remark that Athletics never provided a detailed budget to the Athletics Council for the proposed fee increase. This year, the current Administrative Affairs and Budget Committee requested a more detailed budget from Athletics, but also never received one.

This final statement is from Kyle Ciani who says she wishes to thank Dr. Horst for reading it tonight:

"I submit my statement as a Full Professor in the department of History and Core Faculty in the Women's, Gender, & Sexuality Studies program, who daily teaches students from across campus (including student athletes) due to our department's critical role in the general education curriculum. I have served on committees across campus at the University, College, and Departmental level, and have advised RSO's, including my current advisor role for Women's History Club. Also pertinent to tonight's discussion, is my service in administrative roles as acting chair of History and acting director of WGSS, so I know how hiring, budget, and donor development works. Managing budget in these College of Arts & Sciences units is critical because our budgets are tiny, but most importantly, no one would ever consider spending thousands of dollars for recruiting personnel or donors. The \$23,000 inappropriately and unethically spent by the Athletics Dept. could have supported several types of academic resources that remain underfunded. Here are some examples: research assistance for faculty to travel to their archives or to present their findings at conferences, publishing support for paying copyright or photographic fees, support to fund graduate students with assistantships and research grants, funds to bring students to archives, museums, and historical sites so they can develop their research skills. And I'm tired of hearing that these are different pots of money – I know how the budget works – but it is important for Athletics and Donor Relations to understand how OUR pots of money have been regularly emptied over the last several years. Apparently, for Athletics and Donor Relations ISU's motto, "gladly we learn and teach" includes attending non-ISU

athletic events, lavish transport and meals, and hours at a strip club. The audacity of athletics staff expecting reimbursement for these items is beyond the pale. Which indicates to me a pattern: they knew they could submit their receipts for anything and be reimbursed for their nonsense. So, I want to know what mechanisms are now in place to prevent this from happening in the future because I do not trust the process that is allowed for the “other pot of money” people.”

As Senate Chair, I intend to forward these statements and any other signed or unsigned statements that community members wish to share to the administration and to the Board of Trustees. I ask the administration to update the Academic Senate at the beginning of next semester regarding how they have addressed the concerns raised this evening.

[Additional Comments received post-meeting]

Senator Michael Torry:

Interim President Tarhule, Ath. Director Beggs and Senate Chair Horst,

In interest of time, I was not afforded time to make my comment regarding The Ath. Dept. at the Senate meeting on 4/26/2023. In this regard, I have this comment:

The debacle in the Athletic Dept Administration will affect the 450 student athletes. At the 4/26/2023 Senate meeting we heard from ISU Faculty and student body representatives about their concerns and general dismay. These 450 Athletes will also hear rumors in hallways and locker rooms. They may hear opinions from coaches and even faculty. These students may also have to hear the views of their parents, grandparents, local fans and hometown followers alike on this issue.

These 450 student-athletes wear the ISU uniform.

In many ways they are more of the ‘face of the University’ than the President of the University. That uniform that they put on needs to, in their minds, maintain the pride by which it was earned and what it represents in its entirety. I ask that Drs. Beggs and Tarhule take this into consideration. I suggest a meeting between Drs. Beggs and Tarhule with these 450 students so that they can hear directly from THE LEADERS that their concerns are being heard and what their future as Student Athletes will be like. I strongly suggest that this meeting be independent of their respective coaches. The presence of coaches WILL provide an unwelcomed barrier to the student-athlete’s freedom of expression in such meeting.

Thank you for hearing my comment and considering this suggestion,

Academic Senator, Mike Torry]

Horst: I thank Dr. Beggs (and VP Vickerman) for coming this evening to hear from the University community. I have much more to say, but I hope to give others a chance to speak directly to the administration. I hope this evening we can begin to have an honest dialogue about this event and find ways to begin to rebuild trust between us. But first, I

wish to turn it over to Student Body President Patrick Walsh for his final Academic Senate address.

Student Body President's Remarks

Senator Walsh: Hello, all. I hope you are all having a great Wednesday, as always. Recently, SGA concluded their election for the 2023-2024 association. Additionally, this past Sunday, I swore in this association. However, the now former association, as you can tell, is here for our final meeting. First, I would like to offer some highlights of what this association was able to accomplish. First of all, this association was able to assist in bringing more mental health awareness for our campus community. Throughout this term, we were able to allocate more student funds to pay for more counselors at our Student Counseling Services, as well as host a mental health speaker last semester on how students will be able to handle stress that they experience daily. Additionally, many in our association began work toward advocating for improved renters' rights in the Town of Normal by trying to institute a 24-hour notice policy. This association also assisted in improving campus life initiatives through the distribution of Test My Drink cards to the student body, the implementation of a new bicycle repair station, bringing iced coffee machines to the dining halls, and more. I'm very grateful for this association and all the members within it for what we were able to accomplish this past year to help improve our campus community.

Next, I have a few more people I would like to offer my sincere gratitude toward that sit around me. First, Chairperson Horst, thank you for your commitment to shared governance between faculty and students here at ISU. I appreciate your willingness to work along side us and remain informed on the serious issues that surround our campus community.

Next, I have two thank yous to Cera and Dimitrios. Cera, thank you for always ensuring I and everyone else are informed of the necessary information we need to do our jobs. Additionally, thank you for always sending me a follow up email after I would sometimes forget to respond to the first. It was very appreciated. Dimitrios, I have appreciated working with you and admire your incredible eye for detail. I'll be sure to have you proofread any future documents of mine.

Next, I would like to thank our wonderful Interim President Tarhule. Mr. President, I have always admired your willingness to genuinely work with the students, as well as your fantastic hat collection. The care you take ensuring I had always felt heard and any concerns I brought to you is something I will always cherish. You took on your new interim position when our whole campus community needed you most and you have carried out your duties with the utmost of care.

Next, I'd like to thank our Acting Provost Yazedjian. You have been a joy to get to know and work with, even if it was for a limited time, despite us only recently realizing that we had met years ago when I was in high school, while I was attending one of my older sister's award ceremonies here. I look forward to seeing how well you continue to do in your new position.

To follow, I must offer much thanks to Mr. L.J. himself. L.J., I never thought I'd find another person who loves doing a thumbs up in all their photos as much as I do. Thank you for always being willing to lend an ear, offer advice, and show up and out for our student body.

My next thank you is owed to Mr. Dan Stephens. Thank you for your advice, friendship, and willingness to help me get connect with my now future employers. One of the funniest guys to have a conversation about tennis with, and also one of the most intelligent, too.

Next, I would like to thank everyone else who is sitting around me who is so passionately represents this governing body. Even if I hadn't had the privilege of getting to know all of you personally, it has been a pleasure serving with you, nonetheless.

Finally, I would like to thank the 20,000 students who I had the privilege to serve. Being Student Body President has been the highlight of my college career-- filled with memories I will cherish for a long time. After my graduate this May, I will be starting my position within the Ascend Program at Commerce Bank where I'm eager to continue toward my goal of a career in commercial lending. Thank you, again, to Dan Stephens for connecting me with the great people there.

To conclude, as I look forward to the next association, I'm confident in handing over the reigns to our next Student Body President Aneel Gillian. Aneel Gillian, and his ticket consisting of Eduardo Monk (his Vice President), and Josh Ririe (his Chief of Staff) will be fantastic leaders for our student body. I'm eager to see their continued agenda of supporting mental health awareness and other very important initiative for our campus community. Additionally, I have very strong faith in our new senators as well ,who will continue towards improving our campus life for students and faculty as well.

Thank you all for your opportunity to serve as your Student Body President and to allow me to wear my plethora of suits. With that I conclude my report.

Administrators' Remarks:

- ***Interim President Aondover Tarhule***
 - ***Follow up on Athletic Director Brennan's resignation (Interim President Aondover Tarhule and Vice President of University Advancement Pat Vickerman and NCAA Faculty Rep Jeri Beggs)***

Interim President Tarhule: Good evening, everyone. I, too, would like to begin by congratulating our graduating students. Counting the students from the May commencement, we expect to graduate 5,000 students. That's an amazing number. Thanks to the work of everyone. So, I'd like to congratulate all of those students.

Those that still have exams to write, I'd like to wish you the very best of luck in your exams.

I also want to especially acknowledge Mr. President, Patrick Walsh, outgoing SGA President. It's been a joy and a pleasure to work with you to see your dedication and commitment to students. I'd also like to acknowledge Chairperson Horst and others as we

get to the end of this Senate session, as well as all outgoing academic faculty senators for their dedication over the last year. We know that what you do is a labor of love and you do it because of your love for the university and your commitment for the well-fair of your fellow students, faculty, and staff. So, thank you so much.

I want to begin my remarks this evening by sharing with you the steps that I have taken in recent days to provide new direction for Redbird Athletics. Specifically, there are four of those steps. One, as you are aware, I have appointed Dr. Jeri Beggs as interim Athletics Director beginning May 1. Jeri is here tonight. And I would like to take this opportunity to thank her for her willingness to step into this role during this time of transition. Anyone who has looked at her bio will understand exactly why I selected her. Her commitment to Athletics goes back a long way. Although she doesn't begin in her new role formally until May 1, she has graciously agreed to meet with student athletes, coaches, staff, donors, and many others over the last few days, including this meeting here with you all this evening.

Just a few highlights from her bio: Jeri is completing her 14th year as the faculty athletics representative for Illinois State University. She's also serving her final year of her four-year term on the NCAA Division 1 Board of Directors as the only faculty athletics rep on that Board. She recently served under prestigious NCAA transformation committee, which was a 21-member committee formed to identify opportunities to modernize college sports and recommend forward looking changes. Additionally, she served nine years on the committee on academics including chair of the sub committee on penalties and appeals and served on the Faculty Athletics Representative Association Executive Committee for 12 years, including leading that group as president in 2016 and 2017. So, as you can see, she's got a very long history of working to review and envisions future athletics governance, so I figured she was the right person to lead that unit at this time. My intention is to begin a search for a permanent Athletics Director as soon as possible. So, that's number one.

The second strategy/action I have taken is to ask for a full financial audit of intercollegiate athletics. This process has begun. I expect one of two outcomes from that process. Either the audit will assure me and all of us that what we witness was a one off and I can look all of our constituents in the eye and tell them so, or it will identify if there are other instances where maybe the judgment and decision making didn't quite rise to the level that we've come to be used to at Illinois State University. But I think that's what I expect from that audit. As I said it's already begun.

Number 3, I'll be working very closely with Vice President for University Advancement Pat Vickerman to provide closer oversight of the Athletics Departments fundraising and development activities.

Number 4, As you've heard in the remarks that Chairperson Horst raised, the Athletics Division had requested an increase of \$1.90 per credit hour to help defer the cost in the MVC. I understand the concerns. I share the disappointment that Chairperson Horst raised. I understand the concerns that students have raised and others that I have interacted with and talked with over this issue. Therefore, I have decided to withdraw that request. I will not be forwarding that request for additional fees to support Athletics this year. I do know

that the need is real. Student athletes needs money to cover the increase cost that they will incur, but I will work to find other ways of supporting them, without having to ask for additional fees this year. My hope is that Dr. Jeri Beggs will help us identify exactly what needs to be done in Athletics, and I will follow that up by hiring the next permanent Athletics Director. And when all that is done, and we can again feel confident, then I might be coming back to this body to work with you and hope to find the support to keep our student athletes going. But for now, the most important thing is I've heard your concerns. I understand those concerns. I share a lot of them. As a result, I will not be asking the Board for an increase in the fees this year.

Those are the four steps that I have taken in response to try to reposition the Athletics Division. So, I'm making every effort to move Redbird Athletics forward while supporting our student athletes, coaches, and staff. I will continue to implement very strong controls and check and balances. That said, I'd also like to ask if any individual has a concern that they would like to report to the University please utilize one of the several avenues that the university has made: [our compliance website](#), including EthicsPoints ISU, which can be used to report concerns on an anonymous basis if anyone is uncomfortable raising a concern about non-compliance thru normal university channels. EthicsPoint ISU ilstu.edu.ethicspoint.com is a third-party online service managed by the University Ethics Office and the Office of Equal Opportunity and Access.

I want to reiterate that we have great staff, coaches, and extremely talented student athletes. We continue to celebrate the achievements of our student athletes and coaches every day. For example, for the third consecutive year, Illinois State University won the Missouri Valley Conference all-sport championship. This year the Redbird Athletics has won regular season championships in Women's Basketball and Women's Tennis. The Missouri Valley Conference Championship in Women's Indoor Track and Field -- we also won that. And we're the Midwest Independent Conference Champions in Gymnastics. And just yesterday, at 8:30 p.m. I had the great pleasure of welcoming the Men's Golf Team, which had just won the MVC Conference Championship. So, we anticipate that Illinois State University Redbird Athletics will have a very high academic progress rate in the Valley this year again.

In addition, I want to share that Dr. Maria Boerngen has been selected as the faculty athletics representative for a term of three years. Remember that Dr. Jeri Beggs was in that position; and now that Dr. Beggs is moving up to become the interim Athletics Director, we're selecting Dr. Maria Boerngen to do that. This is a requirement by the NCAA that each member institution appoints a faculty athletics rep who must be a member of the faculty or administrative staff, and that individual must not hold a position in the Athletics Department. So, congratulations to Dr. Boerngen.

I want to share just a couple of other items with you in my remarks. First, I had the opportunity to join Senator Dave Koehler and Representative Sharon Chung for lunch this week. Those individuals represent our districts in Springfield. So, it was a great opportunity to discuss how we can work together to advance the mission of Illinois State University. I look forward to future meetings and collaborations with them and their staff.

Next, I attended, as I hope many of you did, the Undergraduate Research Symposium. It was absolutely amazing. I think anyone who went through that, my chest filled with pride as I looked at the great work that our students were doing in collaboration with our faculty and staff. So, I'd like to give out a huge shout out to Gina Hunter and Craig McLauchlan who oversee that area. But it was absolutely amazing to me.

Finally, my wife Rose and I attended the Gamma Phi Circus over the weekend. It was a packed house and extremely entertaining. So, it's again another impressive indication of all the talent in many different areas and arenas that our students continue to display, and I personally remain and continue to be more and more amazed and impressed and proud of us as an institution.

One more note: some of you, particularly in Fine Arts, probably know Jane Lynch. She's our alumni who is going to be around for three weeks working with our students to put up the play. I can't imagine the joy that students must feel to be learning from such an accomplished alumnus and mentor. So, it is extremely exciting. So, yes, everywhere I look around, Illinois State University it's mostly, not everything, but mostly super exciting news in just a very dynamic community. Thank you and that concludes my remarks for this evening.

Senator Pancrazio: As I start to read these, and I'll read all of these through for brevities purpose, I just want to say that we are aware that some of these issues may be personnel issues and cannot be commented on publicly. Also, I wanted to let you all know that we are aware that the Foundation has its own set of rules, but the Foundation would not exist had it not been for the historic and academic reputation of Illinois State University. So, what they do in our name is something that reflects on all of us.

In general, the people that I spoke with indicated that they were appalled by the amount of money that was spend. They were appalled by where it was spent. They were appalled with the issue of alcohol consumption. They were also appalled that people didn't have the shame to hide what they had done. There were questions about how they are vetting potential donors; one happens to be indited right now. There were questions about with a certain degree of cynicism and sarcasm asking if these individuals had also completed their ethics and sexual harassment training. There were questions about why it took a year for this to come out when the Comptroller's Office goes line by line by line with every single one of the receipts that we turn in, often changing the amount because someone drove home rather than coming back to headquarters. There were also, knowing that the Foundation has its own rules, we also have questions about what type of oversight was there? And as a faculty member who knows that in our profession some of us are one tweet away from non-reappointment, some are even asking why we still have individuals that were involved in this fiasco on campus. Thank you.

Interim President Tarhule: Thanks, Jim, for sharing those remarks by faculty.

Senator Pancrazio: I'm sorry I had to do it.

Interim President Tarhule: No. Please don't apologize. If we don't know the feelings, then we can't fix it. So, as hard as it is, I'm very sincere when I say I appreciate the opportunity to hear you and to hear everyone who was hurt by what has happened. I continue to openly speak with as many people as I can. I've spoken to many people in Athletics, many donors, many alumni. In fact, this weekend I was at the Alumni Association. So, I actually welcome the opportunity to hear from you, and if there is anyone else who wishes to talk about it, who for whatever reason is not able to do so at this meeting, please drop me a note and we can find a time to meet. I'm happy to listen to you. As someone said before, I'm the last person to pass the buck, but as someone mentioned this was a year ago. I'm working as diligently as I can to get exactly the answers to those questions that you have raised, and I'm very hopeful that the audit will provide a lot of those answers. My efforts and focus now, while awaiting the outcome of that audit, is trying to make sure that we right the ship, so to speak. As I described in an interview with WGLT, I think this was a stumble. I think that we fumbled the ball, and I would like to make sure that we get back on track.

So, in summary, I know I'm not answering your question specifically, and as you yourself acknowledged we don't have all the answers yet. But there is a comprehensive audit ongoing. I think we will learn a lot. I'm optimistic that we will be the better for it because we will put in place mechanisms and processes to make sure that this doesn't happen again.

Senator Horst: Thank you. And I hope you can share the results of that audit with the Senate as well.

Senator Palmer: I am reading a statement into the record this evening on behalf of the Assistant Director for the Center of Civic Engagement Dr. Harriet Steinbach who sent this to me last evening. "Dear Academic Senate, Thank you for creating a forum for the campus community to express their thoughts in the recent events that lead to the resignation of Kyle Brennan. I was incredibly frustrated and disappointed to read about the incidents that occurred via a WGLT new story. While these comments are my own individual opinion, and not that of my department, I can't but help draw upon my experiences in the Center for Civic Engagement to inform my remarks.

I get the honor of overseeing the Liberative Dialogue Program were this year alone over 2,000 ISU students participated in conversations about immigration, climate change, free speech, health care, and other topics as a way to learn skills critical for a thriving democracy. These conversations are facilitated by students who are paid student workers and extensively trained to guide those dialogues. I do not have a permanent funding line for those student wages. I rely on donor dollars to fund my student facilitators.

Similarly, for nearly 25 years, the Alternative Breaks Program has traveled throughout the United States and the world to learn and serve alongside communities. Students regularly describe the experiences as life changing. Even after being subsidized by student fees those trips have out of pocket costs of up to \$2,000 depending on the trip. We fundraise annually

through program alums to offer fee waivers, but to sustain the fund can offer no more than \$500 to a student.

I suspect that my examples are not unique. I suspect that there are departments all over campus stretching their donor dollars as far as they can to do as much as they can for students, which makes this particular incident even more egregious. I'm hopeful for interim Athletic Director Begg's leadership. I encourage the Academic Senate and cabinet to scrutinize the practices and culture of Athletics. Their work, just like all of our departments, should align and uplift the core values, goals, and mission of our institution. Sincerely, Harriet Steinbach."

Senator Holmes: I apologies, this is also not a question more of a statement but I'm going to read it anyways. I'm excited to now formally hear that student fees related to athletics will not be increased for next year. I want to share just why I think that is so important. As our chair Martha Horst has already made clear, Athletics has betrayed many in our university. People may want to talk about the color of money and different buckets because the money they wasted was from donors not from fees. But I want to make clear that all this money we are talking about is ISU money. Not Athletics money. Not facilities money. But ISU Athletics Facility money. Money that comes from students or donors is all given to ISU. I want to make abundantly clear that even more on top of that fee money is our money. It's student's money that we pay to this university to get services from our university. Students are some of the poorest people in our community. They take out loans to pay these fees. \$1.90 per credit hour may not sound like a lot, but represents anywhere from \$45 for students taking the minimum full time credit hours both semesters next year, up to \$70 for students taking as many hours as they can. That's just full-time students. While Athletics may need this money, students need it too for food, for rent. And let's consider, Athletics can find money elsewhere, other departments can't. They can sell the name of their arena for \$3 million. Other departments can't do that. I want to genuinely thank you for listening to the students and not going forward with those fee increases, saving our student body over \$900,000 next year. That is \$900,000 students across this campus will not be taking out in loans but keeping in their bank account. Both ways, this is a win for students. I want every fee increase to be thought of just like this. Is it worth someone taking out loans for this? Athletics can not and should not waste ISU money and still get a budget increase the very next year. I want to thank you for your decision.

Senator Cline: President Tarhule, just a quick question. You've talked about an audit. Could you explain who is conducting that audit? Is it an internal audit or an external audit?

Interim President Tarhule: It's an internal audit. Every department is on a cycle for auditing. Most departments are audited every two to three years. In that audit you probably get the report saying what the auditors have found. In this case, I asked when Athletics would next be audited, and it should have been next year. I decided to bring that forward, and I asked them to start this very week. In addition, those two points I made in my remarks are exactly the expectations I set for the auditors. Basically, I said I want to be able to look people in the face and tell them exactly where we stand. And I would not like to hear about any other anomalies or poor decision. So, that's what I'm expecting the audit to

be able to tell me. But you asked the question whether it's internal or external, and it is internal.

Senator Cline: Right. I would encourage consideration of some external participation. This is not just about the money but about faith and the trust. Many people will not be assuaged by their colleagues looking over their shoulder. It would be, I think, more trustworthy and do more for the reputation of the program if you had an external auditor. Thank you.

Interim President Tarhule: Good suggestion.

Senator Blair: I have a quick question, and I understand given the nature of the situation we might not have a clear answer yet. I was wondering, do we currently believe that it is more so the case that we had existing rules in place that were simply not being enforced properly, or are we more on the side of perhaps that rules that would be necessary to prevent these kinds of things from happen have not existed in the way that would be necessary?

Interim President Tarhule: Thank you for that question. Again, like the way you started, I understand the need for answers but some of these answers we simply won't know until we conduct an audit. At this point I think it would be speculation if I say I think this is what has happened, because I have no basis until we actually look at what is process, where did we go wrong, and so on. At that point, we'll be able to answer. Your question is a good one. It is well noted. If I could ask you to let's give the audit, whether its internal or external, an opportunity to answer those questions and we'll be happy to talk about those when we have those answers. But I appreciate the question.

Senator Blair: Thank you.

Senator Horst: And I believe the Code of Ethics applies to anybody whose doing work on behalf of Illinois State University, including volunteers. And the Code of Ethics specifically comments on how you spend resources. So, I believe that would be applicable as well.

Senator Gudding: I just wanted to follow up on Senator Cline's questions. I wanted to thank you, President Tarhule, for your reassurances. I do wonder about the body and the independence of the body who would be conducting the audit. And given that there is a history of culture of permissiveness apparently in the administration regarding the Athletics Program, I want to encourage the University to do an independent audit.

Interim President Tarhule: Duly noted. Thank you.

Senator Novotny: I also have a follow up question about the audit. I heard the request from you, Martha, that the results be shared with the Senate. And I want to ask specifically, who would the unfiltered finding from the audit be shared with?

Interim President Tarhule: The specific words *unfiltered findings* gives me pause. I'm not sure exactly what that...

Senator Novotny: Direct findings versus an interpretation.

Interim President Tarhule: There may be rules to what we can share or not share. I don't know that. I'll find out. But my pledge to you is, as Martha and as everyone here has said, the whole point of the audit is to assure us. Either we have more work to do to fix the processes that may be lacking or to assure us that maybe this was anomalous. So, my goal would be to make sure we are as transparent as possible. The most important role that I see for Dr. Beggs, not just the audit, the most important role I see Dr. Beggs playing is informing me and recommending to me, from her insights and perspectives, after she's had sometimes to be in the department, what else we need to do. How else can we get back on track? So, I guess if you are asking about sharing, I want to be as transparent as the law allows me to and as policy allows me to, because that's what we are trying to accomplish is we want to make sure that people feel confident again in the division. That will be the goal, and that's how I want to approach it. I don't know if it answers your question. I'm not sure what the nature of the results will be like. I don't know what the results will be like. I don't know whether they will be unfiltered or interpreted. What I think I will get is their findings and I would like to share those findings as transparently as possible.

Senator Horst: We have times just for a few more questions.

Senator Holmes: There have been a lot of concerns shared about the culture of Athletics. Obviously, one of the ways that you are attempting to change that would be with the change in leadership. We have the future Interim Director of Athletics with us here today. I wonder if she would be willing to step up to the mic and talk about what she's going to do to change the culture of Athletics to make it less of what it currently is.

Dr. Beggs: First of all, let me remind you all that I don't officially start until May 1.

Senator Holmes: Which is why I included the future.

Dr. Beggs: When President Tarhule asked me if I would accept this job, I said yes, but I fly to Panama on Sunday. I truly believe in honoring commitments. I'm a professor with three classes here on campus, an MBA program class in Panama, and some consulting work that I'm trying to wrap up. So, as you all might imagine, the last two weeks have been very long and very hard for me. So, I don't know yet exactly how to answer your questions other than I do strategic planning as a part of my consulting. What I do is I go in, data collect, and I listen. I do focus groups. I do interviews. I gather all that information together and then I make a plan for how we move forward. That always includes strengths and weaknesses of the organization. I'm not telling you I'm going to do a strategic plan on the Athletics Department, they have already been working on one of those. But I am going to use those skills to listen. I think I need to restore trust internally and externally. As you have read, there is maybe some culture problems internally in the Athletics Department, and so I've already met with senior staff. I've already held an all-department Zoom call from my hotel room in Panama to try to talk to them about where we are going to go from here. I think most of them are ready to dig in and rally and do good work. As President Tarhule told you,

there is a lot of things to celebrate in Athletics, but we also have some work to do. So, I'm going to listen, and learn, and hopefully leave the Athletic Department in a better place than I found it. Set the table for the next AD at ISU. We are a wonderful University, as you all know, and I think we really actually have a very good Athletics Department who deserves a really good AD. So, we're going to do our very best in the search for that AD and I'm going to do my very best to work with the coaches, the staff, and put the focus back on the 450 student athletes who wear Illinois State University on their jerseys. That's my goal.

Senator Horst: Thank you very much, Professor Beggs. I would also encourage you to reexamine the shared governance bodies and make sure they are functioning as they were designed. I know they were functioning when you were chair of that body.

Senator Mainieri: I bring this question forward on behalf of myself and several constituents I represent. You mentioned that you hope to start a search for the next AD as soon as possible. I wonder what this situation has prompted your thinking in terms of how to handle this next search differently or the same as the search for the recently departed AD?

Interim President Tarhule: Very good questions. I see two parts to your question. One is one of timing. Originally, one of the things I wanted to do was repost the position even before the semester ends. But the need for transparency actually trumps the need, I think, for haste, because if we want faculty and staff to be able to participate in that search. So, if we did that over the summer, I think that would rob us of the opportunity for many of you to participate, which is counter to my devout mission to make it transparent. Therefore, I think I will most likely, and this gets to your second part of your question, most likely identify a search firm and work with them on the preliminaries. But we will not start the search until the fall to ensure maximum opportunity for everyone to participate. I think the second part of your question is speaking to do we need a search firm or should we do it ourselves. That's something I have debated with several people and gone back and forth, but I think right now we're likely going to use a search firm, because they have more time and more resources; they do cost, but you want to be able to reach out to people who won't apply, too. So, if you just put out an advert, it's usually people who are looking for a job, but sometimes the best people for the job are not looking for a job. So, in order to source them, to identify them, and to essentially sell the job to them that takes skill and resources that we don't have. For that reason, I'm inclined to use a search firm.

Senator Blum: I just want to reiterate the shared governance. As chair of the Rules Committee last year, we spent a lot of time working on rules and bylaws and so on. But even I know that the most elegant and wonderfully written bylaws are really nothing if the body and people in authority don't pay any attention to it. What I would like from you is to... the Athletics Council is part of the Senate. And so, what I would like you to us is to commit to reinvigorating the shared governance process into the Athletics Council, because it's really important, just like I know you've talked many times about the importance of this body, but our external committees are another part. So, I think this is an opportunity to reinstate and build that. That's what I would like from you is a commitment to do that.

Interim President Tarhule: I so commit.

Senator Horst: But we also really have to commit to it. It's our external committee and certainly the bylaws do matter. Right now the number of ex-officio voting members from the administration on that body is really out of whack. So, the Rules Committee can talk about that next year. I thank all the administrators for coming. I thank soon to be interim Director Beggs for coming. I thank Vice President for University Advancement Pat Vickerman for coming. And I will forward, again, all the comments from this evening to the administration and hope that we can receive a follow up next year.

- ***Acting Provost Ani Yazedjian***

Acting Provost Yazedjian: In order for me to do my part this evening, to allow the Senate to approve the 30 pieces of policy this year, I'm going to keep my remarks very brief and say two things.

Provost Innovation Enhancement Grant proposals were due from colleges and units on April 7. I'm pleased to say we received 29 submissions totaling \$413,000. If you are not familiar with this program, these are proposals that have the goal of enhancing student success, curriculum and program visibility, or reputation. We are going to finalize those decisions by May 15th so that units and chairs and directors have an opportunity to plan and implement those proposals in time for the fall semester.

And in another piece of good news, Professor Roy Magnuson from Music and Creative Technologies was honored as an Illinois Innovator as part of the Governor's celebration of Illinois Innovation Month. He was honored in Springfield just a few days ago. Thank you.

- ***Vice President for Student Affairs Levester Johnson***

Senator Johnson: I'll be short as well. First of all, I want to give my congratulations as well to all the graduating seniors or students, including Senator Walsh. Thank you so much for the partnership over this last year. Great conversations. And again, I have to steal one of those suits.

One announcement from Student Affairs, as part of the Mental Health Early Action on Campus Act, ISU will be launching a new mental health resource website that will provide information about online screenings, clinical services, support resources, and emergency helplines. Promotional campaign for the site will be shared during Preview and into the fall semester. Similar to the Redbird's Keep Thriving website, this location will feature online self-help resources such as Together All and Well Track Boost and provides specific connections to specific resources for specific identity groups. And that concludes my report.

- ***Vice President for Finance and Planning Dan Stephens-Excused***

- ***Associate Vice President for Financial Administration and Comptroller Doug Schnittker***

AVP Schnittker: ISU Redbird Card was named the winner of this year's best card design award by the National Association of Campus Card Users at a conference earlier this month.

Prior winners were University of Georgia, University of Notre Dame, and many community colleges. I share that to show the number of participants in the association, even though it's not well known or well publicized. Our card was redesigned back in 2020, one for better security features and also to add the QR code on the back. Obviously, there's no room on the card to put all the information that we get requested, so the QR code does a great job of allowing us to put the mental health and other help lines through the code to get that to students and it also allows us to update that. Although my team is very much behind the scenes group, which is often what we like, we are very aware to exceed the needs of our students. So, we appreciate everyone's support. That concludes our report.

Consent Agenda: (All items under the Consent Agenda are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items.)

- ***Creation of a new Bachelor's of Science in [Electrical Engineering](#) in the Department of Electrical Engineering***
- ***Creation of a new Bachelor's of Science in [Mechanical Engineering](#) in the Department of Mechanical Engineering***
- ***Creation of a new Bachelor's of Science in [Engineering](#) in the College of Engineering***

Motion by Senator Cline, seconded by Senator Garrahy, to approve the Consent Agenda items. The motion was unanimously approved.

Information/Action Items:

From Planning and Finance Committee:

04.13.23.08 Pedestrian and Vehicular Safety Priority Brief

*Presentation in Appendix II.

Motion by Senator Holmes, seconded by Senator Cline, to move to action.

The Pedestrian and Vehicular Safety Priority Brief was unanimously approved.

Action Items:

From Administrative Affairs and Budget Committee:

02.23.23.13 MCN Dean Evaluation Form_Current Copy

04.21.23.02 MCN Dean Evaluation Form_Mark Up

04.21.23.01 MCN Dean Evaluation Form_Clean Copy

Motion by Senator Nikolaou, on behalf of the Administrative Affairs and Budget Committee, to approve the MCN Dean Evaluation Form. The motion was unanimously approved.

From Administrative Affairs and Budget Committee:

03.09.23.02 Policy 1.11 Academic Calendar (Current Copy)

04.21.23.03 Policy 1.11 Academic Calendar (Mark Up)

04.21.23.04 Policy 1.11 Academic Calendar (Clean Copy)

Motion by Senator Nikolaou, on behalf of the Administrative Affairs and Budget Committee, to approve policy 1.11 Academic Calendar.

Senator Horst: I will note that I had some constituents contact me and I made sure that they understood that it is deadlines for assignment submission, it's not just having an assignment over break.

The motion was unanimously approved.

From Administrative Affairs and Budget Committee:

03.10.23.07 Policy 3.2.2 Search Committees (Current Copy)

03.16.23.03 Policy 3.2.2 Search Committees (Mark Up)

03.10.23.08 Policy 3.2.2 Search Committees (Clean Copy)

Motion by Senator Nikolaou, on behalf of the Administrative Affairs and Budget Committee, to approved policy 3.2.2. Search Committee. The motion was unanimously approved.

From Academic Affairs Committee:

02.23.23.01 Policy 2.1.9 Baccalaureate Degree Programs (Current Copy)

04.21.23.06 Policy 2.1.9 Baccalaureate Degree Programs (Mark Up)

04.18.23.01 Policy 2.1.9 Baccalaureate Degree Programs (Clean Copy)

Motion by Senator Cline, on behalf of the Academic Affairs Committee, to approve policy 2.1.9 Baccalaureate Degree. The motion was unanimously approved.

From Academic Affairs Committee:

03.30.23.04 Policy 4.1.17 Classroom Disruption (Current Copy)

04.06.23.02 Policy 4.1.17 Disruption of the Classroom or other Learning Environment (Mark Up)

04.06.23.04 Policy 4.1.17 Disruption of the Classroom or other Learning Environment (Clean Copy)

- In the second sentence, what had read, "The learning environment may extend beyond the classroom to spaces that are under the management of faculty and/or staff (e.g., graduate programs, study abroad programs, etc.)," we've changed it to "(e.g., field experiences, internships, study abroad programs, etc.)."
- The second paragraph which outlines the fact that the established standards of professional conduct for instructors are outlined in the Code of Ethics, and there's a hot link to the Code. And then Student Rights and Responsibilities in the Learning environment are enumerated in the Student Code of Conduct. This is to address the fact that this policy is not trying to set the standards of behavior but rather to lead you to understand where to look for those Codes of Ethics and the Code of Student Conduct should questions arise about the role that students should play in policing their own behavior.

Motion by Senator Cline, seconded by Senator Mainieri, to approve policy 4.1.17 Disruption of the Classroom or other Learning Environment, as amended. The motion was unanimously approved.

Information/Action Item:

From Executive Committee:

04.07.23.01 Bonneville Email_Policy 3.1.30

04.14.23.02 Policy 3.1.30 Criminal Background Investigation (Current Copy)

04.14.23.03 Policy 3.1.30 Criminal Background Investigation and Employment History Review (Mark Up)

04.10.23.01 Policy 3.1.30 Criminal Background Investigation and Employment History Review (HR and OGC comments_mark up)

04.07.23.02 Policy 3.1.30 Criminal Background Investigation and Employment History Review (Clean Copy)

Faiths Law_105 ILCS 5_22-94

Temp1-ISBE-Sexual-Misconduct-Disclosure-Form-Applicant

Temp2-Auth-Release-Sexual-Misconduct-Related-Info

AVP Bonneville: These are changes to policy 3.1.30 Criminal Background Investigation which this body approved changes within the last two years. The changes incorporated right now are the result of a change in state law with respect to individuals who apply for positions who may have access to or work at the Laboratory Schools. There is a new law called Faith's Law that requires us to do some extensive background checking on prior employment. So, not criminal background but prior employment checking. The law is effective July 1, 2023, which is why we are anxious to get it through Senate. Illinois State Board of Education graciously provided us with the forms that we needed in order to modify this policy a couple three weeks ago. That's why we are getting it to you at this late time.

Senator Horst: Just from my understanding, and I did a little bit of research, Faith's Law happened a couple of years ago but now there's been an amendment to Faith's Law and that's the thing that necessitated these changes.

AVP Bonneville: That's correct. And I know there were a number of comments that came out of committee. I only disagreed with one of them. The first one from you Senator Nikolaou, where you say schools, at the bottom of paragraph one where we say, "all final candidates for laboratory school positions," that would be just laboratory school, not laboratory schools positions. Otherwise, everything that you all said (should this be hyphenated, can we make the split) I'm fine with all those.

Senator Horst: Very good. And that's reflected in the mark up, correct?

AVP Bonneville: Correct.

Motion by Senator Cline, seconded by Senator Garrahy, to move to action. The motion was unanimously approved.

The revisions to policy 3.1.30 Criminal Background Investigation and Employment History Review was unanimously approved.

From Faculty Affairs Committee:

04.13.23.03 Policy 3.5.2 Laboratory School Continued Service - Faculty Associate (Current Copy)

04.14.23.06 Policy 3.5.2 Laboratory School Continued Service - Faculty Associate (Mark Up)

04.13.23.04 Policy 3.5.2 Laboratory School Continued Service - Faculty Associate (Clean Copy)

Senator Smudde: This policy was considered in committee before this meeting and there were no changes.

- In the second paragraph it says, “written notice from the employer at least 45 days before the end of any school term.” It was clarified that it was 45 calendar days. So, that’s a friendly amendment to add the word calendar.
- And then I note whether or not he/she, I would suggest the work they, “whether or not they will be reemployed.” And then a similar edit at the end of it “employer had reemployed,” instead of “her/him,” “them.”
- Delete the “Policy,” under the title.
- And then policy owner should be initiating body and we need to add who is the initiating body if we know. Let’s make it the Vice President for Academic Affairs and Provost.

Motion by Senator Nikolaou, seconded by Senator Mainieri, to move to action. The motion was unanimously approved.

The revisions to policy 3.5.2 Laboratory School Continued Service - Faculty Associate, with friendly amendments, was unanimously approved.

Communications

Senator Holmes: During Senator Walsh’s report at the start of the meeting tonight he recapped recent events in SGA. I just wanted to share with everyone, we held emergency session yesterday at 7:00 p.m. in SSB 130. Student Body President Patrick Walsh vetoed an amendment to our bylaws. If you would like to talk to me about what that amendment was doing, I’d love to talk about it. But I just wanted to share with everyone that we did hold emergency session, we did not have the votes to overturn the veto. So, the amendment was vetoed, even though we had 4/5ths of the vote at the origin of that amendment.

Senator Cline: Hi, everyone. I’m coming to you not as a Senator but as the representative for the Fulbright Program at ISU. I’d like to simply give my warm congratulations to two students who have received a Fulbright for the 2023-2024 session. Autumn Chall of Psychology is going to be going to the Czech Republic and Kristiana Mininger from Communications, Sciences, and Disorders will be going to Senegal. We have a 70% success rate with our applications for Fulbrights. The average across the United States is 30%. So, I’d like to thank all my fellow Fulbrighters for their work and their time and energy and investment in these student applicants.

Lastly, I'd like to say (although I can't take credit for it) IIE, which runs Fulbright, has run something called the American Passport Project. ISU applied this year and has been granted. So, next year we have funds in order to pay for underrepresented students in their first year of college to receive a passport free of charge. Passports are often times—they seem small to us—can be serious impediments to underrepresented students envisioning the possibility of studying abroad or going abroad. So, if you have any students in your incoming freshman class, they need to be first time in college students, within their first year and be a member of an underrepresented group. But if they meet those requirements, please send them to the Office of International Studies or to Dr. Rawjee's office and hopefully we can spend every last penny and get lots of student's passports. Passports are good for ten years. So, it will take them far beyond their time at ISU.

Adjournment or Hard Stop 9:30 p.m.

Motion by Senator McHale, seconded by Blair, to adjourn. The motion was unanimously approved.

Attendance:

**2022-23 ACADEMIC SENATE ROSTER
Wednesday April 26, 2023**

	Senate
Name	Attendance
Blair, Cobi	1
Blanco Lobo, German	1
Blum, Craig	1
Bonnell, Angela	1
Carney, Lania - EXCUSED	0
Cline, Lea	1
Duffy, Alex	0
Ebikhumi, Ash (student trustee)*	1
Fulton, Megan	0
Garrahy, Deb	1
Gillan, Aneel	1
Graham, Rhiannon	0
Gudding, Gabriel	1
Hammond, Tom	1
Harpel, Tammy - EXCUSED	0
Helms, Jeff	1
Hofstetter, Paige	0

Hollywood, Mary	1
Holmes, Jimmy	1
Horst, Martha	1
Hurd, Amy*	1
Johnson, Levester*	1
Larson, Ethan	1
Lucey, Tom	1
Mainieri, Tracy	1
McHale, John	1
McLauchlan, Craig*	1
Midha, Vishal	1
Miller, Chloe	0
Monk, Eduardo	1
Myers, Braxton	1
Nichols, Wade	1
Nikolaou, Dimitrios	1
Novotny, Nancy	1
Palmer, Carl	1
Palmer, Stuart	1
Pancrazio, Jim	1
Peters, Steve	1
Rardin, Nate	1
Samhan, Bahae	1
Schmeiser, Benjamin	1
Setnan, Matthew James	1
Smith, Zoe-Excused	0
Smudde, Pete	1
Stephens, Daniel*	0
Tarhule, Aondover*	1
Torry, Mike	1
Valentin, Rick	1
Walsh, Patrick	1
Wilburn-Johnson, Jayden	1
Wollard, Jason	0
Wollard, Justin	0
Woodard, Jewel	1
Yazedjian, Ani*	1
Vacant - 1 CAS SCI Faculty	0
Vacant - 1 CAS SS Faculty	0
Vacant - 1 COB Faculty	0
Vacant - 1 COE Faculty	0

Vacant - 1 Faculty associate	0
Vacant - 1 Student senator	0
Vacant - 1 Student senator	0
Long, Dallas (dean rep)*	1
Branoff, Ted (chairperson rep)*	1
QUORUM (VOTING) (28) (*=NV)	37

Annual Report to the Academic Senate

Recruitment and Retention of Students from Groups Traditionally Underrepresented in Higher Education

April 2023

Educate, Connect, Elevate

Illinois State University's strategic plan, *Educate, Connect, Elevate* recognizes diversity and inclusion as one of its seven core values.

Illinois State University affirms and encourages community and a respect for differences by fostering an inclusive environment characterized by cultural understanding, ethical behavior, and social justice. The University supports a diverse faculty and staff who mentor a diverse student population. The University endeavors to provide opportunities for all students, staff, and faculty to participate in a global society.

The first strategic direction in *Educate, Connect, Elevate* is Enhance Strength and Stability. Objective number one for this directive, ensure strong enrollment and student success, directly relates to recruitment and retention of diverse students.

Actions

- A. Ensure strong enrollment and student success
 1. Maintain high-quality academic student profile and increase enrollment of transfer, graduate, international, underrepresented, and non-traditional students
 2. Ensure attendance at Illinois State University is affordable and accessible for more students and their families through increasing financial support for student scholarships
 3. Increase retention and graduate rates
 4. Support quality and the accessibility of graduate programs by increasing the number and value of graduate stipends/assistantships, among other strategies.

I. New Student Enrollment

New FTIC enrollment increased approximately 18% over 2021, with an increase in underrepresented students. The make-up of the new FTIC class includes 37% students of color (compared to 31-35% in 2020-2021). New FTIC underrepresented student enrollment counts included increases in Black (22% increase over 2021), Hispanic (24% increase over 2021) and Multi-Ethnic (35% increase over 2021) categories of first-year students.

Note: "Hispanic" is the term used by the U.S. Census Bureau for reporting purposes and used by Planning, Research and Policy Analysis for data analysis purposes.

Figure 1

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>1-year chg.</u>	
New FTIC Enrollment (Summer + Fall)	3,689	3,860	3,353	3,374	3,983	609	18%
American Indian/Alaskan Native	0	9	4	4	6	2	50%
Black or African American	495	440	377	459	560	101	22%
Hispanic	524	526	428	491	611	120	24%
Asian	81	103	93	86	98	12	14%
Hawaiian or Pacific Islander	2	5	0	1	0	-1	-100%
Multi-ethnic (2 or more selections)	126	149	117	135	182	47	35%
White	2,433	2,599	2,303	2,162	2,476	314	15%
Not Reported / Other	11	6	7	19	15	-4	-21%
International	17	23	24	17	35	18	106%

Figure 2

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>1-year chg.</u>	
New Transfer Enrollment (Summer + Fall)	1,817	1,869	1,678	1,778	1,773	-5	-0.3%
American Indian/Alaskan Native	4	2	2	1	2	1	100%
Black or African American	126	131	118	124	149	25	20%
Hispanic	154	212	191	224	192	-32	-14%
Asian	33	41	40	46	45	-1	-2%
Hawaiian or Pacific Islander	0	1	0	2	1	-1	-50%
Multi-ethnic (2 or more selections)	55	66	49	57	77	20	35%
White	1,421	1,393	1,266	1,303	1,285	-18	-1.4%
Not Reported / Other	5	15	5	7	13	6	86%
International	19	8	7	14	9	-5	-36%

Figure 3

	2018	2019	2020	2021	2022	1-year chg.	
New Graduate Enrollment (Fall)	699	771	746	676	801	+ 125	+ 18%
American Indian/Alaskan Native	1	1	0	0	1	+ 1	+ 100%
Black or African American	40	57	62	44	41	- 3	- 7%
Hispanic	42	54	48	55	40	- 15	- 27%
Asian	13	20	18	9	15	+ 6	+ 67%
Hawaiian or Pacific Islander	0	1	1	1	1	0	0%
Multi-ethnic (2 or more selections)	17	22	18	31	18	- 13	- 42%
White	428	450	486	391	387	- 4	- 1.0%
Not Reported / Other	4	6	20	3	7	+ 4	+ 133%
International	154	160	93	142	291	+ 149	+ 105%

II. Total Enrollment by Racial/Ethnic Group

The overall total enrollment continued to become more diverse in fall 2022. Enrollment of BIPOC students is now 29.9%, up from 28.3%

Figure 4

	Fall 2021 Census			Fall 2022 Census		
	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
Total Enrollment	17,674	2,559	20,233	18,055	2,628	20,683
American Indian/Alaskan Native	17	0	17	19	3	22
Black or African American	1,775	187	1,962	1,899	191	2,090
Hispanic	2,181	178	2,359	2,335	160	2,495
Asian	454	46	500	480	45	528
Hawaiian or Pacific Islander	8	1	9	8	2	10
Multi-ethnic (2 or more selections)	627	73	700	708	68	776
White	12,393	1,627	14,020	12,374	1,531	13,905
Not Reported / Other	77	32	109	93	28	121
International	142	415	557	139	597	736

Figure 5

Racial/Ethnic Designation - Total Enrollment Fall 2022

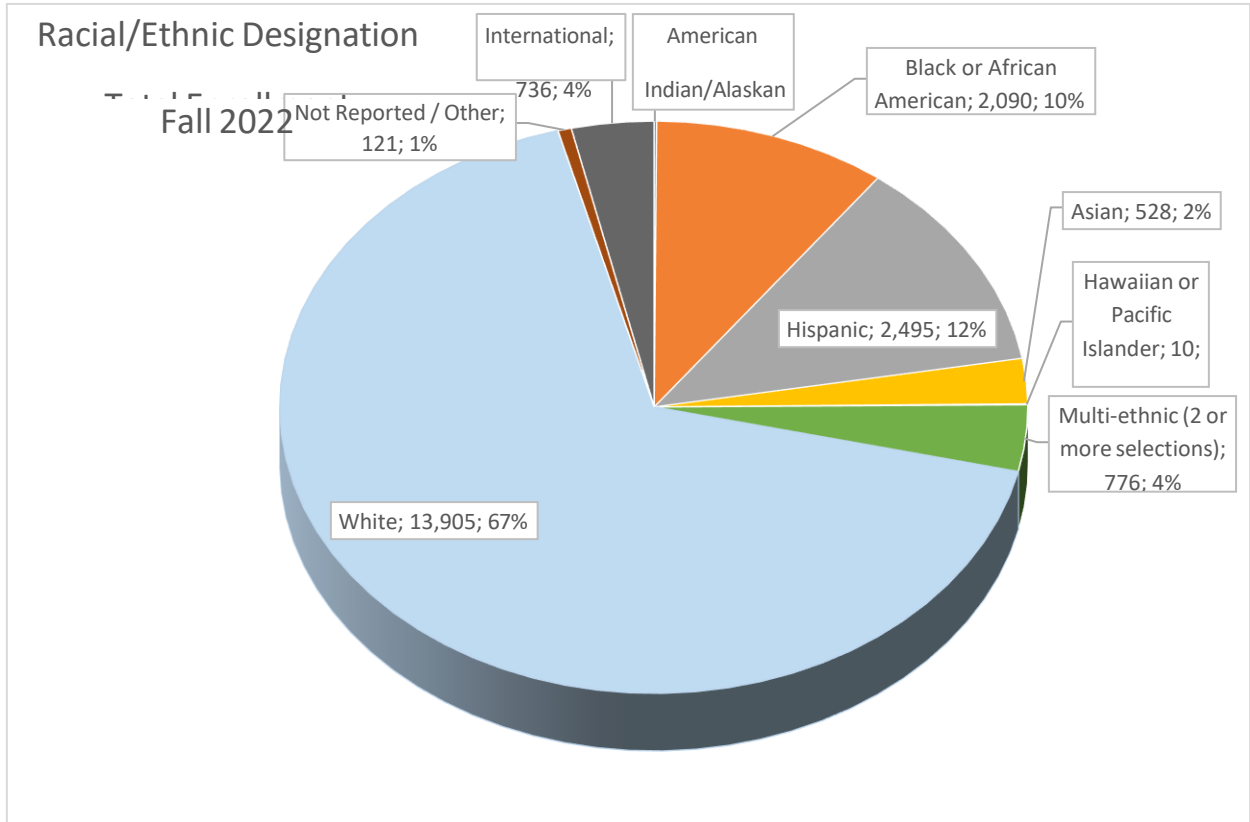
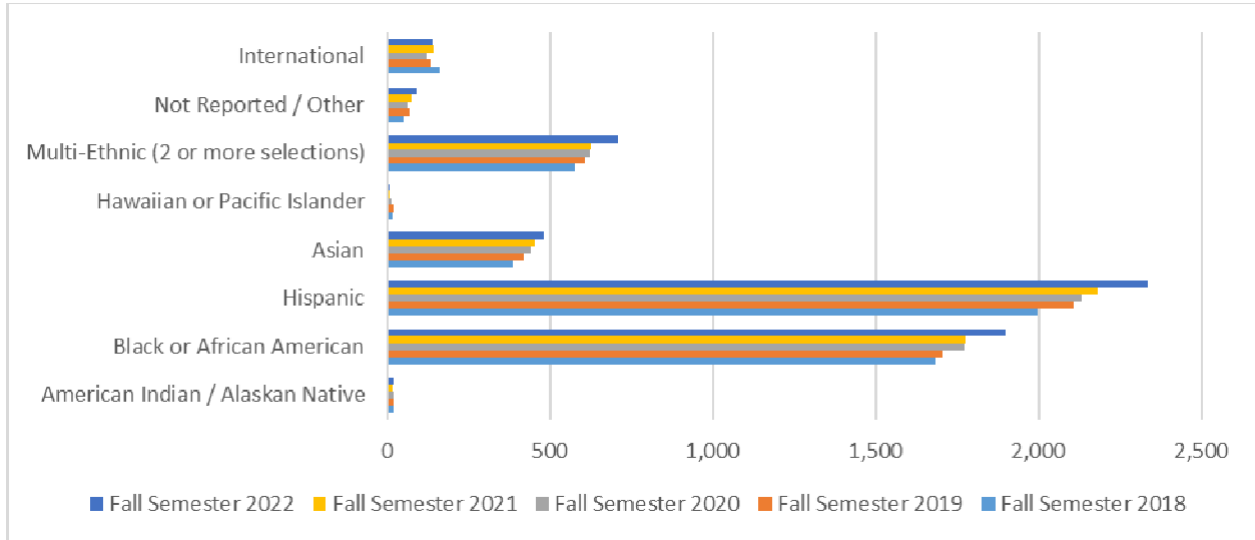


Figure 6

Racial/Ethnic Designation -Total Undergraduates (excluding white) Fall 2018-2022

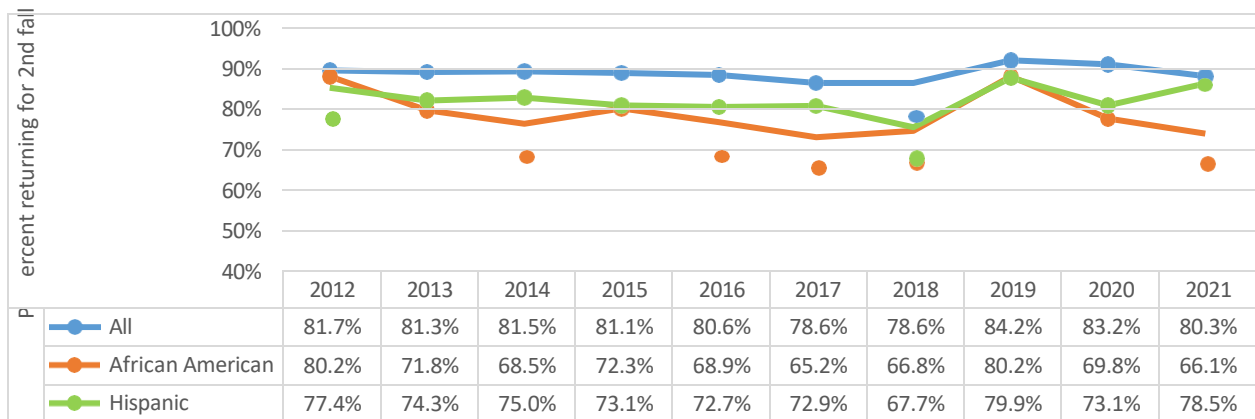


III. First Time in College and Transfer Student One-year Persistence (Retention)

After reaching the highest First Time in College (FTIC) student persistence rate in nine years in 2020, the retention rate dropped slightly to 80.3% for the FTIC Fall 2021 cohort (compared to 83.2% in the prior year).

Figure 7

First Time in College One-year Retention Rate by Entering Cohort Year



Transfer student retention increased to 87.4% compared to 86.6% last year. Black/African American

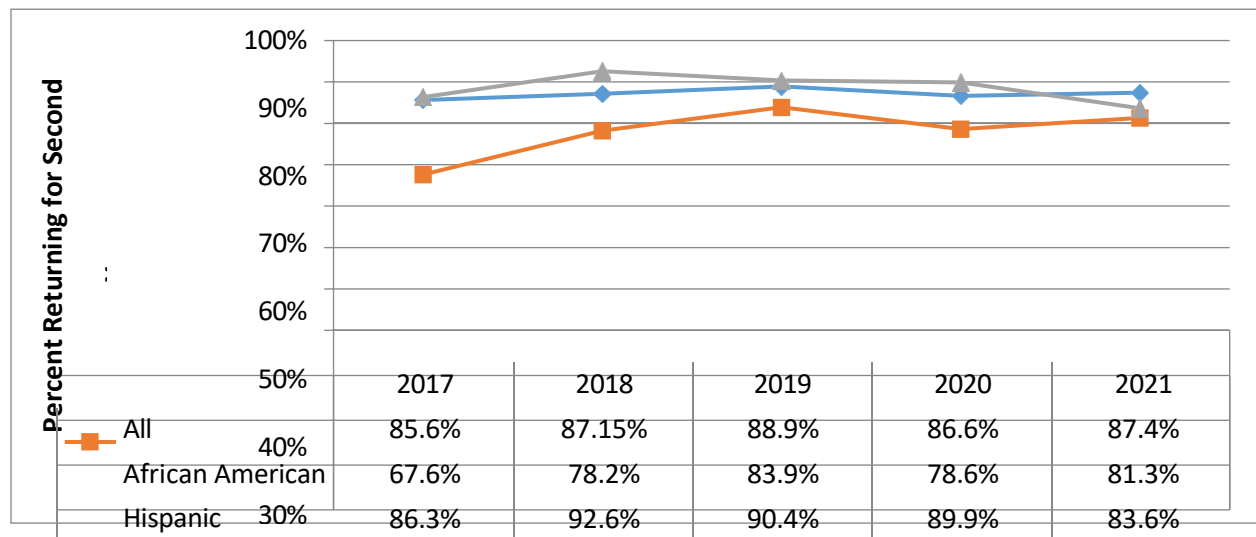
transfer student retention also increased, from 78.6% to 81.3%. Hispanic transfer students decreased from 89.9% to 83.6%

While transfer students are consistently retained at higher rates in all categories, the following groups of FTIC's are retained at 75% or higher:

- Those who apply prior to the filing deadline (11/15)
- Students with a high school GPA of 3.25+
- Those admitted directly into a degree program
- Achieving a first semester GPA of 2.0+
- Coming from households with an adjusted gross income of \$30,000+

Figure 8

New Transfer One-year Retention Rate by Entering Cohort Year



IV. Graduation Rates

Six-year graduation rate of the 2016 FTIC entering cohort is 67.0%, down from 67.3% for the Fall 2015 cohort.

V. Recruitment and Retention Activities within Enrollment

Management and Academic Services

Office of Admissions

A Focus on Diversity Handout: The Office of Admissions printed the *A Focus on Diversity* handout featuring information on the percentage of underrepresented students on campus, academic support services such as TRIO and Success 101, and registered student organizations. This handout is available in the lobbies of both Hovey Hall and the Admissions Atrium and is also distributed at Redbird Experience and Redbird Ready events.

Application Workshop: During FY23, staff from the Office of Admissions completed application workshops at two high schools with large numbers of low-income and racially diverse student

populations. The Office of Admissions remains committed to serving traditionally underrepresented students and will continue to help with application completion as needed. Participants in application workshops, as well as all Chicago Public School students, receive application fee waivers. Admitted

students who are socioeconomically disadvantaged may also request a waiver for their enrollment deposit based on financial need (FAFSA EFC). Approved waivers allow first time in college students to progress in the enrollment process by removing the financial burden of the \$150 enrollment deposit.

Bilingual Recruitment:

- The Office of Admissions continued its practice of printing the Freshman Guide in Spanish with information on cost, scholarship, applying, events, and points of institutional pride. The Spanish guide is available for on-campus visitors, school visits, and college fairs.
- Illinois State continued its relationship with Univision in FY23, albeit to a lesser degree due to a lack of GEER Grant funding that we were able to utilize in the prior year. While we decreased our presence in various Spanish-language media under the Univision umbrella, we retained our primary sponsorship of Univision’s Education Week, a week-long block of programming targeted to Spanish-speaking families starting their college search. The timing of Education Week is strategic—engaging families just as they begin the application process for admission. If we have access to additional funds in future years, the Office of Admissions will likely increase our presence on Univision once again.
- In FY23, the Office of Admissions continued its relationship with Telemundo and NBC Universal for digital marketing and TV campaigns for the Spanish-speaking population in the Chicagoland area. This year provided a unique opportunity to engage this target audience because the network had rights to the World Cup—an event that occurs only once every four years and garners significant attention in this market. We served digital ads throughout the three-week competition, including pre-roll and mid-roll spots that ultimately accounted for nearly 300,000 impressions. We value our relationship with NBC Universal because it allows us to diversify our marketing portfolio to reach another large segment of the population not captured by Univision alone.
- Admissions partnered with Latino Studies to assist in the department’s outreach and yield activities in the spring semester. In late February, a group of 48 students from Joliet West High School visited campus for a program designed to inform them of opportunities in LAN and enhance their feeling of belonging at Illinois State. We provided tour guides and helped facilitate their lunch while here. Additionally, we worked with languages faculty to send a series of emails to FTIC and transfer student admits considering language majors. These emails came from a professor, a student, and the chair in the respective programs.

Chicago Public Schools (CPS) College Compact: The Office of Admissions is part of the CPS College Compact, an established compact between CPS and institutions of higher education within the state of Illinois. The goal of this compact is to increase the CPS four-year college graduation rate to 60% by 2025. To increase access to higher education and provide greater support for CPS students, higher education participants engage in an open dialogue with CPS representatives. The Office of Admissions provides support for various programming and educational initiatives through our participation in team meetings. This year, members of our staff participated in three CPS Network College Fairs, and we plan to participate in the CPS College Compact Enrollment Symposium in late March, a multiple-day virtual event for postsecondary leadership teams. In addition to the Office of Admissions, the Financial Aid Office and the Dean of Students Office work with the CPS College Compact.

Chicago STAR Program: Illinois State continues its partnership with City Colleges of Chicago on their Chicago STAR program. STAR Scholar students who graduate with an associate degree from City Colleges with a GPA of 3.0 or higher are eligible for guaranteed admission and the STAR Scholarship at Illinois State. We offer up to 20 \$5,000 renewable STAR Scholarships to qualified applicants. Twenty-six other universities, many of which are in the Chicago area, participate in this program to bring high-achieving, underrepresented students to their campuses.

College of Education’s Chicago Teacher Education Pipeline Programs and Partnerships: The

Office of Admissions works collaboratively with the College of Education’s Chicago Teacher Education Pipeline Programs and Partnerships (CTEPPP) and participates in CTEPPP’s on-campus visits. CTEPPP has established relationships with community-based organizations in Chicago that support students in enrolling in higher education. Information related to student applications, admissions, and enrollment is shared to help with recruitment of underrepresented students.

College of Education’s Teach Chicago Tomorrow: The Office of Admissions works collaboratively with the College of Education’s Teach Chicago Tomorrow program. Participating students are CPS graduates who want to teach elementary education or special education at any grade level. They follow a “2+2” pathway that will allow them to begin at City Colleges of Chicago, then transfer to earn an ISU bachelor’s degree in Education within four years, all without leaving Chicago.

Community-based Organization Recruitment and Outreach: The Office of Admissions continues to build relationships with community-based organizations (CBOs) and campus partners who specialize in preparing first-generation/low-income students for college. This year we again waived the application fee for our partner CBOs, which include Bottom Line, Chicago Scholars, College Bound Opportunities, OneGoal, and Phoenix Pact. Staff has strengthened existing partnerships with CBOs to ensure students are receiving the necessary information to support the application, visit, and enrollment processes at Illinois State. Members of staff have also connected with other CBOs this year in hopes of building relationships to further expand our reach in the Chicagoland area. In addition, University College Student Support Services also collaborates with various statewide student support services (SSS) program directors and high school Upward Bound coordinators to assist in making program participants’ transition to campus as seamless as possible.

- **Bottom Line:** The Office of Admissions maintains its partnership with Bottom Line, an organization that helps low-income and first-generation students apply to, enroll in, and persist through college. They provide individual support and guidance to assist students with their college decision and transition. The Office of Admissions assists Bottom Line by maintaining regular communication, sharing reports, and monitoring where students are in the admissions cycle.
- **Chicago Scholars:** Chicago Scholars works with academically talented, first-generation college students from under-resourced communities in Chicago. Through their seven-year model, Chicago Scholars helps students navigate the application process, transition into college, and persist through graduation. The Office of Admissions attended an on-site admissions event in October. Our admission counselors interviewed 52 first-generation, under-resourced students as part of this event.

- **College Bound Opportunities:** The Office of Admissions maintains a strong relationship with College Bound Opportunities (CBO), a community-based organization that works with students at Lake Forest, Highland Park, Buffalo Grove, Deerfield High Schools and Cristo Rey in Waukegan. CBO is a six-year program that mentors, empowers, and inspires low-income, first-generation high school and transfer students to attend and graduate from college. The Office of Admissions assists College Bound Opportunities by maintaining regular communication, sharing reports, and monitoring where students are in the admissions cycle. Every year, CBO brings groups of students to visit campus.
- **College Greenlight:** The Office of Admissions continued our relationship with EAB's College Greenlight in FY23. We were one of nine initial partner schools to participate in a pilot program called Greenlight Match, allowing underrepresented, low-income, and first-generation students to receive an offer of admission directly through the Greenlight platform. As part of the pilot, students self-reported their academic information on the platform, and we were able to make conditional offers of admission based on these reported credentials and the eventual submission of our application for admission. In fall of 2022, an offer of admission was extended to 308 students. Of these, 105 students responded with interest in Illinois State, and ultimately, 49 applied for admission. Of the 105 Greenlight students who responded with interest, 45 existed as prospects in our system.
- **College Possible:** College Possible is a college access and success organization whose mission is to close the degree divide and make college possible for students from low-income backgrounds through an intensive curriculum of coaching and support. This year, the Office of Admissions participated in a virtual panel discussion where we provided an overview of the University followed by answering questions from affiliated high school and college advisors.
- **Green Halo Scholars:** Green Halo Scholars works with rising seniors from six suburban high schools - Proviso East, Hinsdale Central, Hinsdale South, Lyons Township, Downers Grove South, and Bolingbrook - who have a 3.0 GPA. Students are nominated by their school counselor to participate, and Green Halo Scholars provides them with one-on-one mentorship to get to and through college. In September, the Office of Admissions provided a virtual presentation to students in the program.
- **OneGoal:** The Office of Admissions and University College collaborate with OneGoal, a community-based organization in Chicago and other locations across the United States. OneGoal serves hundreds of first-generation and low-income college-bound students from public and charter schools, providing support to these students through the first day of their second year of college. Currently, there are 163 OneGoal applicants that have applied for summer/fall 2023.
- **Phoenix Pact:** The Office of Admissions continues to partner with North Lawndale College Preparatory Schools (NLCP) to support the Phoenix Pact. The Pact serves to match high-achieving NLCP students with "success colleges" and to eliminate financial barriers to their enrollment. Through the Pact, students receive financial and other types of support to increase the likelihood of their success at Illinois State. There are currently 54 eligible participants that have applied for summer/fall 2023. University College staff regularly meets with Phoenix Pact

staff and students to facilitate student retention needs. Maintaining a strong relationship with the Pact has assisted in creating positive outcomes for these students at Illinois State.

Culture, Community and Belonging: A new session titled *Culture, Community, and Belonging* is offered for prospective students and guests during Admissions Open House events. Participants learn how students from various cultural backgrounds and LGBTQIA+ identities are supported and encouraged at Illinois State. This session addresses how students find and build community on campus, outlines diversity-related initiatives and includes an opportunity to hear from current Redbirds on how they found community and belonging on campus.

Diversity and Inclusion within Forms: Revisions were made to the application fee waiver section of the admissions website and the admissions application to make clear the various types of application fee waiver qualifications for undergraduate applicants. The expanded list of qualifications is aligned with the qualifications identified by the National Association for College Admission Counseling (NACAC).

A field for preferred name was added to campus visit registration forms to provide students the opportunity to share the name they prefer to be used.

Hope Chicago

Along with other public and private colleges and universities, Illinois State became a Hope Chicago partner in March of 2022. Hope Chicago provides equitable access to debt-free higher education for Chicago Public School graduates. For the fall 2022 incoming class, Illinois State welcomed 56 enrolled students from the five designated Hope Chicago CPS schools.

Midwest High School Scholars Analytics Academy for Underrepresented Groups: This one-week summer program through the Katie School of Insurance and Risk Management is designed especially for academically talented Black, Hispanic, and Native American high school students who excel in mathematics and enjoy solving business problems using data. The program was back in person after a two-year absence due to COVID-19. On the final day of the program Admissions presents to participants and their parents/guests on the college selection process, including information on financial aid and scholarships.

New EDI Publication: The Office of Admissions is working with University Marketing and Communications on a new and more comprehensive printed publication emphasizing EDI initiatives and opportunities across campus. Intended to be used both as a self-mailer and as a handout to prospective students on and off campus, this new piece will underscore our core values of diversity and inclusion. Different from *A Focus on Diversity*, this piece will highlight personal stories, giving a voice to students from various cultural backgrounds who diversify our learning environment. Select faculty and staff of color will also share how their areas contribute to a sense of belonging on campus. With this emphasis on personal narrative, we want prospective students and families to see themselves as members of our extended Redbird family and feel welcomed as they consider Illinois State among their college choices. The piece will also incorporate information on RSOs, it will highlight EDI programming, and it will include a list of relevant resources for students of color and those from marginalized populations. A larger, more visual format will better engage students and families compared to previously developed diversity publications.

Office of Admissions Events Showcasing the Multicultural Center: The Office of Admissions has added Multicultural Center tours as part of their prospective and admitted student events so students and

families can see the Center first-hand. The tour includes an overview of programming, communities served, and spaces. The Office of Admissions presents the Center as a place of belonging and support.

100 Black Men of Chicago Scholarship College Fair: The Office of Admissions continues to participate in this annual event that targets predominately African American students in the Chicago area. This year the ISU Office of Admissions was invited to the Honors Student Reception held the evening before the fair. This private, invitation-only event was for approximately 40 colleges/universities and 225 high school seniors. All nominated students for this event had a minimum GPA of 3.5 on a 4.0 scale and a minimum ACT score of 27 (or 1290+ SAT). During the reception we were able to discuss merit-based scholarship options and the Honors Program with these high achieving students. We saw hundreds of students during the fair and made connections with various black ISU alumni and community members.

Professional Development of Staff: The Office continues to invest in the education and development of staff in areas of equity, diversity, inclusion, and access. In addition to the many opportunities offered on-campus, members of the Admissions staff attended the following conferences and workshops this past year, returning with valuable insights and resources to share with staff.

- **Association of Black Academic Employees:** The Association of Black Academic Employees (ABAE) is a medium through which Black employees at Illinois State University participate in shared governance. The Association's purpose is to serve in an advisory capacity to University administrators, faculty, staff, and students regarding the general welfare of all Black employees at Illinois State University. Three members of the Admissions staff are members, and our Admissions Coordinator for EDI serves on the Executive Board as the Secretary and Communications Chair.
- **Culturally Responsive Campus Community Conference:** Several Office of Admissions' staff members are registered to attend this conference. This conference works to actively recognize and rectify inequitable experiences and create a more just campus. Continuing the work of the previous five years, the CRCC facilitates transformative education and meaningful action for the Illinois State University community, with focus on dismantling anti-Black racism.
- **EDI Leaders Circle Symposium:** Five Admissions staff members participated in this on-campus workshop on February 14, 2023. The EDI Symposium included a keynote on IBHE's strategic plan regarding equity as well as sessions on student success, restorative justice practices, social and emotional health and building and sustaining an infrastructure for support, belongingness and identities.
- **EMAS EDI Committee:** A member of the Admissions staff serves on the EMAS EDI Committee, actively participating in the development of programming, awareness and education centered on inclusivity.
- **Microaggression Training Ambassadors/ATT:** The Admissions Coordinator for Equity, Diversity, and Inclusion conducted training sessions with the Office of Admissions' Ambassadors and Admissions Tour Team around topics related to implicit bias, microaggressions, and how to respond to microaggressions.

- **Multicultural Center Presentation/Tour:** Recruitment staff and members of our communications team attended an informational presentation and tour of the Multicultural Center conducted by the Associate Director for Operations on the history and development of the Multicultural Center, the services it provides, and the student groups who use the space. This interpersonal session and tour provided staff a deeper understanding of the Center and its impacts on our diverse student body.
- **Multicultural Leadership Program:** A member of our recruitment team was accepted to participate in the Multicultural Leadership Program beginning in fall 2022. The Multicultural Leadership Program (MCLP) is an intensive, nine-month leadership development program designed to develop diverse leaders who engage the power of diverse perspectives to improve our world. This is the second consecutive year with an Admissions Counselor participating.
- **Safe Zone training:** Three staff members participated in Safe Zone training on Tuesday, November 12, 2022. This workshop was offered through the EMAS And Colleagues Professional Development Committee to provide staff educations and training to support our LGBTQ+ students and communities.
- **Sharing the Dream:** This statewide conference offered through the Illinois Association for College Admission Counseling (IACAC) brings together educators and allies working to support undocumented students and families. The conference was held virtually this year with sessions highlighting immigration policy updates, State of Illinois undocumented student policy updates (Illinois House Bill 110 ILCS 520/125), best practices from higher education practitioners, the importance of addressing mental health and an opportunity to hear directly from Illinois undocumented college students and how they have navigated the higher education space.
- **2022 NACAC's Virtual Guiding the Way to Inclusion Conference:** The Admissions Coordinator for EDI attended this annual conference aimed at secondary, postsecondary, and CBO college admission professionals who are dedicated to addressing the needs of diverse students within the college admission process. The conference provided opportunities for higher education professionals to reflect on current issues and share best practices related to equity in higher education. Following the conference, Office of Admissions staff were given access to the educational sessions regarding first-generation student and parent engagement, affirmative action in admissions, creating an equitable and inclusive within our units, and multicultural recruitment, among others. Recruitment staff members discussed several sessions in various staff meetings and how best to incorporate certain components into recruitment strategies and interactions with students and families.
- **Working Meeting with Office of Financial Aid:** Admissions' EDI Coordinator facilitated a working meeting with the Office of Financial Aid to cover EDI key terms and identify ways their office could be accessible and equitable through communications, policies, procedures, and the building of campus partnerships.

Redbird Experience: You Can Do ISU was discontinued, and a more targeted and personalized event entitled Redbird Experience was introduced. Redbird Experience provides select groups of high school students an opportunity to get an idea of what their life at ISU will look like. The groups participate in an admissions presentation, student panel, and an immersive tour of campus that includes seeing a

residence hall room, the Julia N. Visor Center, the Student Fitness Center, and the Multicultural Center. The event is best suited for juniors and seniors. Schools with high levels of diversity, first-generation students, low-income students, and/or rural students were invited to this event. We held five Redbird Experiences in the fall and three in the spring with over 20 high schools attending.

Redbird Ready: Redbird Ready is an annual program serving admitted students from populations traditionally underrepresented on college campuses, including first-generation students. Admitted students and their guests visit campus for a one-day experience that includes a student panel, financial aid session, and a student services and registered student organizations fair. Students can connect with organizations such as the Black Student Union, the Association of Latin American Students, Pride, First Gen Redbirds, and multicultural Greek organizations among others. Students receive a complimentary lunch, a tour of campus and the Multicultural Center, and attend an academic department meeting with their major. The Office of Admissions covers busing for a limited number of students and their guests from the Chicagoland area to make campus more accessible to them. This year's event is scheduled for Saturday, April 15, 2023.

Rural Outreach: The Office of Admissions continues its membership in the National Association of College Admissions Counseling's Rural & Small-Town Small Interest Group, receiving updates from across the country on rural scholarships, outreach strategies, and college access issues impacting rural students. This past fall the SIG conducted several [Learning Labs](#) focused on the rural student experience and topics such as financial aid and the rural student, making the most of the high school visit, and building rural student organizations on college campuses. Recently we have been able to utilize [NCES Locale](#) as a data filter in our CRM to distinguish high schools and prospective students by their geographic indicator (City, Suburban, Town and Rural).

Scholarships:

- In FY23, the Office of Admissions continued the practice of interviewing high achieving underrepresented and first-generation students for the University Scholarship. The interviews were again virtual to maximize the number of potential scholars we could accommodate. In FY23 we received over 1,300 applications from qualified students for this prestigious award and ultimately awarded 119 University Scholarships.
- The Office of Admissions collaborates with the Financial Aid Office as well as several academic departments to award foundation scholarships that are specifically intended for recruitment of first-generation and low-income college students.
- The Office of Admissions continued awarding the International Baccalaureate (IB) Scholarship for new freshmen who complete either the IB Diploma Programme or IB Career-Related Certificate Program. Awards are valued at \$1,000.
- The Office of Admissions continues to offer the Achievement Scholarship, a one-time award of \$2,000 for National Merit Finalists.
- The Scholarship Enhancement Committee, which includes staff from Enrollment Management, the Office of Admissions, and Financial Aid, continues to process requests for merit-based aid.

This can be a helpful resource for students who do not meet scholarship eligibility requirements and need additional financial assistance to attend Illinois State.

- The STAR Scholarship is awarded to incoming STAR Scholar transfer students from City Colleges of Chicago.

Strategic Partnership with Wyn-Win Communications: In FY23, the Office of Admissions continued working with a Chicago-based communications firm with well-established connections to elected officials, community-based organizations, corporate partners, places of worship, and others. Wyn-Win is working to develop relationships for Illinois State that will enhance our recruitment of underrepresented students now and in the future. The Wyn-Win team meets monthly with Admissions to assist with programming, events, partnerships and recruitment through the lens of marginalized student populations.

Strive for College: The Office of Admissions has collaborated for several years with Strive for College, a non-profit organization that aims to eliminate inequality in access to higher education. Because of this partnership, the University shares a forum with like-minded peers from across the country, sharing best practices in serving low-income and first-generation students. The University also receives exposure in a national publication distributed by Strive that lists institutions striving for equality. This platform affords the University greater exposure with this important population of students. Again, this year, Strive for College provided an opportunity for first-generation students on partner campuses to blog about their experiences. Celia Hernandez, class of 2023, blogged about various topics throughout the year so prospective students could better see themselves as a first-generation student at Illinois State.

Targeted Communications: In FY23 the Office of Admissions collaborated with student organizations sponsored by the Multicultural Center, including First Gen Redbirds, to create emails introducing each organization, what they do, and how students can join. These emails were written by the leadership of each organization to provide a more personal touch. We were able to send these emails out to admitted students through our CRM.

Enrollment Management and Academic Services

Enrollment Management and Academic Services Growth Change Team: Ongoing professional development for staff in Academic Affairs is being delivered with the emphasis on diversity, inclusion and equity in support of student success. The goal is to provide high-quality, high-impact experiences and processes that are accessible to and inclusive of all students in their journey from recruitment through graduation and beyond. Topics have included Cultural Empathy, Safe Zone Training, and Multicultural Center Resources and Programming.

Enrollment Management and Academic Services Equity, Diversity, and Inclusion Committee: This newly created committee is responsible for ensuring that equity, diversity, and inclusion are imbedded in unit goals, for looking at procedures and guidelines that may be barriers to student success, and for breaking the cycle of “because we have always done it this way”. Committee members are also part of the University EDI Leaders Circle and participate in semesterly professional development on EDI-related topics.

Financial Aid Office

America Reads/America Counts (ARAC) Program: In 2022-23, the America Reads/America Counts (ARAC) program employed approximately 30 undergraduate and graduate Illinois State students each semester, including the Summer session, to tutor a diverse population of local students in approximately 15 hybrid classrooms in the Bloomington-Normal community. Approximately one-third of the tutors are bilingual and are fluent in Spanish or have strong Spanish-speaking and comprehension skills.

In addition to the support provided to local schools, the ARAC program also supports after-school programs for the following community programs:

1. The Jule Foundation, that serves junior and senior high school students. ISU ARAC tutors provide homework help with a concentration in math. In addition, tutors are engaged in preparing junior high school students for college by assisting with writing skills.
2. Thomas Metcalf School Wildcat After School program. This program includes a homework center and accommodates students from Pre-Kindergarten through 8th grade.

The Illinois State ARAC After-School and summer program places tutors who provide individual attention in 30–45-minute sessions at local libraries for students entering Kindergarten through the 9th grade. This program has experienced a growing demand for bilingual Spanish and French speaking tutors.

Other Initiatives:

- The Financial Aid Office continues to work closely with organizations such as Bottom Line and Phoenix Pact to provide assistance with the financial aid process for prospective, as well as, returning students. These organizations help low-income and first-generation students get to, and through, college.
- The Financial Aid office is committed to employing bilingual financial aid counselors and currently have staff available to converse fluently in Spanish with students and parents.
- The Financial Aid Office offers money management/financial presentations to TRIO/SSS students and other groups of first-generation students, including those participating in Success 101 and Thrive classes.
- FAFSA completion workshops were held weekly during October and November to assist students who may have limited resources available to complete the application.
- The University collaborated with Hope Chicago to administer scholarship and financial assistance to CPS graduates in an effort to provide equitable access to higher education.
- University College, Admissions, and the Financial Aid Office collaborated in the administration of the SOAR Scholar Program in administering financial assistance to the students that qualified for this program.

Scholarships: The Financial Aid Office administers scholarships supporting the recruitment and retention of underrepresented students. These scholarships include:

- **The Country Financial Diversity and Inclusion Scholarship:** These scholarships provide support for full-time undergraduate or graduate students from historically underrepresented groups studying marketing, insurance, accounting, finance, sales, human resources, communication, actuarial science, cyber security, or information technology.
- **The Lopez & Navarro Scholarship:** These scholarships provide financial assistance to support undocumented students in their dream of receiving a college degree.
- **State Farm Scholarships:** The State Farm scholarships are awarded in the recruitment of academically talented underrepresented students.

The Graduate School

Equity, Diversity, and Inclusion Tuition Waivers: Graduate student Equity, Diversity, and Inclusion Tuition Waivers are used in an effort to provide support to individuals from traditionally underrepresented groups who have been admitted to an Illinois State graduate degree program. Waivers for all or part of a student's tuition are awarded competitively on a case-by-case basis to U.S. citizens. Awards are not based solely on membership in one or more traditionally underrepresented groups, but rather on a holistic evaluation that includes financial need and the students' articulation of how their experiences and perspectives as a member of an underrepresented group has resulted in and/or is expected to result in unique contributions to their respective graduate program, academic discipline, and overall campus community.

Black Graduate Student Association (BGSA): The BGSA is dedicated to the personal, professional, and scholarly advancement of black graduate students at Illinois State through the union of students, faculty, and staff on campus, and the Bloomington-Normal community at large. The Graduate School provides funding for programs and workshops.

Graduate Student Scholarships for Underrepresented Students include:

- **McNair Scholars Program:** Illinois State does not have a McNair Program but is committed to helping those scholars with expenses through the McNair book scholarship.
- **Ada Belle Clark Welsh Scholarship:** Provides a one-time award of \$2,500 to women admitted for graduate study who have prior involvement in community or civic activities and who plan to pursue a career in liberal arts, humanities, teaching, or the improvement of teaching. Awards are based on financial need, career goals, and academic excellence.
- **Diversifying Higher Education Faculty in Illinois (DFI):** The purpose of DFI is to provide Fellowships to students pursuing post-baccalaureate degrees as part of the state's effort to diversity the faculties and professional staffs at Illinois higher education institutions. Students are awarded between \$16,500 and \$17,000 per academic year which is renewable during the length of their program. The program started in FY18 with Illinois State awarding four DFI fellows. In FY23, we received funding for three new and five returning fellows.

Graduate Student Writing Support: Beginning in August 2022, a writing fellow program was developed. Three graduate students were selected as fellows to provide writing support. These fellows received ongoing professional development and provided writing services mostly in the evenings and weekends for graduate students.

Honors Program

One of the ongoing goals of the Honors Program is to attract, challenge, and inspire academically and culturally diverse students. Over the last several years, we have worked to build an equitable and inclusive program for all our students and utilized a holistic admissions process to develop a well-rounded and diverse Honors Program. Our efforts are reflected by the fact that the percentage of students of color enrolled in our program continued to grow, and we reflect the university’s diversity. Given that most Honors Programs and Colleges across the U.S. struggle with reflecting the diversity of their institutions, this is quite a feat.

Figure 9

First Time in College (FTIC) Honors Enrollment by Race/Ethnicity¹

Race/Ethnicity	Fall 2021		Fall 2022	
	Count	Percent of Total	Count	Percent of Total
American Indian or Alaskan Native	-	0.0%	1	0.2%
Black or African American	24	5.4%	22	5.0%
Asian	17	3.8%	22	5.0%
Hispanic	60	13.4%	56	12.7%
Hawaiian or Pacific Islander	-	0.0%	-	0.0%
White	327	73.2%	316	71.8%
Two or More Selections - Excluding Hispanic	18	4.0%	21	4.8%
Unspecified	1	0.2%	1	0.2%
Non-U.S. Citizen	-	0.0%	1	0.2%
Total	447	100.0%	440	100.0%

¹ Data are as of census day and are limited to first time in college students.

Figure 10

Total Honors Enrollment by Race/Ethnicity¹

Race/Ethnicity	Fall 2021		Fall 2022	
	Count	Percent of Total	Count	Percent of Total
American Indian or Alaskan Native	-	0.0%	1	0.1%
Black or African American	60	3.8%	67	4.3%
Asian	74	4.6%	71	4.5%
Hispanic	151	9.5%	167	10.7%
Hawaiian or Pacific Islander	-	0.0%	-	0.0%
White	1,225	76.9%	1,183	75.4%
Two or More Selections - Excluding Hispanic	68	4.3%	68	4.3%
Unspecified	7	0.4%	7	0.4%
Non-U.S. Citizen	9	0.6%	4	0.3%
Total	1,594	100.0%	1,568	100.0%

¹ Data are as of census day and are limited to undergraduate students, with the exception of graduate students who are enrolled in the Integrated MPA/BS plan.

Figure 11

Percentage of FTIC students of color enrolled each Fall in Honors

Year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
# of students of color	12	42	27	70	61	75	98	88	119	122
% of students of color	n/a	14.00%	10.90%	18.80%	20.50%	22.90%	22.20%	22.79%	26.70%	27.72%
% change from previous year	n/a	8.80%	-3.10%	7.90%	1.70%	2.40%	-0.07%	0.59%	3.91%	1.02%

EDI Peer Mentors: In spring 2021, the Honors Program applied for and received support from the GEER grant to hire and train mentors with a particular focus on under-represented and first-generation college students. The Honors EDI Mentor Program officially launched in fall 2021 and focused on student success, retention, and belonging in both the Honors Program and the University. Mentors received a full day of training at the beginning of the semester and met once a week for additional training and reflection throughout the semester. In the fall, mentors met with their mentees once a week and for special events including a movie night. In spring 2022, the EDI mentors continued to meet with their mentees on a regular basis and participated in a series of professional development workshops to better connect with their mentees. These sessions focused on students’ mental health, self-care, allyship, neurodiversity, and identity and belonging.

In fall 2021, the program trained 5 mentors, who were paired with 20 mentees. In spring 2022, 4 mentors worked with 19 mentees (14 continuing; 5 new). 100% of the mentees who persisted in the program returned to the university for the next year.

In fall 2022, the GEER grant was extended, and the Honors Program was able to continue its EDI peer mentoring program. We began with 5 mentors who were paired with 24 mentees. The program focuses on first semester students. However, students could choose to continue with the program in their second semester if they wish. We currently have 11 mentees continuing in the program in spring 2023.

While the program is new, our results so far have been positive in terms of helping students to acclimate to the university, build a community, and have a support system which contributes to their retention at Illinois State University. We are optimistic that going forward the EDI Peer Mentor Program will continue to successfully support and retain under-represented and first-generation college students.

Advanced Honors Seminars/Honors Explorations: Many of our Advanced Honors Seminars and Honors Explorations focused on issues related to equity, diversity, and inclusion.

- **Honors Exploration: Race, Power, & Hip-Hop**, Terry Jackson Jr., Coordinator of Data & Clinical Experiences, Lauby Teacher Education Center
- HON 202A78: Culture, Context, and Identity: Cultures of Play: Leisure, Learning and Formations of Identity, Nic Heckner; Languages, Literatures, and Cultures
- HON 202A75: Interdisciplinary Investigations: Indivisible, with liberty and justice...for some, Cristina Prestin-Beard; Family and Consumer Sciences
- HON 202A77: Leadership in Action: Leadership in Social Movements, Paige Buschman; Stevenson Center for Community and Economic Development
- HON 202A78: Culture, Context, and Identity: Deafness in Literature and Film, Dr. Stephanie Gardiner-Walsh; Special Education (two sections offered)

Honors Mindset Seminar (HMS): This course is offered in the fall for one credit hour. Every new Honors student must take the HMS. This year, just over 550 students were registered for 21 sections of the HMS. In the first portion of the course, students cover research about how best to learn and study. The second portion of the course focuses on the six dimensions of Honors Learning, which cover EDI content, especially the units on Cultural Intelligence, Critical Thinking, Information Fluency, and Interdisciplinary Learning. Readings, activities, and discussions focus on EDI content the weeks that these dimensions are covered. This year, Honors teamed up with the Center for Civic Engagement. The Center for Civic Engagement held Deliberative Dialogues in all 21 sections of the HMS.

Alternative Spring Break/Study Abroad: Each year Honors students participate in an Honors Alternative Spring break in coordination with the Center for Civic Engagement. In spring 2022, students travelled to Memphis, Tennessee to work with Serve901, a non-profit devoted to education equity, civil rights, and criminal justice reform. In spring 2023, Honors students will go to Little Rock, Arkansas to work with Our House, an organization that focuses on housing insecurity. In summer 2023, 24 Honors students will travel to Ireland. This experience and course will focus on colonization, decolonization, and the Irish language and history.

University Scholars: University Scholars are students from underrepresented groups, first-generation, low-income, and other groups who are awarded a minimum of \$6,000 per year for four years. The Honors Program works with the Office of Admissions to recruit students from the University Scholarship pool. For the 2022-23 academic year, 194 University Scholars were directly admitted to the Honors Program and many chose to participate in the program.

Professional Development: Staff continues to seek opportunities to develop professionally on issues of equity, diversity, and inclusion. Two staff members are involved in the EDI Leader's Circle. Overall, the Honors staff recognizes the importance of EDI values and works to develop their skillset to work more effectively with our student population.

University College

Retention initiatives and recruitment efforts are often developed and managed within University College. Underrepresented, first-generation, and students from low socioeconomic brackets overlap considerably, given campus demographics at a predominantly white institution. University College strives to be a model of collaboration among units in developing and continuing programming for students from all student populations, with an intentional focus on students from underrepresented populations. University College aims to improve our students' academic and personal success with

underrepresented identities. Collaborative efforts exist between units in organizational divisions and across divisional lines. Examples of those collaborative efforts are as follows:

Academic Advising: In partnership with the Provost's office, University College Academic Advisement (UCAA) implemented SPAN advising (Strategic Partnerships in Advising Needs) in the summer of 2021. By placing this workload in University College, redeployment of advising services could happen when enrollment trends change, promoting maximum versatility and fiscal responsibility simultaneously. This was in response to a need impacting campus-wide advising services. To reduce advising caseload sizes in schools and departments with higher advisee ratios than their current advising services can be appropriately managed equitably and appropriately. UCAA collaborated with five departments, providing each with an experienced professional advisor to serve students assigned to the academic department/school. This was a unique approach because of the decentralized advising model used at Illinois State. Two partnerships continue to thrive out of the pilot group, and we continue to assess the effectiveness and sustainability of the SPAN model.

Communication and Marketing Coordinator: In spring 2021, a new, specialized position called the Communication and Marketing Coordinator (CMC) was hired at University College. The duties of this position include improving resources for diverse populations, increasing accessibility to all tools, removing deficit language, focusing on voice and tone, promoting social media with special efforts for students of color, and messaging to demonstrate cultural humility are at the forefront of this position.

Community-Based Organizations (CBOs): Within this reporting period, there has been an increase in the number of Community-Based Organizations that intend to collaborate with Illinois State to support students. At this time, University College is connected to Bottom Line, HOPE Chicago, Chicago Scholars, College Bound Opportunities, CPS Compact, Phoenix Pact, [MASAI](#) (*Mentoring, Academics, Scholarship, and Achievement Initiative*), Noble Schools/Scholars, and One Goal. [STEM Alliance](#) and SOAR scholars may also be defined as CBOs, but these programs are individually listed. The retention rate of students from these CBOs is significantly lower than comparable students, and the transition to Illinois State presents additional challenges.

- An academic advisor at University College created the Pursuing Higher Education and Outstanding Moments (PHENOM) group to recognize a historical connection with Chicago Public Schools with an intentional rebranding to meet the requests from the students. The goal of rebranding was to create a renewed and holistic community while shedding its previous history. Most challenges reported by students are attributed to the highly structured environment of the Noble Charter schools and the self-regulation environment of Illinois State.
- First-year students were monitored and had grade checks at various points during the fall and spring semesters. In addition, academic encouragement and recommendations for improvement emails were sent to students who had more than two grades of D or F.
- Collaboration and coordination with the high school-to-college transition partners include facilitating and scheduling campus visits for the partners to meet with students. Additionally, as of fall 2019, all students from the Noble Network of charter schools are assigned to a specific advisor in University College who is familiar with the unique nature of this school system.

Food insecurity initiatives- Hallway Pantries: University College staff members organize and supply a small hallway pantry for students that promotes open access with anonymity. People can stop by for healthy snacks, including pretzels, chips, soup, granola and protein bars, canned goods, or fresh fruit. The pantry is also stocked with personal items such as soap, feminine care, shaving cream, shampoo, toothbrush kits, and cleansing towelettes. In addition, information is posted to connect students who may need additional items to other support systems on campus and an offer to meet with an academic advisor (readily available nearby) to discuss longer-term needs. At the Dr. Julia Visor Academic Center (JVC), an employee supplies students with nutritious snacks and beverage options using her personal funds. Additionally, housing services implemented a “grab and go pantry” near the Escalante Room, and this option was added to all training for employees within the JVC office.

Predictive Analytics: University College continues to shepherd the campus effort in deploying predictive analytics to improve the first-to-second-year retention rate, with significant campus collaboration. The Office of Enterprise Data Analytics (EDA) continues refining the model to predict the likelihood of fall-to-spring and fall-to-fall retention of First Time-in-College (FTIC) students. Also, EDA is working to develop a model to predict first semester GPA for FTIC students. Continued outreach by University College includes:

- Utilized predictive analytics to identify and recruit students for first-year seminar courses and the SOAR program.
- Advisors utilized data to manage better and target students for follow-up on their caseload.

Pre-Health Advising: University College partners with the School of Biological Sciences to offer a comprehensive individualized preparatory plan of study for admission to graduate-level programs in the health professions. A highly-specific Pre-Health advising team strives to prepare and support students with diverse and underrepresented identities for professional schools. In addition, a vital goal is to increase the number of students of color who pursue and participate in professional schools. The structure of these services is a three-pronged approach: identifying the right fit, effective planning, and building support.

- These innovative and comprehensive services support students pursuing Medical, Dental, Physician Assistant, Physical Therapy, Occupational Therapy, Pharmacy, Optometry, and Chiropractic graduate programs.
 - A lending library is available to pre-health students on various topics to promote equity in access to materials/preparation, including such titles as *Medical Apartheid*, *Black and Blue: The Origins and Consequences of Medical Racism*, *Broken Bodies: Migrant Farmworkers in the United States*, *Her American Doctors*, and *the Collision of Two Cultures*, *Unwell Women: Misdiagnosis and Myth in a Man-Made World*, and many more.
- The Pre-Health Advising services connect to Registered Student Organizations, curriculum with developmental opportunities, discussion and planning of pervasive and timely topics within professional careers, and introspection to ensure a student’s commitment to this challenging goal. Additionally, the experienced academic advisors that lead this program continue to build professional networks with other programs around the state, continuously update pre-health programs admission practices, and pursue professional development opportunities.

- Pre-health courses seek to create experiential classroom activities that emulate the professional school interview process, demonstrate the importance of soft skills, explore topics of the hidden curriculum in healthcare, and provide realistic academic, personal, and professional expectations for pursuing a career in healthcare fields.
 - IDS 194: Careers for Health Professionals provides information and experience on careers in medicine, dentistry, osteopathy, podiatry, optometry, pharmacy, veterinary medicine, occupational therapy, and physical therapy.
 - BSC 398a03 - Professional Practice: Mentorship in Healthcare Professions. Students work in a mentorship environment with practicing professionals in specific areas of healthcare, including medicine, dentistry, and optometry.
 - Enrollment patterns continue to grow and sustain courses offered in the fall and spring semesters (previously, only one course was available each academic year).
- In addition, the academic excellence and community connections of Pre-Health Advising are primarily responsible for the launch of the ISU-OSF Primary Care Job Shadowing Program in the fall of 2022. This unique program allowed Illinois State students to shadow multiple Primary Care physicians for several hours throughout the semester. Feedback from both students and physicians was overwhelmingly positive. A student reported, “...The experiences I got, the lessons I learned, and the people I met were ones I will never forget.” Another student stated, “This experience...helped solidify my decision to study medicine in the future.”
 - Due to the success of this program, this impactful medical shadowing opportunity will be available to students in the fall of 2023.

Presidential Persistence Funds: In FY17, a President gift was awarded to University College to improve the retention of underrepresented students from underrepresented backgrounds by dedicating \$250,000 to develop programming to serve similar populations as the TRIO/SSS program: first-generation, low-socioeconomic standing, financial instability, and educationally underserved students. Since the investment of these funds, Illinois State has seen an increase in the overall first-year retention rates and a slight improvement in the retention rates of Black/African American students. In addition, this continued financial commitment has been utilized by University College in the following ways:

- **Persistence Committee:** Consists of representation from the Dean of Students Office, Financial Aid, University Housing, Student Accounts, University College, Enterprise Data Analytics, International Studies, and the Graduate School. The Persistence Committee takes a case management approach to address issues affecting a student’s ability to navigate life demands and persist at the University. In particular, the Persistence Committee awards micro-grants, typically a maximum of \$5,000 over the time required to complete a degree, to support a student’s path to persistence and graduation. As part of the Persistence Committee’s efforts, University College staff work with CAST, COE, and the Lauby Center (Secondary Education and area K-12 special populations) to proactively identify criteria for awards, identify students who meet criteria, and facilitate the distribution of awards. Since its inception in May 2018, the Persistence Committee has discussed 639 cases and 476 unique students and awarded almost \$700,000 in microgrants. From this sub-group of students, 196 students graduated from Illinois State.
 - The Persistence Committee continues to harness full financial support from various campus partners and their funding sources. Specifically, the College of Applied Science and Technology earmarked a total of \$47,000 to support students in declared majors of

this college. University College coordinates data collection, interpretation, and disbursement of awards to assist CAST in these efforts.

- The members of this committee are critical experts in maximizing the efficient and effective use of all financial and academic assets. The overarching goal is to help as many students as possible within the campus environment.
- **Peer Success Advocates (P.S.A.s) to replace [Peer Academic Coaches \(P.A.C.s\)](#):** Peer Academic Coaches meet with students weekly to provide individual coaching to develop and refine academic skills, recognize learning strengths, and create personalized strategies for academic success. For 2022-23, 81 students worked with a PAC; therefore, usage continues to trend downward.
 - After continuous assessment and evaluation, University College determined that Peer Academic Coaches are not fully utilized. Student feedback indicates difficulties with study habits and time management, possibly contributing to academic difficulties. With this in mind, the position was reformulated and called Peer Success Advocate, and hiring will be conducted to launch training and the availability of proactive outreach in August 2023.
 - The Peer Success Advocates in University College contribute to student persistence and retention through proactive outreach efforts. University College trains Peer Success Advocates to address academic barriers and connect students to appropriate campus resources and services. The goal is to promote forward-thinking support capitalizing on predictive analytics for students who need a more intrusive academic support style to succeed. This new position will focus on sophomores attending Illinois State. Students may be referred to Peer Success Advocates through the Persistence Committee, referrals from advisors or other campus professionals, or students seeking assistance independently.

[Project Success/Project Rebound](#): Project Success, first-time probation students, asks students to reflect on the behaviors that led to their probation status, develop a plan to return to good academic standing, identify services to improve their grades, and learn about academic policies related to academic probation and dismissal. As a required academic support program for students experiencing academic probation, it has demonstrated success in helping students turn their academic careers around and has increased retention. This reporting period, 1,300 students were identified for Project Success, and we found that approximately 34% of these students returned to good academic standing within one semester. Project Rebound, about 400 students participate per year, with around 40% returning to good academic standing.

- In 2015, Project Rebound was launched to proactively champion students experiencing repeated academic probation, multiple semesters below a 2.0 cumulative GPA. Rebound participants meet bi-weekly in individual meetings with a *success facilitator*. facilitators tailor scheduled meetings to address the unique needs of the group. typically include developing and refining academic goals, exploring major/career options to determine fit, and strategies to overcome common challenges students face.

Orientation Programs- [Preview & Transfer Days](#):-

- As a proactive response to feedback and changing needs of students, Transfer Registration and Orientation Day moved to a hybrid program model to allow incoming transfer students more

flexibility in choosing their advisor appointment and registration times as a separate event from visiting campus for their orientation programming.

- Preview is the required summer orientation program for all new FTICs (First Time in College). Preview Guides are an integral part of the orientation process. Preview Guide training was changed to include deliberative dialogues about privilege, oppression, diversity/inclusion, and how to navigate difficult conversations with support and poise. Training was well received by the Preview Guides and OTS staff.
 - After translating Preview materials to Spanish, Orientation and Training Services (OTS) continued to improve access to all materials provided within their programs. OTS worked with Student Access and Accommodation Services to enhance the accessibility of all materials, including PDFs and presentation materials, for students and guests with learning differences. In addition, all videos and presentations were available with a closed captioning option in English and Spanish. Student feedback was positive, and OTS will continue to expand this work.
 - For 2022, Preview staff were excited to offer the traditional, in-person program. Over 3,900 students and almost 8,000 family members attended Preview 2022 in 24 concurrent/overlapping Preview sessions from June 6 to July 22, 2023. Expanded Preview opportunities included:
 - Milner library hosted check-in, which meant all incoming first-year students visited the library before starting their first semester.
 - Students and their families were invited to tour the Multicultural Center to learn more about the fantastic programming and resources for students.
 - Center for Civic Engagement and Preview partnered with a local non-profit (the Back-to-School Alliance) and asked Preview students to bring school supplies or backpacks to donate. As a result, ISU donated 800 backpacks for children in Bloomington-Normal.
 - In partnership with Sustainability and EMDH, Preview provided reusable water bottles and used compostable items for lunches served in a red ISU reusable lunch box.
 - Due to the intentional focus and individualized attention, 98% of Preview students were enrolled at ISU on census day (fall 2022).
 - Data show students coming at the end of Preview have lower retention rates. The large FTIC class also caused more strategic conversations to ensure that those coming to Preview at the end of summer had a variety of courses to select rather than a very short list of open sections.

Retention Services and Efforts: Retention Services and Academic Advising in University College were responsible for additional outreach efforts contributing to an incoming FTIC class of 3,800.

- Over the summer, University College Retention Services took the lead in coordinating anticipated enrollment that manually combined data from three primary areas: Admissions Status, Housing Status, and Preview Status. Weekly data were summarized to categorize students based on missing information and coinciding actions from the area/unit directly connected to addressing a potential change in enrollment plans (i.e., Dropping classes, canceling a housing contract, withdrawing admissions application).

- University College provided information to specific units for outreach. This leadership provided a systematic and comprehensive outreach campaign. For example, students with a signed housing contract but no fall classes received outreach from an Academic Advisor (position most closely assigned to adding fall classes to confirm enrollment plans). Likewise, students with courses and no housing contract received outreach from University Housing (the position most closely assigned to securing housing and ensuring plans to attend in the fall).
- In an effort to help our Redbirds who have stopped out without a degree, University College staff found that since 2019 we had 52 former students who have more than 120 hours and no degree. Taking an individual, personal approach University College staff contacted all the students with positive results. We have seen 31% have since graduated, another 31% have returned to finish their degree, and 12% simply need to apply for graduation and they will be ISU alums. Work continues to encourage these students to complete their degrees.

SOAR Scholar Program: In its fourth semester as a pilot program, the SOAR (Supporting Opportunity, Actualization, and Realization) Scholar program focuses on the inherent strengths that the SOAR Scholars bring to the campus community using a cohort model. SOAR Scholars program strives to develop a diverse community of scholars who support each other in achieving success while attending a predominantly white institution Cohort members register for a course collectively (Thriving in College, Career, and Beyond), have specialized programming options and events, work with a specially matched mentor, and other networking opportunities to build a SOAR Scholar community.

- Cohort 1 (2021-22): comprised of 14 students.
- Cohort 2 (2022-23): comprised of 14 students
- Recruitment efforts will seek students for cohort 3 (2023-24).

STEM Alliance: To fully support students, STEM Alliance provides resources for students from underrepresented groups pursuing majors or careers in mathematics, science, engineering, technology, and teacher education. University College provides programming for these students, including faculty mentoring, support for research at the undergraduate level, and professional development involving travel to conferences. In addition, University College and CeMAST commit to using general revenue funds to continue the support and enrichment programs established through LS-AMP, renamed by student vote to STEM Alliance in 2019.

Student Employment & Training: University College employs over 200 graduate and undergraduate employees in a paraprofessional capacity, meaning students function in similar roles and responsibilities to full-time employees, use the same technology/tools, and deliver student-facing services without direct supervision. Training among all student positions covers training topics like confidentiality of student records, professionalism, handling complex conversations/topics, inclusion/diversity/equity, and technical skills as paraprofessional tasks.

Training & Learning Committee (TLC): University College is committed to professional development opportunities for staff, focusing on the education and development of diversity, inclusion, and access. The Training & Learning Committee focuses on consistently pursuing learning and improving knowledge, skills, and abilities to provide excellent support for college students and their diverse needs. TLC plans as a small committee, with key members involved in campus-wide DEI efforts, and involves University College leadership in planning and execution. For example, after a topic is covered in a large session,

individual follow-up conversations or written self-reflections are submitted to the professional's direct supervisor so learning can become instituted into the work environment as an expectation of practice.

- TLC additional development sessions included Collaboration with Career Services for a session on motivation, productivity, & efficiency strategies; MBTI small group meetings on topics including stress and communication; collaboration with Campus Recreation to tour eSports arena; Coaching strategies and application with students; Creating more student-focused and asset-minded language in our contact with students. Other professional development offered through work with EMAS/FISSE included an MCC tour, Provost Q&A, Safe Zone training with CIPD, and Cultural Empathy. The University College retreat in May 2022 focused on better serving underrepresented groups and other inclusivity topics.

TRIO/Student Support Services: TRIO is a highly successful, federally funded program serving the needs of first-generation and low-income college students. Of the 232 program participants, 93% persist to their second year of college. initiatives include:

- In 2022, TRIO scholars traveled to Orlando, Florida, to visit Disney Campus and Epcot. The trip focused on personal development and financial enrichment. Additionally, students experienced Strengths Quest, professional speakers, museums, career competencies, and development/goal setting.
- University College contributes institutional funding to TRIO each year. While the minimum amount is \$3,000 in matching funds, University College supports TRIO with approximately \$35,000 in expenses, personnel, fringe benefits, and events. In addition, University College allocates \$6,600 during this reporting period to assist TRIO students with grants-in-aid.

Office of the University Registrar

Military Friendly School Designation: Illinois State was named a Top 10 Gold Award winner designated as Military Friendly in the 2023-2024 Military Friendly Schools list published by Victory Media. College Factual also has listed Illinois State in its 2021 rankings as a top 100 Best School for Veterans in the U.S.

Got Your 6 Pledge: The University has signed the "Got Your 6" pledge, which focuses on the six key pillars of Veterans' reintegration: jobs, education, health, housing, family, and leadership. We are a member of Illinois Joining Forces and Illinois State participates in the McLean County Veteran's Assistance Commission information meetings. The University is also a member of the Illinois Farmer Veteran Alliance Advisory Board.

Veterans and Military Advisory Council: Established in 2017, the Veterans and Military Advisory Council is a group of campus stakeholders that work together to both provide a campus community that helps military-connected students find success, and to help the greater campus community understand the needs of our military-connected students. Comprised of both civilian and Veteran staff members, the Council's purpose is to be a "force multiplier" for Illinois State in supporting the many campus needs of our military and Veteran student population. The Council meets periodically to collaborate and discuss current topics and issues affecting all represented areas of campus so as to best work together in a seamless manner with both official programs and unofficial mentoring support. Membership on the council includes staff from the Office of Admissions, Financial Aid Office, University College, Milner

Library, Department of Military Science/ROTC, Dean of Students Office, Student Counseling Services, Student Access and Accommodations, and the Career Center, as well as student representation.

Veteran Study Center: The Office of the University Registrar continues to provide a Veteran Study Center in support of the military and our Veterans. This Center, which opened in 2012, is available to our students, to those currently serving on active duty, and those who are part of our military science program. The space provides a place for the students to gather and study, as well as a place to offer programs designed for our Veteran and military students. Each semester, the Career Center provides walk-in resume critiques in Center. In addition to these programs, the Career Center hosted a free networking dinner for Veteran and ROTC students in the fall so that they could meet with employers and learn how to market military experience and skills.

Events/Workshops:

- **Veterans Day Ceremony:** Veterans and Military Services and Military Sciences/ROTC work together each year to provide a Veterans Day Ceremony for the campus and local community. The 2022 ceremony was held in the Bone Student Center.
- **Veteran and Military Orientation:** Connected Welcome is provided as part of the Welcome Week for all new and returning students. It is designed to provide an opportunity for newly returning military-connected students to connect with each other, as well as local and campus resources.
- **Commencement Recognition:** In December 2016, a Commencement tradition began at Illinois State. Recognition for military service was expanded beyond acknowledging our recently commissioned army officers. Those that have served, or are currently serving, are eligible to receive a red, white and blue cord to wear in their Commencement ceremony and are recognized in the Commencement book.

Figure 12

Veterans and Military Services Contacts (March 2022-December 2022)

Veterans and Military Services: Email Contacts	2,631
Veterans and Military Services: In-Person Contacts	585
Veterans and Military Services: Telephone Contacts	854
Veteran Study Center Visitors	675 (est)

Figure 13

Military Connected Graduates (from among those receiving benefits)

	Graduated*	Receiving Benefits during Semester*
Summer 2021	25	78
Fall 2021	41	320
Spring 2022	52	311

*Dependents are not included

Student Success

GEER I Grant: Illinois State University was awarded a secondary award in Governor’s Emergency Educational Relief (GEER) grant funding. The grant specifies that the funds “must be used to support efforts to enroll and retain low income, underrepresented, and first generation, students, that might otherwise not enroll or return due to the pandemic, including by closing digital equity gaps.” Ending October 1, 2022, Illinois State is utilizing GEER I funds in a number of different areas:

- **RSO funding:** A portion of the funds have been dedicated to funding for identity based RSOs in Coordination with the Dean of Students Office. Grants have been provided to assist RSOs with purchasing such things as branded apparel or marketing supplies.
- **Internship grants:** In collaboration with Career Services, over \$200,000 was utilized to give students the financial ability to accept unpaid internships by providing them a grant to cover living costs during the period of the internship.

GEER II Grant: The State of Illinois provided \$709,000 in GEER II funding to be spent October 1, 2022 through September 30, 2023. These funds are being used for such programs as internship grants, Student Counseling Center training and development, SOAR, Hope Chicago, e-Textbooks, the Share Shop, and developing an inclusive learning environment classroom.

Milner Library e-Books Program: Milner Library provided free electronic textbooks and access codes to reduce the cost of textbooks for students.

Data Literacy Institute (DLI):

A cohort of 20 individuals from across the institution, including faculty, advisors, administrators, and other staff directly involved with student learning, development, or support engaged in a 9 month learning experience. The DLI, taught by APLU instructors focuses on using data as a way to address retention and graduation issues within the institution. Three teams focus on:

- **Team #1: Impact assessment of student support services** including such things as evaluating resources dedicated to student success initiatives, program participation outcomes.
- **Team #2: Equitable retention and graduation outcomes** including such things as time to degree,

student debt, course repeats, gateway course success.

- Team #3: **Student engagement impacts** including such things as [NSSE survey](#) data, [Bird Tracks](#), early grade alert.

ReggieCon: In coordination with Dr. Scott Jordan, Chair of the Department of Psychology, Student Success is coordinating the second year of ReggieCon with eight panels focusing on depictions of race, gender, and ethnicity in comics, graphic novels, movies, and other popular media. The eight panels coordinate with heritage months including Hispanic Heritage Month, LGBTQ History Month, Indigenous American Heritage Month, Black History Month, Women’s History Month, Arab American Heritage Month and Asian Pacific Heritage Month.

Institutional Transformation Assessment: Illinois State is one of 16 institutions selected by the Association of Public and Land Grant Institutions (APLU) to participate in the Institutional Transformation Assessment (ITA) for student success and equity. The ITA is a web-based tool that helps universities understand institutional strengths and areas for improvement with the goal of building capacity to better support students on campus and develop an action plan for reaching the institution’s student success goals. Participating in this process will allow Illinois State to advance planning and initiatives addressing both student success and equity. This process began in April 2021 and will continue throughout the 2022-23 academic year. Part of this grant was the Advising Success Network where teams of advisors participated in modules and developed white papers on topics such as equity minded policy review, structure, and implementation of best practices.

Higher Learning Commission Quality Initiative/Student Success Planning: In July 2021, Illinois State University submitted and had approved its Quality Initiative for the Higher Learning Commission: the Development of and Operationalizing a Comprehensive Framework for Student Success. This process builds on the formal process of student success planning that began in FY21. The identified goals for this project include:

- **Goal #1:** Develop a campus-wide definition of student success that extends beyond the traditional metrics of retention and graduation.
- **Goal #2:** Develop a campus-wide student success framework that employs collaborative, coordinated, and integrated processes and involvement.
- **Goal #3:** Expand Data Informed Decision-Making related to Student Success
- **Goal #4:** Establish a clear connection between faculty success and student success
- **Goal #5:** Analyze university practices for their impact on student success with an emphasis on diversity, equity, and inclusion. Identify and eliminate inequitable institutional barriers, practices, and policies to student success and develop paths towards multidimensional inclusiveness.
- **Goal #6:** Secure a financial structure dedicated to student success and the identified initiatives.

VI. Recruitment and Retention Activities within the Division of Student Affairs

Division of Student Affairs

Professional Development: The Division of Student Affairs has a strong commitment to the professional development of staff, as it is vital to the success of its mission. Staff members were provided with numerous opportunities to participate in various division-wide programs throughout the year, from webinars and workshops to team-building exercises and nationally recognized speakers. Professional development programs fall within the following knowledge areas:

- (1) student advising and support,
- (2) teamwork, mentorship, and interpersonal skills,
- (3) leadership competencies,
- (4) personal and career development,
- (5) productivity and problem-solving,
- (6) global perspective and worldviews, and
- (7) digital fluency and assessment.

Environmental Scans: Each department within the Division completes a three-part environmental scan every two years. The three phases consist of an external, hybrid, and internal scan.

- (1) The external scan includes physical space and décor, website and social media, print materials, and culture.
- (2) The hybrid scan includes policies and procedures, mission statements and key documents, programs and services, conversations and interactions with others, and presentations.
- (3) The internal scan includes leadership and advocacy, expectations and training, goals, strategic planning, and assessment.

The scans utilize various categories of differences, audiences, and time frames to gather the best information possible. Environmental scan findings and recommendations are used to advance our equity, diversity, and inclusion efforts.

New Staff Orientation: The Division of Student Affairs included a cultural competency component to staff orientation. Newly hired Student Affairs staff attended a half-day orientation through the Division. One hour of the program included an introduction to cultural competency covering common terms, social identities, and competency expectations. The outcomes included the ability to: (1) demonstrate an understanding of the importance of cultural competency in Student Affairs work; (2) apply acquired knowledge of diversity terms to create an inclusive environment; (3) apply knowledge of individual social identities to relate to individuals from diverse backgrounds; and (4) identify areas of personal cultural competency development and seek opportunities for further development.

Inclusion Change Team: The Inclusion Change Team within the Division of Student Affairs consisted of 17 Inclusion Practitioners from all 14 departments. The team functioned like a learning community and received extensive cultural competency training. Outcomes of the change team included: (1) department staff are more culturally competent due to Inclusion Practitioners supporting their development; (2) practitioners create inclusive environments by using an inclusion lens in various roles

on campus such as during meetings, on committees, and as members of search committees; and (3) Inclusion Practitioners and division leadership improve policies, programs, and services through consultation and collaboration.

Redbird Edge Series: The Redbird Edge series was created in response to data collected from the needs assessment administered every two years. Staff expressed high interest in professional development opportunities and training on issues of diversity and inclusion. Two tracks were created to address these requests:

- **Track 1 - Mid-Level Career Development**

This track is designed to provide Illinois State University Student Affairs staff the opportunity to gain essential personal and career development training to help be the best professional in their current roles and gain the knowledge needed to pursue lateral or upward-level positions within or beyond the institution.

- **Track 2 - Equity, Diversity, Inclusion, and Antiracism**

This series aims to provide Illinois State University Student Affairs staff the opportunity to build competency and capacity through education, training, and practical application. Using a cohort-based model, participants explore key EDIA topics through the lens of history, policy, intersectionality, and the impact each topic has on student, staff, and faculty life.

Student Affairs Development and Advancement

Student Success and Excellence Fund: The Student Success and Excellence Fund supports students in their ability to thrive and excel in their academic and co-curricular experiences. Scholarships are provided to aid participation in co-curricular experiences that offer them a competitive advantage in achieving their goals and aspirations. The spirit of the award embodies Illinois State's commitment to diversity. The following categories are options for students to seek support in achieving their academic and personal educational goals:

- **Textbook Scholarship:** Students who are involved on-campus in opportunities offered by Illinois State can apply for a book scholarship to support their academic goals of graduation. The scholarship is \$300 per year, with a lifetime limit of \$600.
- **Co-Curricular Scholarship:** Individual students may receive support to attend or participate in co-curricular and curricular experiences provided by Illinois State such as study abroad, Alternative Breaks, or professional conferences. The maximum award is \$1,000 per student.

Susan T. Kern Special Opportunity Scholarship Fund: The vision for the Susan T. Kern Special Opportunity Scholarship Fund is to provide financial support to Illinois State University students in support of one-time special academic or co-curricular opportunities. It is Dr. Kern's wish to provide financial assistance to a student for an opportunity they otherwise would not be able to fund. The Selection Committee consists of representatives from the Offices of the Provost, Women's, Gender, and Sexuality Studies Program, Dean of Students, and Development (University Advancement).

Campus Recreation

Programs/Events:

- Campus Recreation Adventure Program opened up activity offerings to include four free activities available to students. The intent of these offerings was to minimize financial and/or transportation barriers to engagement in outdoor recreation. These activities included: two group bike rides on the constitution trail that started at the Student Fitness Center and utilized the free Reggie Ride bikes, a free paddle trip to Comlara Park, and a free belay workshop at the indoor climbing wall in the Student Fitness Center.
- The Campus Recreation Fitness Program is working to create belongingness through fitness programs for traditionally underrepresented groups. The new Intro to Weightlifting program aims to combat social isolation and loneliness through peer-to-peer interaction of like-identifying individuals while imparting a foundation and education for future physical movement goals, which further contributes to overall well-being.
- Campus Recreation is partnering with the Efav Center to bring Yoga to a familiar location for students who do not feel comfortable coming to the gym, but already have a connection to the Efav Center and their peers in the program. Instilling confidence in a fitness environment with less intimidation and perceived judgement will impact success on campus and give those students a foundation to make physical well-being a priority after they graduate.

Staff Training:

- As a part of New Team Member Orientation, all Campus Recreation student team members complete a condensed *OUCH! That Stereotype Hurts* and *OUCH! Your Silence Hurts* training curriculum including both experiential activities and group discussion. This training helps to better understand the impact of language and silence while providing techniques and methods on how to address this behavior and language in a positive and productive manner to promote respect in both Campus Recreation and the Illinois State Community as a whole.
- Sport Club Administration led a presentation and activity for sport club officers at the annual Sport Club Leadership Conference in August that included a discussion about how to disrupt microaggressions/stereotypes and how to create a space that is welcoming for interested students. This included an activity where officers identified a stereotype about their sport that they hear a lot and identified three things they want people to know about their sport instead. They then read what other officers had submitted and shared the impact of the comments.

Student Team Member Nametags: All new and existing student team members are offered the opportunity to add pronouns to their nametags in an effort to make Campus Recreation a more welcoming and inclusive place for both employees and participants alike. This initiative provides team members with an opportunity to express their identity to their coworkers and participants reduce misgendering that can cause harm.

Career Services

Cultural Center Network (CCN): The network serves to prepare students for the workplace in areas of networking and career awareness. CCN encourages students of diverse backgrounds to participate in a variety of events designed to assist their career development and career readiness, to connect students with employers, and to provide resources about available internship and career opportunities. CCN events are open to all Illinois State majors at all college levels. The CCN is inclusive and embraces all Career Services and programming and events. Collaborations and programming across campus units and departments is equally important and welcomed as we advance professional development for students. Local and statewide employers play an important and effective role as they participate and co-sponsor Cultural Career Network activities, programs, and events. Assisting businesses and organizations with their diversity recruitment initiatives are included in CCN goals. Unique career networking connections and opportunities for students in today's global society are primary program goals.

Equity, Diversity, and Inclusion Internship Grant (EDI Grant): Established in August of 2021 in collaboration with the Office of the Provost (Student Success). Funding was provided to Illinois State University by the Governor's Emergency Education Relief (G.E.E.R.) Grant. Additional EDI funding provided the following opportunities for students.

From the funding provided from the GEER I grant and directed to the EDI Grant, \$368,750 was provided to 110 individual students participating in unpaid internships. The breakdown includes

- Fall 2021 semester = 40 students
- Spring 2022 semester = 3 students
- Summer 2022 semester = 48 students
- Fall 2022 semester = 19 students

Approximately 93% of all internships occurred in the state of Illinois (102 out of 110) and 103 were for academic credit. The majority of interns participated in on-site/in-person internships (93), but ten completed hybrid-style internships and nine completed permanently remote style internships.

Diversity, Equity, and Inclusion – Campus and Employer Collaborations: Career Services/CCN hosted the following programs with targeted student populations in mind to enhance academic and career success with an inherent goal of student retention.

FALL 2022

- [You Can Work at ISU – August 18, 2022](#)

725 student participants

The Student Hiring Event connected students from all majors seeking part-time employment on campus with Illinois State University departments seeking to fill student positions.

This event was designated for ISU on-campus student employment only. Increased EDI efforts were made via flyers, word of mouth to targeted underrepresented programs on-campus to encourage academic department and student participation. Approximately 8% of student participants self-identified as “underrepresented.”

- So, You Hired a Gen Z (virtual session) – November 16, 2022
Five student panelists, 42 employer attendees

Understanding the expectations of a younger generation becomes a crucial step that goes beyond the hiring process as the workforce embraces EDI initiatives and assists with the development of new talent as well as future leaders. Research shows that Generation Z will account for a third of the global workforce in the near future.

Career Services assembled a virtual panel of students to answer questions and to talk about what they are looking for when searching for future jobs, what their ideal work environment looks like, and what values and benefits can make a company stand out in the industry.

- [International Student Career Series: GoinGlobal – October 28, 2022](#)
In collaboration with International Student and Scholar Services, this event showcased ways to fully utilize GoinGlobal, a free career software platform for students who are looking for international jobs or want to know more about the H1-B process for U.S. employers. Participants can ask follow-up questions regarding employment eligibility for international students.
- [Charles Morris STEM Social for Underrepresented Students – November 10, 2022](#)
Event for students interested in, or already studying science, technology, or mathematics. Students were encouraged to attend this event to learn about research and mentoring opportunities, potential scholarships, and career networking. Keynote speaker: Dr. Taiwo Durowade, MD, FACOG, Biochemistry/Molecular Biology '09.

SPRING 2023

- [The Loyola Project Pre-Game Panel/The Loyola Project Film Screening – February 14, 2023](#)
[The Loyola Project Pre-Game Panel](#)
Five underrepresented panelists (three alums, two students) and nine students participated in the audience pre-game panel event. Approximately 62 participants attended the Film Screening.

The Loyola Project documentary focuses on the 1963 National Champions, the Loyola Ramblers, a team who changed the game of college basketball during the height of the civil rights movement. The team overcame numerous racial issues on the road to becoming champions on the court and in the community.

- [Success Looks Like Me – February 22, 2023](#)
Five alumni panelists, twenty-one student participants
Students connected with alumni to discover how ISU alumni panelists successfully transitioned from college to career. Students learned from alumni about their campus involvement, internships, and the practical experiences they participated in during college. The conversation also included how alumni discovered their career paths, how they landed their first job after graduation, and the ongoing educational and professional development they pursue today.

SPRING 2023 – Upcoming Events

- [EDI Employer Expo – March 7, 2023](#)
Students will connect with employers from a variety of industries in a casual environment, learn about participating organizations' diversity initiatives, explore internship and full-time career opportunities, as well as weigh their industry options.

- Engaged Redbirds – March 22, 2023

Students will meet alumni and employers and discover ways to pursue careers and find inclusive employers. This networking event will focus on women of color entrepreneurs.

- [She Leads – April 4, 2023](#)
Students will connect with a special Redbird alum. Discover how she overcame the hurdles of sexism to become successful. Students will have an opportunity to discover how identity can impact a woman’s job attainment, salary and benefits negotiation, leadership roles and career advancement, the benefits to developing mentors, how to advocate for gender equality, and much more.
- [Vetiquette Dinner with Growmark – April 12, 2023](#)
Veterans, ROTC, and military-connected students are invited to attend a special etiquette dinner. Students will learn about dining etiquette in a professional setting, as well as learn how to market their military experience and skills during the job search.

[Center for Civic Engagement](#)

Center for Civic Engagement staff participated in several professional development sessions focused on centering EDI principles in civic engagement.

- The summer retreat included a session led by Lori Henehan (Student Access and Accommodations) on supporting students on the autism spectrum in civic engagement experiences.
 - As a follow up, the CCE director met with Lori to discuss additional ideas for supporting students with disabilities in civic engagement as a pathway to career exploration/preparation.
- CCE Director, Katy Strzepek, worked with the Administrative Professionals (AP) Council to lead a discussion of Reyna Grande’s book, *Distance Between Us*, a memoir which describes Grande’s life before and after she arrived in the United States from Mexico as an undocumented child immigrant. Melissa Ramirez-Osorio, a member of CAUSA (Committee Assisting Undocumented Student Achievement) and the AP Council, shared resources on how to support students who are undocumented.
- CCE Assistant Director, Harriett Steinbach, and voter engagement intern, Caitlin Bradford, presented about civic engagement in the Queer Community at a Queer Coalition lunch and learn at the Multicultural Center.
- The CCE marketing and communications staff continue to work with UMC to ensure that our digital fliers and other materials are accessible.

Deliberative Dialogues: Analysis of data from the Framework for Inclusive Teaching Excellence Growth team surveys indicated that students and faculty seek more opportunities to practice respectful dialogues in the classroom about controversial topics. Curricula from the National Issues Forum Institute was used to create a Deliberative Dialogues program and train faculty, staff, and students to facilitate conversations in classes and in the community. 1783 people participated in dialogues for summer and fall via 169 different sessions. Most of the fall dialogues were in first-year seminars helping students

both build communication skills and community. Approximately 457 people will participate in the spring via 20 sessions based on the current schedule of dialogues.

Topics:

- Coming To America: Who Should We Welcome, What Should We Do? 82 people
- Mental Illness: How Do We Address a Growing Problem? 34 people
- Safety and Justice: How Should Communities Reduce Violence? 34 people
- Free Speech and the Inclusive Campus: How Do We Foster the Campus Community We Want? 469 people
- Youth and Opportunity: What Should We Do for Future Generations to Thrive? 811 people
- School, Interrupted: How Should We Teach in a Pandemic? 20 people
- Health Care: How Can We Bring Costs Down While Getting the Care We Need? 24 people
- Climate Choices: How Should We Meet the Challenges of a Warming Planet? 169 people
- Elections: How Should We Encourage and Safeguard Voting? 35 people
- Land of Plenty: How Should We Ensure that People Have the Food They Need? 4 people
- Keeping America Safe: What Is Our Greatest Threat? How Should We Respond? 24 people
- Historical issue guides 46 people

The last two years of program assessment indicate that facilitators are able to create brave spaces for students to step-in and out of the conversation and be respectful of varying perspectives and the program is effective at allowing students to share different perspectives in a respectful environment. Many students also commented that they appreciate the ability to voice their opinion in a positive and uplifting environment, even if fellow participants have different views. Students also commented on how much they learned by hearing the experiences, perspectives, and opinions of their peers.

IRB approved research is currently being conducted in conjunction with University College and the Honors Program for the dialogues occurring in the 22-23 school year in first year seminars. Research questions focus on the efficacy of dialogues in first year seminars, comparison of experiences across three different seminar types, and the experiences of people of color when participating in a dialogue.

In addition, the Multicultural Outreach Team lead a training in the fall for student dialogue facilitators about anti-racism and inclusion.

Alternative Break Access and Professional Development:

- Alternative Breaks continued to offer financial assistance to students via a new fee structure, based on Expected Family Contribution (EFC), and through Fee Waivers.
- The Kognito training on Mental Health was integrated into AB trip leader training to provide additional information on how to support/refer students with mental health issues that may occur on AB experiences. The department worked with Risk Management to purchase updated insurance that includes access to 24/7 mental health support. The policy was also updated to cover room and board for students who are quarantined/required to isolate due to COVID-19.
- Alternative Breaks Coordinator, Mackenzie Dowling, worked to adapt Alternative Breaks leader training to include monthly training and conversations on social justice and identity. Topics such as identity and intersectionality, voluntourism, leading with community voice, and individualized

social issues were highlighted along with other risk management and leadership development-oriented trainings.

- The Multicultural Outreach Team facilitated a training/ discussion with AB leaders on privilege and anti-racism.
- In individual pre-trip meetings, the trip leaders educate participants about the location of the service, social issue, and systems of power, privilege and oppression that align with the co-created service work. For example, student leaders who will attend the Cherokee nation trip will discuss the history of Indigenous peoples in the United States, share the land acknowledgement for Illinois State University, and provide asset-based information about Cherokee heritage to prepare students for a respectful partnership with the elders of the Cherokee nation. CCE community partners from the Cherokee nation will also provide additional education to the students once they arrive.
- The student leaders on the Alternative Breaks Executive board increased their outreach to clubs and organizations across campus through emails and social media messages, with a conscious effort to enhance engagement with club leaders and ISU students from minoritized backgrounds.
- Student Involvement/Inclusion Data:
 - CCE is conducting analysis of past Alternative Breaks and Service Project participants to determine trends in participation as it relates to student identity groups (based on race, gender, and Pell eligibility). Since instituting the sliding fee structure of Alternative Breaks, we have seen an increase in Pell-eligible students participating. This suggests that this high-impact civic engagement opportunity is now more viable for more students. Our Birds Give Back campaign focused on raising funds to ensure that CCE can offer more fee waivers in the future.
 - The 2023 Civic Engagement Faculty Fellow, Dr. Tom Buller, and Student Civic Engagement Fellow, Aubrey Richter, will be conducting research to develop additional resources to increase access to Alternative Breaks for students from minoritized backgrounds.
 - CCE added two open-ended questions related to inclusion to post-service project surveys. Student responses will be fruitful in planning future activities and reimagining recruitment opportunities to be more inclusive. So far, student responses indicate that participants feel included at CCE events and especially appreciated the leaders concern for using students' correct pronouns. CCE reviews these open-ended responses on a rolling basis. The results help us critically examine how we market our opportunities to students and how we can think more about universal design and diverse, inclusive spaces for students.

Voter Education and Engagement: CCE Assistant Director, Harriett Steinbach, coordinates the Voter Engagement Coalition, which was very active during the fall 2022 election season. In particular, the ISU model of voter engagement includes a component called Voter Restoration which focuses on the historical and current legacy of voter suppression within minoritized communities and their efforts to support democratic engagement and voting rights. Interns and staff updated content on the Voter Restoration page of the Redbird Vote Guide including a library guide developed by the staff at Milner Library. Presentations and handouts highlighted information about voter restoration. An event co-sponsored by the University Galleries focused on the art of Aram Han Sifuentes, whose work such as the "Protest Banner Lending Library" and "The Official Unofficial Voting Station," highlights the issue of

voting access and the ways individuals and groups from disenfranchised backgrounds have continued to raise their voices for social and political change. Students who attended these events had the opportunity to make their own banners. Voter restoration activities and materials were supported financially through a Provost Innovation and Enhancement grant.

Dr. Meghan Leonard (POL), CCE's 2022 Electoral Engagement Fellow, presented information on voter suppression activities and legislation during the Leadership for Liberation: Voter Restoration Pop-Up Library hosted by the Dean of Students Office at the Multicultural Center. As part of her research fellowship, Dr. Leonard conducted a survey on student voter engagement at ISU. The voter engagement coalition used the results of the survey to inform voter education resources and outreach to students from minoritized backgrounds.

The CCE director worked with the Voter Engagement Coalition to advocate for voting access and collaborated the McLean County Clerk's office to ensure that the Bone Student Center was a vote center on Election Day in November of 2022. This increased access for student voters because it meant that all individuals eligible to vote in McLean County, with the exception of Bloomington residents, could vote on campus on Election Day.

The Voter Engagement Coalition set up greeter stations to assist first-time voters. 1,622 people voted in the Bone Student Center on Election Day.

CCE worked with Planning, Research, and Policy Analysis (PRPA) and the registrar's office to request that student biodemographic data be shared with the National Clearinghouse so that the National Study of Learning, Voting, and Engagement (NSLVE) can use this information to provide us with data about voter registration and turnout for Illinois State University students based on race and gender (when categories are adequately populated to ensure student privacy). CCE worked with general counsel to update our contract with the National Clearinghouse, as well as with NSLVE so that our institutional report will contain more information about voting rates based on race and gender, which will help enhance future voter engagement curriculum for students from minoritized backgrounds.

[Dean of Students Office](#)

Absence Notification for Military Active Duty: When students receive orders for active military duty and/or mandated training, the Dean of Students Office liaises with Veterans and Military Services to provide absence notification to the students' instructors, and to help instructors and the student understand how the absence impacts their academic work.

LGBTQ+ Student Support Fund: The Dean of Students Office facilitates the LGBTQIA Student Support Fund, which provides emergency financial assistance for Illinois State students due to not receiving sufficient financial support based on life circumstances, scholarships for student members of groups that support LGBTQ+ issues, and support for educational programming related to LGBTQ+ topics. The Dean of Students Office cultivates donors to this Fund and responds quickly to student applicants through care, support, and/or referrals to other funding opportunities.

National Pan-Hellenic Council (NPHC) and United Greek Council (UGC): Advising and support are provided to historically African American and Latina/o social Greek letter student organizations. NPHC is the umbrella organization for seven single-sex national organizations and UGC is the umbrella organization for five single-sex and one co-ed national organization. Both NPHC and UGC strive to create

strong bonds among underrepresented students, promote inclusion, and enhance the quality of the underrepresented student collegiate experience.

Leadership Education and Development programs: The immersive programs offered by this unit of the Dean of Students Office allow students to examine the concept of leadership at the intersection of power, oppression, justice, and social change. Specific programs include Leaders of Social Change (LOSC), EMERGE Transfer Student Leadership Program, Tea@Three, and the Leadership for Liberation Pop-up Library Series, a co-sponsored initiative with Milner Library.

Dean on Duty/Parent and Family Services: The Dean on Duty service connects students with a seasoned campus expert to hear concerns and provide referral or advice. By providing a no-appointment, no-barrier, any question service, Dean on Duty removes barriers for first-generation students who may not understand the University structure, know what questions to ask, or have clarity on where to pose their questions. Similarly, Parent and Family Services creates the same easy-access, no-barrier service for first generation families.

Redbird Care Team/Case Management: Oftentimes students share personal concerns and/or barriers to academic success with instructors or other folks on campus they have an established rapport with, or caring faculty/staff notice a change in behavior or concerning behavior from students. Two off-campus Case Managers in the Dean of Students Office reach out to students who have expressed complex concerns and/or have been referred for follow-up. University Housing Services provides the on-campus companion component to this program. A Student Success Dashboard merges data from disparate databases and provides a more holistic approach to understanding students so that care can be given to the whole student, considering all of the factors they may be managing.

Parent and Family Guide, Spanish language translation version: This comprehensive, annual guide to the Illinois State University written to address parent and family members' most common questions is available in both English and Spanish.

Your Redbird Community presentations: During Admissions Open Houses, Honors Open Houses, Transfer Registration and Orientation Days, and Presidential/University Scholars Days, the Dean of Students Office presents this session for prospective students and parents. Participants learn more about belongingness in our campus community, identity-based organizations, and student engagement opportunities.

Commencement recognition for military-connected students: Those who have served, or are currently serving, are eligible to receive a red, white, and blue cord to wear in their Commencement ceremony and are recognized in the Commencement program book. In addition to their name and degree being announced as they cross the stage, the student's service is also announced.

Commencement expense fundraising: A successful fundraising campaign in fall 2021 raised over \$5,000 to support cap and gown and other commencement expenses for students who may not have the financial means to afford these items at the time, but in every way deserve to have this symbolic recognition of their graduation.

Food security initiatives: National and campus data align and reveal that nearly 40% of students have experienced food insecurity during college. Studies also reveal that food insecurity disproportionately

impacts low income, underrepresented, and LGBTQ+ students. The Dean of Students Office has initiated

campus adoption of Free Mini Pantries in campus departments, began a no-barriers free food bag pick-up program during campus breaks, and ran a successful fundraising campaign to raise over \$20,000 to assist with food insecurity efforts.

Student Navigator Network: The Student Navigator Network is a student-led, peer-to-peer program that helps students at Illinois State who are contending with economic hardship and basic needs crises. Trained Student Navigators can help by identifying and connecting students to resources that are tailored to their specific needs, thereby removing barriers to academic success/retention. The basic needs may be rooted in low income or first-generation status, or a recent change in personal circumstances that resulted from identity-based discrimination, relationship, or family discord and/or family emergency.

Homeless Student Liaison: The ISU-designated liaison for homeless/unhoused students is one of the full-time off-campus Case Managers in the Dean of Students Office. Students are referred to the liaison through Dean on Duty, the Student Navigator Network, Redbird Care Team, and through a publication distributed to every faculty/staff member on ISU's campus – "A Guide to Helping Students Get Help." The liaison assists students with emergency housing and partners with them to find a sustainable housing situation.

Undocumented Student Liaison: The ISU-designated liaison for undocumented students is one of the full-time off-campus Case Managers in the Dean of Students Office. Students are referred to the liaison through Dean on Duty, the Student Navigator Network, Redbird Care Team, the Committee Assisting Undocumented Student Achievement (CAUSA), and through a publication distributed to every faculty/staff member on ISU's campus – "A Guide to Helping Students Get Help." The liaison assists undocumented students in identifying possible funding sources for their education, gets them connected to legal and support resources in the community, and addresses any other needs they express.

Emergency Management

SafeRedbirds App: launched in 2018 as the University's comprehensive safety, security, and emergency preparedness app. Since then, the app has been progressively updated to ease access to university resources, including making reports and accessing support resources. The three Safe Walk features also offer every student, faculty, and staff member in-person or virtual walks from a member of our public safety team. An overall goal of the SafeRedbirds app is to reduce barriers for students, faculty, and staff to receive real-time access to safety-related resources when needed.

Event Management, Dining, and Hospitality (EMDH)

Dietary Accommodations and Inclusive Practices:

EMDH's Dietetics and Nutrition team continues to work closely with students with dietary concerns, preferences, and restrictions and supports the students by providing nutritional education and dietary consultations. EMDH staff members also work closely with the Plant-Based Advisory Board and INTO students to ensure continued satisfaction with varied food selection offered at residential dining centers and retail dining venues. Throughout 2022, EMDH worked on rebranding the Gluten Friendly Flavors venue at Watterson Dining Commons (WDC) to be a more inclusive allergen-friendly venue. Station 8, an allergen-friendly venue, opened in WDC in the fall of 2022. This venue provides meals free of the top

eight allergens (dairy, egg, fish, peanuts, shellfish, soy, tree nuts, and wheat) and gluten, and extra precautions are taken during meal preparation to minimize the risk of allergen cross-contact.

Additionally, EMDH has worked to increase students' use and awareness of NetNutrition. NetNutrition is an online resource where students can locate the menus for each of the dining centers and find detailed ingredient information and nutrition facts for each menu item. Students can utilize NetNutrition to find foods which fit their dietary needs, or they can schedule a one-on-one consultation with one of EMDH's registered dietitians to learn more about individual accommodations.

International Flags Display:

The dynamic digital display in the first-floor concourse of the Bone Student Center (BSC) features a variety of motion graphics utilizing the flags representing the home countries of past and present students, faculty, and staff at Illinois State University. The display carries on the tradition of the physical flags previously displayed in the building and serves as a visual expression of the University's strong commitment to diversity and inclusion.

Partnerships with Admissions:

EMDH partners with the Office of Admissions to provide complimentary meals to prospective students and their families when they visit Illinois State University. This provides prospective students with the opportunity to experience the excellent quality of the food options within the residential dining centers and provides an opportunity to engage with current students and EMDH staff during this portion of the visit.

EMDH also collaborates with the Office of Admissions to provide complimentary meals during campus visits for groups of prospective students from underrepresented groups. The Office of Admissions is often working with these students to increase awareness and enthusiasm for educational options, specifically at Illinois State University. EMDH contributes to the effort by offering high-quality dining experiences and exceptional hospitality.

Partnership with the Graduate School:

Like the collaboration with the Office of Admissions, EMDH also partners with the Graduate School to provide complimentary meals to prospective graduate students and their guests during their visits to campus. Again, this gives prospective graduate students the opportunity to experience the excellent quality of the food options within the residential dining centers and allows EMDH to assist the Graduate School in creating memorable experiences for potential students. To help celebrate GradBird Week during the Spring 2023 semester, EMDH is partnering with the Graduate School to provide a discounted rate for current graduate students who visit the dining centers on April 6 and 7.

Registered Student Organization (RSO) Support:

EMDH manages the Bone Student Center (BSC), which serves as a key resource for the entire campus community, especially students. RSOs often utilize spaces in the BSC for meetings, programs, and events. Spaces in the BSC are available for RSOs to rent free of charge which includes any tables and chairs needed. RSOs can rent rooms for up to two hours two times a week for meetings and practices. Additionally, they can rent spaces in the BSC for free for larger events. They are also provided a special RSO rate for all catering and production rentals needed. In FY 2022, 1,244 RSO events were hosted in the BSC. Over 56,000 people were reported attending RSO events in FY 2022. EMDH also manages four meeting spaces within the Student Services Building which are also utilized by RSOs for free.

Social Media and Website Accessibility:

EMDH's marketing and communications team follows a set of guidelines to ensure the department's four social media accounts consistently produce accessible communication. These guidelines are derived from a strategic plan developed for spring 2022, following the University's Accessible Social Media Guidelines provided by the Office of Technology Solutions. The team continues to work on the department's four websites to improve access for individuals with disabilities in accordance with the University's Web Content Accessibility Guidelines (WCAG). Additionally, EMDH is working with the University to update EMDH's four websites to the new visual template the University is implementing to increase accessibility for all users.

Staff Training and Professional Development:

Angell Howard, Associate Director for Professional Development and Staff Recognition, presented to approximately 200 full-time staff members at EMDH's all staff Days of Learning on January 9 and 12, 2023 to provide equity, diversity, and inclusion training. In addition, Angell Howard presented to approximately 600 student employees at EMDH's student employee training on February 19, 2023, to discuss stereotypes, myths, and misconceptions. This training helped educate students how to interact more effectively with people of different cultures, understand intersecting identities and stereotypes that exist about different cultural groups, and to increase self-awareness to provide support for others.

Student Employment:

As the largest employer on campus, EMDH offers as many as 1,000 student positions. This allows the department to help with the University's overall recruitment and retention efforts by providing students with opportunities to earn income, quickly engage with a peer group, and further develop various marketable skills via experiential learning in their positions. In addition, EMDH's professional staff helps to engage, educate, and foster the development of a significant number of students on campus, including students from underrepresented groups.

Additionally, nearly 30% of EMDH student employees are international students, and EMDH is actively working to reach this population of students to provide them employment opportunities.

As a new effort to help students with food insecurity, each student who works in residential or retail dining is provided a meal each shift they work. This helps ensure student workers are guaranteed a meal each day they have a shift while offering them flexible work times around their class schedules.

Health Promotion and Wellness

Wellness Coaching – Individual:

Full-time staff in Health Promotion and Wellness hold a certification in Health and Wellness Coaching. Meeting with students individually allows for support to meet the students' needs at a conveniently scheduled time. Certified Health and Wellness Coaches support students so they stay aligned with their goals to support overall well-being and further ensuring academic success.

Koru Mindfulness Program:

Health Promotion and Wellness has two staff, who are trained and certified in an evidence-based program called Koru Mindfulness. This is a program that was initially developed by researchers at Duke University that works especially well for college students. Health Promotion and wellness offers both the Koru Basic Mindfulness class and the Koru 2.0 Mindfulness class each semester. These mindfulness

programs have been found to help students better manage their stress and/or anxiety, sleep better, and

be more focused when working on schoolwork. Based on data collected every two years, stress, anxiety, poor sleep, and procrastination are the top impediments to academic success for students. By attending the Koru Mindfulness classes, students are learning and practicing the skills they need to better equip them to handle the challenges they face as college students.

Redbird Respect: Addressing Interpersonal Violence:

Students Ending Rape Culture (SERC):

SERC is one of two Health Promotion and Wellness sponsored student organizations. SERC seeks to raise visibility of rape culture and empower survivors of sexual and interpersonal violence. A staff member advises the organization and co-develops programs that meet the departments [Principles of Practice](#). SERC members lead the **Dismantling Rape Culture** presentation to student groups and academic classrooms. SERC also works closely with Pride to make certain students who identify within the Queer and Trans community have support and are represented in this important work. SERC students also attend trainings with the ISU Title IX Office, and community organizations YWCA Stepping Stones, and Midwest Community Action of McLean County.

Student Wellness Ambassador Team (SWAT):

SWAT is a Health Promotion and Wellness sponsored student organization. A staff member advises the organization and co-develops programs that meet the departments [Principles of Practice](#). SWAT members staff the Wellness Gazebo GSpot and provide crucial outreach to ISU students around a variety of topic areas relating to personal wellness. SWAT members lead two workshops for student groups and academic classrooms: **Under the Covers** discusses positive sexuality, enthusiastic consent, and universal safer sex practices and **On the Rocks**, addresses general wellbeing, knowledge and behaviors around college alcohol use, bystander empowerment behaviors, and enthusiastic consent.

Sexual Assault and Interpersonal Violence Awareness:

Health Promotion and Wellness coordinates Sexual Assault Awareness Month each year in April by hosting key events that bring awareness to the stories of marginalized voices. Both Students Ending Rape Culture (SERC) and Student Wellness Ambassador Team (SWAT) are active in planning and staffing these events. Day of Silence, Consent Day, Denim Day, and the Clothesline Project. SERC and SWAT students also work closely with FLAME from Women's, Gender, and Sexuality Studies (WGSS) on advocacy events like Take Back the Night which brings together the campus and local community.

Consent and Respect - [Online Prevention Course for Students:](#)

Health Promotion and Wellness offers the Consent and Respect course annually in August for new and incoming students and in September for returning students and all graduate students. Consent and Respect addresses the crucial issues related to sexual assault and other forms of Interpersonal Violence on college campuses. The course also meets requirements for State and Federal compliance under Title IX and State of IL Prevention of Sexual Assault in Higher Education Act.

Resiliency Focused Project Rebound Course: For the fifth year, Health Promotion and Wellness has partnered with University College to offer a 4-week course on building resiliency for students in fall and spring semesters. Students enrolled in Project Rebound have been dismissed academically. Many students experience hardships academically, socially, and often times come to the institution with less financial advantage. Developing resilience bolsters confidence, builds skills around better care of

themselves both emotionally and physically, and emphasizes daily mindfulness-based practices. Students learn that resilience can grow when provided a nurturing environment

Multicultural Center

The Multicultural Center facilitates critical programs, services, and scholarship that promotes antiracism, equity, and justice to contribute to Illinois State University's core values of diversity and inclusion. The Center is committed to centering and amplifying the voices and experiences of historically minoritized/marginalized communities.

The Multicultural Center's roots stem from both strong student advocacy and Illinois State University's efforts to be a more inclusive and equity-oriented campus. As part of a comprehensive campus climate assessment, the need to "create and invest in affirming spaces for students of color" emerged as the precipice for creation of the Multicultural Center.

The Center was developed and constructed with consultation of The Black Student Union, Pride, Asian Pacific American Coalition, and The Association of Latin American Students as accountability partners. In the past year, the Center has expanded to include two new student organizations: TRIBE, a Native American Student organization and Family Matters, an organization for students who are parents.

The 17,000 square foot building includes multiple conference spaces, a prayer and reflection room, a podcast room, student leader offices, a green room, social justice library, gender affirmation clothing closet, kitchen, a family/lactation room, and gathering spaces.

The Multicultural Center's staff is comprised of five functional areas: Antiracism Education, Operations, Cultural and Social Justice Programming, Leadership and Community Development, and Decolonized Healing.

Building Usage Overview:

- **Entry Swipes:**
 - From August 2022-December 2022, there were over 6800 entry swipes in the Multicultural Center
 - From January 2023- February 2023, there were over 1500 entry swipes in the Multicultural Center

- **Student Organizations and Campus Partners**
 - In addition to the six student organizations sponsored by the Multicultural Center, over 40 student organizations and campus partners have utilized the Center for leadership development, community building, and equity-related programming.
 - Selected organizations include First-Generation Redbirds, Alpha Kappa Alpha Sorority, ISU Drag, P Power, Spanish Club, Hear My Soul, Future Educators of Color, IMPACT, Capoeira Club, Muslim Student Association, Redbirds en Ritmo, National Association of Colored Women's Club, Onyx, and Student Government Association.
 - Selected campus partners include Women and Gender Studies, Center for Integrated Professional Development, Student Counseling Center, University College (Hope Chicago, MASAI Mentoring, and SOAR) LEAD, Department of Geography, Geology, and the Environment, Communications, Sciences, and Disorders, Queer Coalition, Student Access and Accommodations, and the Wonsook Kim School of Fine Arts.

- Events Hosted
 - From August 2022- December 2022, there were over 290 events held in the Multicultural Center.
 - From January 2023- February 2023, there were 90 events hosted in the Multicultural Center.

Selected Programming:

- Preview – Summer 2022
The Multicultural Center team and students hosted lunch for newly enrolled Illinois State University students and families interested in the cultural organizations sponsored by the Center. At the close of Preview, 450 students and family members were served, welcomed by current students, staff, and faculty. Each family received a tour of the Center.
- Welcome Week – Summer 2022
Events during Welcome Week were specifically created for historically marginalized students to find community amongst peers, be introduced to supportive faculty and staff, and learn about the Multicultural Center. Programs included:
 - Multicultural Center Open House – 300 attendees. Student organizations hosted activities in each conference room, the Multipurpose Room, and the Prayer Room. Students were served desserts, a Mexican charcuterie board, and bubble tea.
 - After Dark Session Trap Yoga – 122 attendees. Attendees learned culturally relevant mindfulness strategies.
 - New Student Induction – 27 attendees. Attendees were welcomed by current students, faculty, and staff. Staff and faculty committed to provide a unique set of resources throughout the first-year experience, and students pledged to pursue their first year honoring their authentic selves and the communities in which they belong.
 - Family Reunion – 334 attendees. Attendees had access to over 25 cultural student organizations, a carnival experience, and lunch from local culturally owned restaurants.
- Safeish – Fall 2022
“Safe-ish,” a rebrand of SafeZone, is a 60-minute interactive program around the personal narratives and experiences of gender expansive and LGBTQ+ individuals. These sessions were offered during the fall 2022 with the specific focus on intersectionality in the LGBTQ+ community. These sessions provided sustainable and inclusive strategies for those who seek to serve as allies/accomplices for the LGBTQ+ community. Yosimar Reyes was the guest facilitator for two sessions in the fall 2022 semester.
- Restorative Justice Listening Circle – Fall 2022
In partnership with the Office of the President, College of Education, and Queer Coalition, the Multicultural Center hosted a listening circle aimed at gathering the student community to discuss the impact of the Anti-LGBTQAI2+ hate both locally and nationally. Dr. Dakesa Pina and Gavin Weiser used a circle format to understand what ISU students and staff believe about the state of ISU as an inclusive campus climate for the LGBTQIA+ community. There were 12 attendees.

- **Advocacy Efforts: Anti-LGBTQIA – Fall 2022**
 A facilitated conversation with the former university president, Terri Kinzy and Pride members created space to discuss issues facing the LGBTQIA+ community on and around campus. Members from the Multicultural Center student organizations attended in solidarity. Pride gathered feedback from their constituents prior to the meeting. A total of 18 questions, 4 comments, and an open letter from members of ISU’s LGBTQIA+ community situated their concerns, frustrations, and fears. Multicultural Center staff members provided support through pre-meeting coaching, attendance, and post-meeting debrief.
- **Mexican Independence Day – Fall 2022**
 Mexican Independence Day was a celebration co-sponsored by the Multicultural Center and Gamma Phi Omega. The event included ballet folklorico dancers, Mexican cuisine, a march on the quad all as a replica of Chicago’s Mexican Independence Day Parade. There were 102 students in attendance.
- **Late Night Breakfast: Finals Week – FY 2022-2023**
 The Center partnered with the Counseling Center and the Office of the President for Late Night Breakfast. Students were welcomed with affirmation notes by the MCC staff and the Counseling Center. The Counseling Center provided stress relief toys and a relaxation station in the prayer/reflection room. Students had access to MCC games and a full breakfast. There were 120 attendees in the fall 2022 semester. This event will be held in the spring 2023 during finals week.
- **MECCPAC Grant Awards – FY 2022-2023**
 The Multicultural Center provides a grant that supports campus-wide efforts that advances equity, diversity, and inclusion efforts on campus. Here are two of the projects that received funds in the fall 2022 semester:

 - Dr. Charles Morris STEM Social for Underrepresented Students. Students learned about various research, mentoring, and employment opportunities in STEM-related fields and networked with the keynote speaker, faculty, staff, and other students majoring in STEM disciplines. The event also recognized student recipients of the Charles Morris STEM Scholarship and Gletten Memorial Biomedical Scholarship. Both scholarships are aimed at increasing the participation rates of students from underrepresented minorities pursuing STEM degrees.
 - Andrew Francois Residency (School of Music). This event celebrated the achievements of an ISU alum and provides inspiration and guidance to minoritized/marginalized students on how to navigate the professional arena of music.
 - University Galleries hosted guest speaker, Jess Dugan, hosted a reception/exhibition on centered around identity, specifically gender and sexuality.
 - Dr. Charles Bell from Criminal Justice Sciences, hosted a panel on the Pathways to Prison, specifically highlighting social factors that contribute to mass incarceration.
 - The School of Music will host a workshop featuring Dende Macedo, an Afro-Brazilian Percussionist this spring. This event educates students about the music, cultures, and

cultural practices of Africans in Brazil. Students will participate in workshops focused on Afro-Brazilian music, specifically percussions, and will learn to make their own instruments from recycled material.

- The Impact Movement will host a Spring Break Service-Learning Trip spring 2023. Students will travel to Baton Rouge and New Orleans, Louisiana to provide service to the communities while learning ways to grow in their faith and their identities. Students will engage in outreach and ministry on a variety of college campuses, as well as in the local communities.
- The Cultural Graduate Recognition Ceremonies – Spring 2023
The Graduate Recognitions that are housed in the MCC are Nuestros Logros for students of Latin descent, MAPS for students of Middle Eastern and Asian descent, and Lavender for students who identify as queer, trans, or same gender loving. Each of these have a specific ceremony that reflects and honors their cultural identities and their families, mentors, and peers. The Multicultural Center co-sponsors the UMOJA Graduation along with the UMOJA Community Forum.
- The Loyola Project – Spring 2023
The Multicultural Center partnered with Athletics, Career Services, and Northwestern Mutual for The Loyola Project Pre-Game Event and Film Screening. The documentary covered the continuous discrimination the 1963 Loyola African American basketball players experienced as they continuously earned victories for the university. Chuck Wood, 1963 Loyola basketball team member held a Q & A session post screening. The Pre-Game event included a panel discussion focused on the experiences of Black students and staff members at ISU and in the Bloomington-Normal Community. There were 62 people at the Loyola Project Film Screening and 14 people at the Pre-Game event.
- Leadership and Community Development – FY2022-2023
A central focus of the Multicultural Center is to foster an affirming campus environment where students can flourish in their intersecting identities and historically minoritized/marginalized communities have their voices and experiences amplified. The leaders of the Black Student Union, Association of Latin American Students, Asian Pacific American Coalition, and Pride operate as partners in retention as they create weekly programming and critical spaces for students from identity-based groups to build antiracist communities of solidarity and belonging. The Multicultural Center staff provides oversight, curriculum development, leadership development, and cultural and social justice programming planning guidance for the leadership of these organizations.
- Leadership and Laughter – Fall 2022
The Founder and CEO of Knuckleball Comedy, Ethan Blumenthal hosted a leadership development session for students to grow their leadership capacity in community. This event was specifically geared towards non-sponsored cultural organizations that regularly utilize the Multicultural Center. There were 42 students in attendance. This event was a co-sponsored program with the Office of the Vice President for Student Affairs.
- Black and Latinx Conference

Members of the Black Student Union and the Association of Latin American Students attended the University of Illinois' Bruce Nesbitt Center's African American Cultural Center and La Casa Cultural Latina sponsored conference. This conference offered 11 executive board members the opportunity to grow in their capacity around solidarity. The conference was intended to promote camaraderie, coalition building, and community between and across Black and Latinx/e communities.

- **MASAI Mentoring – Spring 2023**

The Multicultural Center partners with the Julia Visor Academic Center to offer peer mentorship to first year students from school-university partnership programs including Bottom Line, Hope Chicago, and OneGoal. The Multicultural Center sponsors the payroll of 12 mentors, who service 55 first year students. The Center also provides training to student mentors as part of their initial and on-going training.

Admissions and Transfer Orientation Recruitment Events/Tours FY 2022-2023:

The Multicultural Center regularly attends Open House events hosted by Admissions year-round. These Open House events are tabling events that also include Multicultural Center tours. Between summer and fall 2022, as well as spring 2023, the Center participated in over 40 opportunities to engage recruitment events and tours for prospective students.

Redbird Esports

Programs/Events: Redbird Esports opened the newly renovated BBC/Esports gaming facility for open gaming hours to allow more students access to high performance equipment in order to participate in gaming when financial obstacles would otherwise hinder their ability to do so.

- The facility provides the newest gaming consoles, allowing Redbird Esports to capture an entirely new type of gaming audience outside of traditional PC gamers.
- The facility has options to support community members. This allows Redbird Esports to connect with local gamers and provide support to groups who may not traditionally have access to equipment or high-level gaming knowledge.

Scholarship for Redbird Esports: The Sarah Ninan and Annamma John Mathew Scholarship Fund provides financial assistance for students participating in the Esports program. Eligible students provide a statement to demonstrate how their life experiences fostered an understanding of and commitment to the value of diversity as it relates to women in STEAM (science, technology, engineering, arts, and mathematics). The statement may also address gender equity in the gaming community and its anticipated impact on the student's career. The purpose of this scholarship is to provide financial assistance to a student for an opportunity they otherwise would not be able to fund.

Esports Training: All members of Redbird Esports varsity esports teams participated in a lecture on topics ranging from diversity, inclusion, and equity to social justice and toxicity in gaming. Outcomes from this lecture included increased knowledge of specific terms related to DEI and social justice, increased awareness of DEI and how toxicity shows up in gaming, and steps one can take to overcome negative behavior while gaming.

- Redbird Esports program manager Jack Blahnik is participating in the Redbird Edge Series Equity, Diversity, Inclusivity, and Anti-racism track in order to better support EDIA needs within esports programming.

New Staff: Redbird Esports hired three esports head coaches. These coaches will play a crucial role in providing guidance and support to students who may face barriers to entry into the world of esports. By creating a welcoming and inclusive environment, these coaches will help attract and retain students who might not have otherwise considered pursuing higher education. Additionally, they will work to develop partnerships with local schools and community organizations to promote esports as a viable option for students of all backgrounds.

Redbird Gaming: Provides options for members to self-assign pronouns in Discord. Also included in this addition was an option to add a custom pronoun, if an existing pronoun did not match how someone identified.

- Redbird Gaming audited and updated rules on Twitch and Discord to be more in line with EDIA standards. Adopted from AnyKey, these new community standards aim to better educate and protect those who engage with the esports program on Twitch.
- Redbird Gaming added an Equity, Diversity, and Inclusion Coordinator to its executive board. This position ensures all club decisions and initiatives have an EDI lens applied to them. They are also in charge of developing opportunities to help educate the club on topics surrounding EDIA and support recruitment efforts to bring new diverse populations into Redbird Gaming.

Student Access and Accommodation Services

Student Access and Accommodation Services (SAAS) accommodates students with disabilities and/or medical/mental health conditions, as well as religious and pregnancy/parenting accommodations.

SAAS provides accommodations, modifications, or auxiliary aids as appropriate. Students are introduced to new technologies (apps) that may benefit their educational experience. The office also advises faculty and staff on communicating with people with disabilities and/or medical/mental health conditions. As classes and meetings have various modalities, faculty, and staff have different options to ensure accessibility in captioning videos. Microsoft Stream automatically captions videos when uploaded, the Center for Integrated Professional Development offers courses for faculty on accessible course materials and SAAS is a resource. SAAS offers fall scholarships for students with disabilities and/or medical/mental health conditions. Scholarships are given to graduate and undergraduate students for at least \$1,000 each.

Figure 14

Graduates Identified with Disabilities and/or Medical/Mental Health Conditions		
	FY22	FY23
Graduates-Undergraduate Degrees	254	94
Graduates-Graduate Degrees	20	4

Student Counseling Services

Student Counseling Services develops, evaluates, and plans both clinical services and targeted outreach and consultation services with attention paid to social justice and multicultural diversity as well as with an emphasis on supporting the retention of all students at the university. The examples below highlight various ways that these emphases were lived out within the past year.

Student of Color Process Group (SOCPG): The Student of Color Process Group is a psychotherapy group provided by Student Counseling Services. SOCPG provides a safe and supportive space for students of color to make sense of and give voice to a wide range of feelings. It is designed to provide space for students to openly engage in dialogue around issues and concerns related to what it means to be a student of color in an academically rigorous and predominantly white environment. Central themes discussed may include but are not limited to academic concerns, family and romantic relationships, sexism, racism, micro-aggressions, imposter syndrome, stereotype threat, self-awareness, self-esteem, emotional health issues and other stressors related to being a person of color in this environment. The SOCPG has consistently been so successful over the last few semesters that SCS implemented a second group in Spring 2023.

LGBTQ+ Process Group: The LGBTQ+ process group is dedicated to students who identify as members of the LGBTQ+ community. The purpose of this group is to provide a safe space to fully be themselves and develop community with peers on campus. This group allows for students to work through a variety of presenting concerns, receiving feedback from both peers and mental health professionals in a facilitated manner. Topics that emerge in the group may include, but are not limited to, interpersonal family and romantic relationships, coming out, exploring various facets of identity, academics, view of self, self-esteem, prejudice, and discrimination, and navigating life on campus. The group began in Fall 2022 and continued into Spring 2023.

Suicide Prevention- QPR/Kognito: Members from the ISU community are encouraged to go through QPR (Question, Persuade, Refer) or Kognito trainings to learn to recognize signs of distress and suicide risk in others and help them connect to services. Though there is no way of measuring how many referrals have come from people who have participated from any of these trainings, general data, including from the National College Health Assessment 2019, suggest that depression and anxiety, typically associated with suicide, are two of the four most common causes for lower grades, incompletes, and class dropouts. Across Summer 2022, Fall 2022, and Spring 2023, Student Counseling Services presented Kognito to faculty and staff through Professional Development in Student Affairs and Human Resources. QPR training was offered to Resident Assistants and ProStaff in University Housing Services and SWAT.

Body Project & Body Project: More Than Muscles: Dieting, body dissatisfaction, and disordered eating and exercise behaviors are well documented among male (Drummond, 2002; O’Dea & Abraham, 2002) and female (Kenardy et al., 2001; Hill, 2002) university students worldwide. Eating and body image concerns occur across all identity groups, regardless of race, sexual orientation, gender identity, age, nationality, or socioeconomic status, though members of marginalized groups are less likely to receive treatment.

Given these statistics, many universities, including Illinois State University, implement prevention programs such as the Body Project (BP) and Body Project: More Than Muscles (MTM), to prevent and remediate these issues before more intensive therapy and treatment is required. In addition, because of the potentially higher risk for eating disorders among athletes, SCS also began implementing the Female Athlete Body Project (FABP) and More Than Muscles - Athletics (MTM-A) in Spring 2022 in collaboration with Athletics. Since treatment for eating disorders is often long-term, costly, and because higher levels of care beyond outpatient often require students to take a leave of absence from their education, these prevention programs help ensure that students can be as healthy as possible while successfully maintaining progress toward degree completion.

Research on the Body Project consistently shows that students who participate in the program experience significant reductions in body dissatisfaction, restricted eating, and endorsement of the thin body ideal, as well as enjoy improvement in overall affect. Similarly, the Body Project: More Than Muscles significantly reduces the internalized lean/muscular body ideal and decreases body dissatisfaction among participants. Given these reductions in eating disorder risk factors, these programs help improve students' well-being and reduce new onset eating disorders, thus decreasing the likelihood of students needing to leave the university to pursue treatment.

Further, these programs create a sense of community and healthier, more inclusive campus environment that values and respects individual diversity in shape, size, and color. All four programs (BP, MTM, FABP, MTM-A) include trainings to enhance peer facilitator's cultural knowledge, awareness, and skills through discussion of cultural influences and by encouraging the sharing of participants' diverse experiences. Peer leaders and participants are recruited in a variety of ways to help reach under-represented and higher risk groups. These campus climate shifts that emphasize diversity and inclusion may also improve students' lived experiences and assist in overall student retention.

Project Rebound: In Fall 2022 and Spring 2023 Student Counseling Services interns partnered with Project Rebound to offer support for ISU students who return to the University after being academically dismissed. These are students who are often trying to navigate multiple challenges in their lives while trying to be academically successful. Many of the students are first-generation college students, have limited sources of support, may be non-traditional students, and/or come from economically disadvantaged or marginalized backgrounds.

Student Counseling Services assisted students in recognizing their resiliency in returning to campus and developing the necessary skills for stress management, self-care, and/or mindfulness skills to help them be successful. Students actively participated in identifying stressors in their lives. Presentation content was tailored to the needs of each group and individual participants, which allowed for flexibility to adapt programming to group-level needs as they emerged. Presenters were responsive to the feedback from the participants regarding what stressors they faced and worked to discuss various forms of self-care (emotional, physical, spiritual, etc.). Additionally, participants were provided with information about SCS services, campus resources, and national resources for support.

Multicultural Outreach Team (MCOT):

MCOT actively works to increase knowledge and awareness of the entire campus community as it relates to issues of diversity, inclusion, and social justice. MCOT collaborates with departments, student organizations, and individuals across campus to challenge prejudice and bias, create meaningful experiences for students of diverse backgrounds, as well as enhance support structures for minoritized students.

MCOT has hosted film discussions, Multicultural Monday's, and Trivia Night events that address systemic racism, bias, stereotypes, power, and privilege. MCOT has partnered with several departments and groups across campus including the Center for Civic Engagement, College of Business, Student Government Association, and Queer Coalition providing diversity, inclusion, equity, education, and awareness.

Specific Outreach to International Students: Student Counseling Services staff provide consultation and programming to international students in response to requests from the International Student and

Scholar Services. In the past, presentation topics have included Coping with Seasonal Depression, Stress and Anxiety Coping for Midterms and Finals, and Well-being Check-ins.

Multicultural Therapist: Student Counseling Services partners with the Multicultural Center to offer an embedded Multicultural Therapist position. The Multicultural Therapist is physically housed at the Multicultural Center in order to help decrease stigma associated with accessing mental health care for various underrepresented student social identities and to increase access for both clinical and programmatic services. The Multicultural Therapist prioritizes working with students from marginalized communities and identities including LGBTQIA+, Black/African American, Latinx, Indigenous/First Nations, Asian American/Pacific Islander, Multi-racial, and other students of color. The Multicultural therapist provides culturally affirming mental health services including triage, individual counseling, psychotherapy groups, and crisis appointments. The Multicultural Therapist builds liaison relationships across campus and student groups/organizations, as well as develops and implements outreach and programming. While the role had been vacant for the fall 2022 semester, Student Counseling Services initiated a search to fill the position in Spring 2023 that is active to date.

Systemic Issues & Violence Impacting Mental Health and Well-Being: Research has demonstrated the deleterious mental health effects of systemic violence not just on those that such violence is targeted at, but also for society at large. As the world, nation, and Illinois State University's campus continues to experience instances of bias, hate, and violence, in Spring 2023, Student Counseling Services, initiated a drop-in space for all students; no appointment is needed for this population level intervention. This group space is intended to be used to process reactions, be in community, obtain support, learn information about how to be an ally, or collect information about campus and/or community resources that support social justice initiatives.

[Student Health Services](#)

Student Health Services has purchased a software system that connects qualified medical interpreters for patients with Limited English Proficiency, linguistic and cultural barriers as well as those who are Deaf and Hard of Hearing. This system offers more than 350 languages, with more than 3,000 qualified interpreters employed. This service will be available to students in the Fall of 2023.

[University Housing Services](#)

[Staff Training:](#)

The Ceceilyn Miller Institute for Leadership & Diversity in America: Provided training and facilitated dialogues on Implicit Bias and the Campus Community. The training provided opportunities for full-time staff to experience activities that raise awareness of their biases, promote multicultural acceptance, appreciation of differences, recognition of underlying commonalities, and build a positive community. Staff also learned and practiced skills and strategies to help monitor and limit the impact of implicit biases in their workplace and field.

The training allowed the Resident Assistants/Community Assistants (RACA) team to learn about the "Relational Leadership" approach. This approach centers around a community approach to success. RACA learned how their interactions and relationships with each other have a significant impact on the organization and the campus community.

Resident/Community Assistant Class: University Housing Services created one credit hour class titled *Identity in Residence Hall Communities* to provide ongoing training and continuing education for Resident and Community Assistants. Dialogue and critical inquiry are critical tools to unpack the readings and develop meaning. The class covers topics such as identity, navigating privilege, communication tools for understanding cultural differences, policing in the residence halls, LGBTQ+ issues, power dynamics, and others. This class is taught by staff in University Housing Services. Below are topics related to the content of this report:

Spring 2022:

1. ISUPD & UHS – boundaries and case law
2. Power Dynamics on a floor
3. Student Connections & Belonging
4. LGBTQ+
5. Land Use Statements

Fall 2023:

1. Team Dynamics & Personal Skills Inventory
2. Poverty on Campus
3. Imposter Syndrome
4. Accessibility as Inclusion in Housing

Spring 2023:

1. Free Speech, Hate Speech, and Accountability
2. Serving Undocumented Students
3. Neurodivergence
4. Uncomfortable Conversations
5. Professionalism and Identity

Projects/Initiatives:

Bird Feeders: Case Management endeavored to continue bridging the gap for services to food insecure students by creating “bird feeders” or mini-food pantries in each campus area. This is a great effort to ensure equity across classes.

Cultural Dinner Series: Each year, approximately three cultural dinner opportunities are provided for students, staff, faculty, and community members to learn about a new culture and enjoy authentic food during the event. This series includes diversity knowledge for the campus community as a whole. Lauren Ridloff was the featured speaker for the Latino Cultural and Disability Awareness Dinner in the fall. Yusef Salaam was the featured speaker for the MLK Cultural Dinner in February. Vir Das will be the featured speaker for the Indian Cultural Dinner in April.

Cultural Competence Bulletin Board: In September, every community/floor in the residence halls and apartments featured a bulletin board that focused on an element of cultural competence, for example, inclusive language, microaggressions, bias, privilege, and oppression.

Intentional Conversations (Bird Calls): Each semester, Resident/Community Assistants engage one-on-one with residents to talk through identity development and cultural competence.

Inclusion, Diversity, Equity, and Action (I.D.E.A.) Committee: This committee has been tasked with reviewing and providing suggestions to adjust University Housing policies and procedures from an equity lens, develop educational programs, and collaborate with other departments and organizations to facilitate learning. They have also facilitated post-Cultural Dinner conversations with full-time staff in the department. The IDEAS committee will start their book club to read Yusef Salaam's *Better, Not Bitter* memoir.

Diversity Coalitions: Diversity Coalitions focus on serving the needs of the underrepresented students in the residence halls, promoting cultural awareness and diversity through programming, and encouraging unity among students and organizations on campus. Each diversity group elects an executive board to hold meetings, plan programs around diversity-related topics, and serve as liaisons to the areas they govern. There are three Diversity Coalition organizations on campus. At least one Residence Hall Coordinator in the area advises these groups. Meeting times and locations are determined by the students. They have showcased their programs on social media (example from the Soul Food dinner in February: https://www.instagram.com/reel/CpCJITbATcp/?utm_source=ig_web_copy_link).

Diversity-related programs from Programming at a Glance:

- October: Tim McCue hosted a leadership development on Inclusive Programming at the ARH General Assembly Meeting.
- October: Hewett-Manchester Diversity Coalition hosted their annual Humans of Hew-Man event.
- November/December: UHS hosted a campus-wide Friendsgiving on Thanksgiving Day to offer food, American customs, and fellowship to students and staff staying over break.
- November/December: Tri Towers Diversity Coalition sponsored a program called "Ofrendas" for the Day of the Dead at each front desk.
- November/December: A free library is offered in the lobby of Haynie.
- January: Several students took advantage of the MLK Cultural Dinner, attending with their floors or advising group.

Humans of HewMan Instagram:

- Soul Food Sunday on a Thursday in Celebration of Black History Month.
- January Self Love Month interviewing residents about self-love.
- Life of a transgender person discussion/presentation honoring transgender week and transgender day of remembrance.
- Filipino American History Month interviewing residents about which Filipino figure inspires them.

RACA Mentorship/Recruitment Requirement: Live-In ProStaff are asked to mentor four students through the RACA selection process between the two recruitment cycles. Staff is asked to mentor two students that identify similarly to themselves and two that identify differently. This practice is aimed at diversifying the candidate pools for the position.

The Rainbow Floor-Themed Living Learning Community: In the Fall of 2020, University Housing Services added the Rainbow Floor-Themed Living Learning Community to their student housing options. The Rainbow Floor is designed for students interested in living on a floor supportive of the LGBTQ+ community, including students who identify as part of that community and those who identify as allies. The addition of this floor was spearheaded by students involved in the organization ISU PRIDE. They

worked to garner support from academic and campus departments to bring this floor to life. Women's and Gender sponsors the Rainbow Floor and Sexuality Studies; the Multicultural Center; the School of Communication; and four faculty mentors support this community. This community was moved from Watterson Towers to East campus in the fall of 2022. This change was made to ensure inclusivity for students with mobility concerns. East Campus has more amenities in the structure of the building to meet this need.

I-Week: A weeklong programming opportunity centered around the department's Diversity Statement. To kick off the week, RA/CAs hosted a floor event about building *inclusive* communities. On Tuesday, a staff member hosted an *identities* program where students discussed the "masks" we wear while tie-dyeing face masks. Wednesday offered a passive opportunity for students to learn more about *intersectionality*. On Thursday, ARH hosted a BINGO night featuring ISUPD and discussing challenging *injustices*. To wrap up the week, participants made buttons and signed community pledges where *ISU* students vowed to help make our communities welcoming, inclusive, and safe.

Teacher Education TLLC Cultural Competence Speaker: Residents on this TLLC were invited to a guest speaker to discuss how cultural competence intersects with their future careers as educators.

Special Education TLLC, A Twist on Twister: Residents played Twister in teams, and then they were asked how they could make the game accessible to students who may use wheelchairs or do not use specific gross motor skills. For example, if a student cannot put a hand on a green spot, maybe the student can go to a green wall, and instead of putting a foot on a red spot, they can close one eye while at the green wall. This will show how children in their potential classrooms can still make games accessible for students with disabilities.

Hispanic Heritage Month Programming: Two programs offered allowed residents to try Mexican desserts and make piñatas while learning about Hispanic heritage.

Lunar New Year Celebration: This program featured a presentation about Chinese traditions that are celebrated during this holiday and stories associated with the new year. Residents also made paper lanterns and origami.

[University Police Department](#)

Staff Training:

- **Procedural Justice Institute:** University Police's supervisors completed an 18-month training program with D. Stafford and Associates. One and two-day sessions throughout the 18 months covered topics from hate crimes to organizational ethics and biased policing, to creating organizational transparency. D. Stafford and Associates is a national leader in consulting for higher education institutes in the areas of campus safety, security, compliance, and sexual misconduct response.

Projects/Initiatives:

- Community Engagement Unit: Illinois State University Police's Community Engagement Unit began in 2019 with a primary focus to engage and educate the campus community. Consisting of one sergeant, two officers, and Pawfficer Sage, this unit is available to deliver a variety of [free programs](#).
 - Bird Watch
 - Campus Violence: Prevention and Preparation
 - Cyber and Electronic Safety
 - Drugs of Abuse and Misuse
 - Emergency Response Unit and Crisis Negotiation Team
 - Illinois Cannabis Laws and DUI procedures
 - Lights in the Mirror
 - Verbal Judo

- Faith and Blue: As part of a national initiative, University Police organized the first local Faith and Blue event to bring together law enforcement and communities of color in partnership with their institutions of faith. The event centered around a cornhole tournament, music, and a sharing of food and conversation. In partnership with the community, this event was held off-campus so residents could speak to officers in their own space and without the barriers that transportation or time might create.

- Police Advisory Council: The purpose of the ISU PAC is to provide a forum for the exchange of ideas and to discuss issues impacting the Illinois State University community. These discussions are to be open, honest, and engaging in order to be as beneficial to all participants as possible. The ISU PAC is intended to act in a proactive manner to:
 1. Build trust between the ISU Police Department and the campus community;
 2. Address campus community concerns related to quality of life;
 3. Discuss issues related to campus climate;
 4. Discuss issues affecting public safety;
 5. Discuss crime reduction programs with emphasis on the community policing philosophy;
 6. Discuss evidence-based practices and criminal justice research; and,
 7. Discuss how to improve upon the delivery of police services to the campus community.

- Transparency Website: Maintaining the trust of the Illinois State University community is a top priority of the University Police. This requires transparency about department processes and outcomes. It is intended to be a one-stop reference point so that community partners have ready access to information regarding the department's hiring efforts, training, law enforcement contact statistics, and more. The department expects that the page will grow and evolve as they continue to have important conversations with community members about what they want and need to see from the University Police Department.

- Pawfficer Sage is the department's Outreach K9. After completing over 1200 hours of training with [SIT Service Dogs](#) in Ava, Illinois, Sage arrived at Illinois State in the summer of 2019 thanks to a successful Hatch fundraising campaign. When she is not snuggling a blanket in the Deputy Chief's office or chasing a ball down the hallway to the squad room, Sage is roaming with the Community

Engagement Unit building relationships. Her only talent is affection; Pawfficer Sage does not detect any substances, nor does she work in apprehension.

- Redbird AWARE is a new 2-hour self-defense introduction course for all genders. It includes prevention techniques and introductory self-defense options that may reduce the risk of exposure to violence. As an introduction to the physical aspects of self-defense, this program has a dual purpose: to prevent crimes of violence through education and training; and to educate people about options that may help them avoid, escape, and survive attacks.
- Rape Aggression Defense (R.A.D.) is a realistic self-defense for Women (not a martial arts program). It provides women and young girls with an environment to nurture and develop positive skills, attitudes, belief in self and physical fitness. It is structured as a WOMEN ONLY course and taught by certified R.A.D. instructors. The three focuses are: Risk Reduction, Physical Defense, and Dynamic Simulation. Students are provided with a course booklet for practice and reference. The booklet outlines the entire course and remains with the student upon course completion for growth and development. Each student, upon successful completion of the R.A.D. course, is a lifetime member and may return FREE to courses offered around the country (with their student manual signed by the R.A.D. instructor). Students *must attend all 12 hours* of the program, but no other costs or equipment are required.

VII. Faculty Professional Development for Student Success

ISU continues to use [the Framework for Inclusive Teaching Excellence \(FITE\)](#) as a signature pedagogy. The FITE is comprised of six domains of effective teaching with a culturally responsive/equity-mindset lens. All domains are interrelated and provide a roadmap for faculty, administrators, and professional developers to understand and measure teaching effectiveness, and to recognize teaching as a holistic process. [Similarly, the Framework for Inclusive Support and Service Excellence \(FISSE\)](#) is utilized in a similar manner to help plan and organize professional development (PD) for staff in Academic Affairs with a focus on equity, diversity, inclusion, and access. Each aims to address ways in which all staff, regardless of their role, can create practical and applicable action plans at the individual and unit level which will result in high-quality, high-impact experiences and processes that are accessible to and inclusive of all Redbirds in their journey from recruitment through graduation and beyond.

Professional development for faculty/staff in Academic Affairs primarily occurs through two means, the Center for Integrated Professional Development (CIPD) and the GROWTH Change Team in each college/unit in AA.

- **CIPD:** From January 2022 through December 2022, CIPD has offered numerous programming opportunities aligned with FITE to supporting student success and EDI. This programming offered in virtual, face-to-face, and asynchronous modalities that spanned many program types (e.g., webinars, short courses, course redesign experiences, learning communities, mentored interactions) to engage the largest number of course instructors. Each PD opportunity focused on the exploration and application of evidence-informed, inclusive pedagogies to various teaching and learning contexts across campus. CIPD frequently works with various campus partners (e.g., Cross Chair in SoTL, Student Access and Accommodations Services, CeMaST, Center for Civic Engagement, the Office of Student Research, and the Counseling Center) to develop and deliver programming in to

strategically align the work of CIPD with other institutional initiatives in support of faculty and student success. Below is the list of programming offered to date.

Between 1/1/2022-12/31/2022, **588** unique course instructors participated in **187** workshop offerings related to student success. Below is a list of topics offered by category:

Online Course Development Workshops:

- Apply the Quality Matters Rubric
- AIM (offered Summer 2022)
- DART (offered Spring and Fall 2022)
- TOP (offered Spring 2022)

Equity, Diversity, and Inclusion Workshops:

- Foundations of Diversity and Inclusion: Implicit Bias
- Foundations of Diversity and Inclusion: Microaggression
- Foundations of Diversity and Inclusion: Privilege and Power
- Foundations of Equitable and Inclusive Teaching: Equitable and Inclusive Classroom Culture
- Foundations of Equitable and Inclusive Teaching: Equitable and Inclusive Syllabus
- Foundations of Equitable and Inclusive Teaching: Equitable and Inclusive Assessment, Learning Activities, and Feedback
- Seeing White Series: Maintaining White Supremacy
- Seeing White: Reflecting on Whiteness
- Safe Zone

New Faculty Orientation:

- New Faculty Orientation: Welcome to ISU
- New Faculty Technology Orientation
- New Faculty Library Orientation
- Getting to Know Digital Accessibility
- Getting Started with Your Research at ISU
- Equity in the College Classroom

Learning Communities:

- Early Career Faculty Circle: Building Skills and Acquiring Knowledge
- Early Career Faculty Circle: Defining Characteristics of Relationship-rich Education
- Early Career Faculty Circle: Developing Critical, Creative, and Dialogical Thinking
- Early Career Faculty Circle: Exploring Equitable Grading Practices, Part I
- Early Career Faculty Circle: Exploring Equitable Grading Practices, Part II
- Early Career Faculty Circle: Problematizing our grading practices
- Early Career Faculty Circle: Unpacking our Beliefs and Assumptions about Grading Practices
- Future Faculty Circle: Accurately Calculating Grades
- Future Faculty Circle: Concluding Thoughts on Inclusive Teaching
- Future Faculty Circle: Focusing on a Growth Mindset
- Future Faculty Circle: Foundational Ideas for Grading for Equity
- Future Faculty Circle: Grading Knowledge, Not Behavior
- Future Faculty Circle: How Do They Conduct Class Inclusively?
- Future Faculty Circle: The What and Why of Inclusive Teaching
- Future Faculty Circle: What Does Grading for Equity Mean?
- Future Faculty Circle: What is Inclusive Teaching
- Future Faculty Learning Community: How Do They Make Students Feel Welcome?
- Future Faculty Learning Community: What Do They Know about Being Inclusive?

- Future Faculty: Transparent Grading Practices and Soft Skills Assessments
- Equity, Diversity, Inclusion and Access Learning Community

- Exploring the Neuroscience of Learning with an Equity Lens Learning Community
- Queer Allyship Learning Community
- School of Communication EDI Learning Community
- Small Change, Big Impact Learning Community

Summer Institute:

- (Re)Design Your Course for Civic Engagement
- Anti-Ableist Access and Universal Accommodations
- Beyond Talk: Innovative DEIA Practices for Creating and Sustaining Inclusive Learning Environments
- Build Confidence in Creating Inclusive Course Materials
- Community Partner Lunch and Learn
- Design Your Course
- Digital Humanities in the Classroom: Multimedia Publishing with Scalar
- Effective Research Mentoring for Student Success
- Empowering Instructors to Successfully Design Learning Activities with Adobe CC Tools
- Experiential Learning: Honing Erotic Joy Toward a Feminist, Decolonial, and Anti-racist University
- Gender as a Landscape: Meeting Your Students Beyond the Binary
- Making Course Materials More Affordable for Students
- Plan a Scholarship of Teaching and Learning Project
- Reinvent Your Course for Equity, Diversity, Inclusion, and Access
- Safe Zone
- Teaching Civic Skills through Deliberative Dialogues
- Using Authentic Learning to Engage Students with the Research Process
- Using Digital Humanities Tools in the Classroom

Workshops by Request (some topics repeated)

- Bias Workshop for School Faculty Status Committee
- Graduate Writing Mentors Training
- Workshop by Request: Equitable and Inclusive Classroom Culture
- Workshop by Request: Implicit Bias
- Workshop by Request: Microaggression
- Workshop by Request: Pre-Tenure Mentoring
- Workshop by Request: Privilege and Power
- Workshop by Request: Reflecting on the End of the Semester for Graduate Students
- Workshop by Request: Teaching Tips for Graduate Students
- Workshop by Request: Safe Zone
- Workshop by Request: What does the word Decolonize mean in the context of curriculum?
- Workshop by Request: Whiteness in Higher Education

Misc. workshops:

- A Beginner's Guide to Accessibility for Your Classroom
- Design and Implement a Faculty-Led Study Abroad Program 101
- Developing Mentoring Relationships
- Effective Tutoring Practices for Graduate Students
- Mentoring Undergraduate Students Effectively for Graduate Students
- Neurodiversity in Higher Education: How You Can Shape a Future of Acceptance
- Student Success Course Design Pilot
- Teach Students to Navigate the Information Landscape for Graduate Students
- Teaching with Digital Mapping
- Teaching with Digital Timelines
- Use Authentic Learning to Engage Students with Research

- **GROWTH Change Team:** The GROWTH Change Team was formed at the end of the fall semester 2019, with input from all college Deans and other campus stakeholders to provide more professional development opportunities for faculty/staff in their own departments/colleges, with topics and examples relevant to their disciplines.
 - GROWTH Change Team college leaders are helping:
 - Develop capacity within colleges and departments to design and implement faculty professional development for student success with an inclusive lens and based on culturally responsive practices tailored to faculty/staff specific needs.
 - Promote faculty responsibility for continuous growth to become more effective in the classroom.
 - Provide opportunities for faculty to learn about learning, about teaching, about students, and about themselves.
 - Create a pedagogical community within each College to promote student success using inclusive and culturally responsive teaching practices.

Workshops, panels, and other types of professional development sessions have been offered through the GROWTH Change Team during the current academic year. These sessions are offered across all the colleges and units in AA, including EMAS. CIPD staff serve as coordinators and resources in support of this programming and included programs such as:

- Bringing guest speakers to campus to discuss EDI-related teaching topics.
- Community building learning groups
- Shared reading experiences
- EDIA grants for teaching and learning

Priority Brief: Campus Pedestrian and Vehicular Safety

Academic Senate Planning and Finance Committee

Context

In response to the tragic pedestrian deaths of graduate student Danielle Fairchild in November 2021 and Assistant Vice President for Student Affairs Adam Peck in September 2022 on the campus of Illinois State University, the Academic Senate's Planning and Finance Committee resolved to explore the priority topic of campus pedestrian and vehicular safety. The Planning and Finance Committee is charged with making recommendations to the Senate on programs, procedures, policies, and proposals that have a broad or long-range impact upon the campus community, and it is through this lens that the issue was examined.

Purpose

The purpose of this priority brief is to report the key insights and information garnered during the committee's exploration of this topic, as well as communicate the committee's recommendations that have resulted from the exploration.

Initial Questions and Areas of Concern

The committee initially had a number of questions relating to the topic at hand, including:

- How are safety and congestion concerns being addressed for high traffic areas such as College Avenue, Main Street, and University Avenue?
- What is the impact of new campus developments on pedestrian and vehicle safety and how is this impact being evaluated?
- Are there structural and/or systemic issues contributing to an increase in pedestrian-related accidents and fatalities?
- What is the impact of and policy reaction to the increase in motorized personal vehicles such as electric bicycles and scooters?
- How can members of the ISU community actively contribute to and support initiatives to increase campus pedestrian safety?

Information Sessions

Over the course of the 2022-23 term the Planning and Finance Committee held information sessions with representatives from the campus and local community with expertise and experience on the topic at hand:

- October 26, 2022
 - Aaron Woodruff - Police Chief, ISU
 - Eric Hodges - Director of Emergency Management, ISU
 - [Committee Minutes](#)
- November 9, 2022
 - Mike Gebeke - Associate Vice President, Facilities Management, Planning, and Operations, ISU
 - [Committee Minutes](#)
- December 7, 2022
 - Ryan Otto - Director of Public Works & Engineering, Town of Normal
 - [Committee Minutes](#)
- January 25, 2023
 - Patrick Dullard, President, Friends of the Constitution Trail
 - [Committee Minutes](#)
- February 8, 2023
 - Dismount Zone Policy Presentations (Committee and Senate)
 - David Marple, Director, Risk Management, ISU
 - Adam McCrary, Director, Environmental Health and Safety, ISU
 - [Committee Minutes](#)
 - [Academic Senate Minutes](#)

Key Insights and Information

A number of common insights and shared perspectives emerged through the information gathering process:

Roadway Ownership

The majority of streets which pass through and border on Illinois State University's campus are not under the direct purview of the University. The College Street and Main Street corridors are under the jurisdiction of the Illinois Department of Transportation (IDOT), and University Street and School Street are under the jurisdiction of the Town of Normal. Any structural changes to these roadways must be initiated and implemented by these entities.¹

Stakeholder Communication and Collaboration

¹ Woodruff, Hodges, "Planning and Finance Committee Minutes", 26 October 2023

All institutional stakeholders interviewed stressed their deep commitment to campus safety and asserted that communication and collaboration was strong between the various departments and administration responsible for addressing safety concerns within ISU and the Town of Normal. An example of such collaboration was the “Campus Safety Walk” with representatives from the Town of Normal, ISU Police, ISU Facilities Services, ISU Emergency Management and members of the ISU community inspecting the campus for areas in need of safety improvements.¹ One issue expressed was that the IDOT District 5 office is based in Paris, Illinois, two hours away from ISU, and is not fully attuned to the unique traffic conditions and needs of a residential university environment; representatives from the Town of Normal and ISU are lobbying IDOT to address pedestrian concerns that are impacting our community.² While representatives from the bicycling community feel they have a good connection with the Town of Normal and City of Bloomington, there could be a stronger partnership with ISU on bike-pedestrian safety.³

Time and Money

Several guest speakers expressed to the committee that large-scale infrastructure changes are expensive and time-consuming. State-level infrastructure projects can take up to or beyond ten years from proposal to implementation. On the local level, the Town of Normal is reliant on federal and state grants to help fund improvements; this involves applications supported by commissioned study findings. The town works to tie street improvements with other projects such as water main repairs to create cost efficiencies. This approach benefits from a unified, comprehensive plan for roadways.²

College Avenue

Following the fatal accident at the intersection of College and Kingsley in November 2021, IDOT, Town of Normal and Ameren were responsive and implemented four safety improvements: a push button for crossing, LED lighting, crosswalk painting, and the relocation of a bus stop.⁴ An inquiry was made to IDOT regarding a fourth underpass for College Avenue, but significant reengineering would be required and would be prohibitively expensive. IDOT and the Town of Normal are initiating a traffic analysis of the College Avenue Corridor to inform potential upgrades. College Avenue is an essential east-west artery and cannot be reduced to two lanes without creating substantial gridlock, but a “road diet”, reducing lane size, is an option to reduce vehicle speeds.² Rerouting of College is not feasible but closing off sections of University Street feeding into College and creating a roundabout at College and Mulberry are possible measures for reducing traffic conflicts.⁴

² Otto, “Planning and Finance Committee Minutes”, 7 December 2022

³ Dullard, “Planning and Finance Committee Minutes”, 25 January 2023

⁴ Gebeke, “Planning and Finance Committee Minutes”, 9 November 2022

Main Street Corridor

There will be opportunities for public comment on the IDOT Main Street Corridor Study and Plan in Spring 2023. Construction will most likely take 10 years and include curb, median, and pavement repairs; addition of buffered bike lanes; widening of sidewalks and curb ramps; adding speed tables (longer, tapered speed bumps) to call attention to pedestrian crossings; narrowing lanes to control speed; and adding pedestrian accommodations.²

In Exchange Area / Dismount Zones

In response to the fatal accident in the In Exchange in September 2022, the Academic Senate approved revisions to policy [5.1.8 Bikes, Skateboard, Scooters, and other Recreation and Transportation Devices](#) initiated by ISU Environmental Health and Safety and ISU Risk Management. This policy now defines and creates “dismount zones” in high pedestrian traffic areas on campus; the University will use clear signage to indicate that users of personal vehicles must dismount their device and walk it through the area. The In Exchange area, site of Dr. Peck’s fatal accident, is scheduled to become a “dismount zone” in Fall 2023.⁵

Policy, Regulation, and Enforcement

The general consensus is that a singular reliance on continuous, direct enforcement of pedestrian policies on campus, such as employing patrol officers to issue tickets and fines for “jaywalking” or skateboarding violations, is (and, when previously tested, has been) an ineffective method for increasing compliance and would require a substantial, unfeasible increase in human resources to implement fully. A holistic approach, such as that outlined for campus dismount zones, with defined signage, regular and well-promoted awareness campaigns, and police reminders given within the course of regular patrols, is considered the best method for increased adoption of new traffic patterns.⁵

Accident Records and Safety Reporting

The Town of Normal and Normal Police Department record accident numbers (vehicle-to-vehicle, vehicle-to-pedestrian) but “near-misses” and incidents that do not involve a call to authorities are not recorded. Accident data involving crashes and fatalities is used when applying for federal grant funds and when lobbying IDOT. The Safe Redbirds mobile app does have a safety reporting feature that can be used to report structural issues or incidents, however, there is a perception that the application is specifically for reporting emergency, “911”-level situations; building awareness of

⁵ Marple, McCrary, “Planning and Finance Committee Minutes”, 8 February 2023

this reporting option to the campus community would be beneficial to highlight and document problem areas on campus.¹

Bicycles

A number of guest speakers noted that ISU and its surrounding communities are bike friendly environments while at the same time, the main campus itself is very “walkable” (easily and quickly traversed by foot); this has the effect of reducing the load of bicycle traffic in these pedestrian-heavy areas.³

Constitution Trail is an effective and safe feeder for bicycle and pedestrian traffic to campus, with the acknowledgement that areas where the trail crosses local roadways can cause potentially dangerous uncertainty between drivers and cyclists/pedestrians – a uniform solution for trail intersections within the shared communities would be beneficial in creating more certainty in these interactions. A new section of the trail on Gregory Street will be constructed in summer 2023, which will be useful for commuters walking and biking to campus. Constitution Trail policy prohibits “motorized vehicles”, which includes e-bikes and electric scooters, from use on its pathways.³

Currently the roadways immediately surrounding ISU’s campus are designed for motor vehicles and maximizing traffic capacity. However, federal, state, and local public works administrations endorse a “Complete Streets” policy for renovation and new construction, which takes into account all users of roadways (automobile, bicycle, pedestrian, etc.); these considerations will be taken into account in upcoming projects such as the IDOT Main Street Corridor renovation³

E-Bikes

The state of Illinois has implemented a three-class electric assist bicycle system for e-bikes: Class 1: pedal assisted, Class 2: pedal assisted with throttle, maximum speed 20mph, and Class 3: pedal assisted with throttle, maximum speed 28 mph. “A person may operate an e-bike upon any bicycle path unless the municipality, county or local authority with jurisdiction prohibits the use of e-bikes or a specific class of e-bike on the path. A person may not operate an e-bike on sidewalks.”⁶

The Office of General Counsel supplied statements from the Illinois Occupational Health and Safety Administration, which, after examining the pedestrian fatality involving a Class 2 e-bike on campus

⁶ “Illinois Bicycle Rules of the Road: https://www.ilsos.gov/publications/pdf_publications/dsd_a143.pdf

in September 2022, “communicated that e-bikes and scooters used in pedestrian areas on campus are a recognized hazard and strongly recommended that ISU consider the risk/benefit of allowing continued use of such devices on campus in pedestrian areas. In addition to the need to improve safety for our campus community and avoid further accidents, the University is now on formal notice from OSHA of the hazard. Further work-related accidents caused by e-bikes or other wheeled conveyances will result in significant legal exposure.”⁷ At the Academic Senate Meeting on February 8, 2023, General Counsel Jeannie Barrett commented on the challenge of enforcing an e-bike ban is that “it’s really hard to ascertain when you’re looking at a bike-for enforcement purposes—whether that bike is Class 1, a Class 2, or a Class 3 e-bike. And they have much different capabilities.”⁸

Culture

All invited speakers conveyed to the Planning and Finance Committee the need for a cultural change in addition to policy, regulation, and physical infrastructure changes.

Distraction in the form of mobile devices, both audio and visual, has a profound impact on drivers, pedestrians, and cyclists in high traffic areas. Policy and structural change must be accompanied by concerted efforts to educate our community on those changes and to build a culture of safety, courtesy and awareness when interacting in public spaces.

⁷ Senate Document “004a - 01.13.23.01 Barrett Email_RE_ Bikes Skateboards Scooters and other Recreation and Transportation Devices on Campus.pdf”.

⁸ Barrett, “Academic Senate Meeting Minutes”, 08 February 2023.

Recommendations

Based on the committee's exploration, the committee requests action from Interim President Tarhule and his administration in the following areas:

Integration of Pedestrian, Bicycle, and Vehicle Use into the Campus Master Plan

Currently ISU's long-term campus master plan ("Master Plan 2010-2030: Looking to the Future", masterplan.illinoisstate.edu) contains some acknowledgement of pedestrian safety issues on campus. However, considering the key factors outlined in this report and the planned development around the College of Engineering and the South Campus Housing-Dining Project, a review and deeper analysis of the long-term impact of campus development on pedestrian and vehicular safety is recommended. The most recent update to the Campus Master Plan ("Master Plan Update 2010-2030") was initiated in 2018 in conjunction with the University's 2018-2023 Strategic Plan. As the University has embarked on the development of a new strategic plan for 2024-2029, it should also review and update the Campus Master Plan with a focus on pedestrian and vehicular safety and infrastructure.

Public Awareness Campaign

To improve safety on the ISU campus and in the surrounding communities, it is crucial to launch a coordinated campaign that focuses on promoting awareness and courtesy in public spaces in addition to educating the community about campus policies on pedestrian and vehicular safety. While it is important to provide safety information to new students, faculty, and staff during Preview and orientation, the campaign should also include the local community and be ongoing throughout the year, especially during the spring semester when pedestrian and bicycle traffic increases after the winter months. The Safe Redbirds app can be used to report structural issues and vehicular "near misses" on campus and help identify potential hazards before they lead to more significant incidents. This underutilized functionality of the app should be included in future safety campaigns.

Motorized Vehicle Ban

Illinois state law prohibits the operation of e-bikes of all classes on sidewalks and allows for "a municipality, county or local authority with jurisdiction" to ban e-bikes on a path.

In addition to the recently updated [Policy 5.1.8 Bikes, Skateboards, Scooters, and other Recreation and Transportation Devices](#), which defines "Dismount Zones" for all personal vehicles, motorized or not, the University should clarify, promote, and enforce the prohibition of e-bikes on campus

sidewalks and extend a ban to all motorized vehicles (such as e-bikes and electric scooters) on all pedestrian pathways on campus. The University should also provide parking areas for motorized vehicles such as e-bikes and electric scooters on the perimeter of campus pedestrian and dismount zones, in the same manner as provided for automobiles and motorcycles used to commute to campus.

Strict Authorized Vehicle Use in Pedestrian Areas

Authorized vehicle use in pedestrian zones and sidewalks on campus should be restricted to police bicycles, EMS, and university vehicles used for emergency purposes only. Driving and parking of university and private vehicles for non-emergency purposes such as delivery, loading, and maintenance should be forbidden in pedestrian zones and sidewalks and such services should instead be conducted through authorized campus loading docks and parking zones.

Unified, Consistent Signage

In addition to the implementation of clear and consistent signage demarcating and defining proposed “Dismount Zones”, the University should extend signage to all heavily trafficked pedestrian areas and boundaries of campus indicating vehicular policy and usage guidelines. All signage should acknowledge exemptions for mobility assistance devices and other approved accommodations under the Americans with Disabilities Act. Current signage marking the Constitution Trail’s path through campus is inadequate or non-existent and should be updated to a format consistent with the signage and policy on the off-campus sections of the trail.

Requested Administrative Action

- The Planning and Finance Committee of the Academic Senate asks the President to charge the appropriate Vice Presidents to make a formal, written response to the brief and recommendations above no later than September 1, 2023.
- We request that these administrative responses reflect the current and planned activities/initiatives toward fulfilling the recommendations discussed above, including a timeline for implementation of such activities/initiatives.
- We request that the administrative responses will explain any substantive rejection of the recommendations above.
- We request that the administrative responses also include suggestions for the Planning and Finance Committee of the Academic Senate on how the committee can continue to explore and support the priority outlined in this brief.
- The President is encouraged to use the transmission of these reports as an opportunity to update the Senate on the University's progress in each of these areas through whatever means the President finds appropriate.

- The Planning and Finance Committee requests an update from the administration on progress towards the above recommendations to the Academic Senate no later than February 1, 2024.