



ILLINOIS STATE UNIVERSITY

CAMPUS CLIMATE ASSESSMENT FINAL REPORT

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submitted by

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
Faculty and Staff Survey Summary	i
Student Survey Summary	ii
Faculty, Staff, and Student Focus Groups	iii
Key Thematic Findings	iii
RESEARCH METHODS	iv
University-Wide Data Collection	iv
Data Analysis	iv
STUDENT SURVEY FINDINGS	1
Sample Demographics	1
Interaction Across Difference and Contributing Toward Diversity and Inclusion	5
Perceptions of Institutional Commitment to Diversity & Inclusion	6
Experiences of Harassment and Discrimination	8
Reporting and Institutional Response to Harassment and Discrimination	10
FACULTY/STAFF SURVEY FINDINGS	12
Sample Demographics	12
Interaction Across Difference and Contributing Toward Diversity and Inclusion	15
Professional Community of Inclusion and Support Across Difference	17
Perceptions of Institutional Commitment to Diversity & Inclusion	19
Curricular Diversity and Culturally-Responsive Teaching	19
Experiences of Harassment and Discrimination	21
Reporting and Institutional Response to Harassment and Discrimination	22
STUDENT FOCUS GROUP FINDINGS	26
Marginalization, Isolation, and Exclusion of Students of Color	26
Students with Disabilities, Support, and Accommodation	28
FACULTY AND STAFF FOCUS GROUP FINDINGS	30
Marginalization of Women Professionals and Faculty and Staff of Color	30
Institutional and Cultural Barriers to Diversity	31

Ineffective Institutional Recognition and Response to Racial Harassment and Discrimination 33

RECOMMENDATIONS 34

1. Elevating and Protecting the Status of Women 34

2. Create and Invest In Affirming Spaces for Students of Color 34

3. Increase Awareness, Institutional Response, and Office Capacity 35

4. Require Equity Trainings/Education for Faculty, Staff, and Students 36

5. Intentionally Recruit, Select, and Retain of Diverse Talent 38

EXECUTIVE SUMMARY

The University of Pennsylvania's Center for the Study of Race and Equity in Education, in collaboration with Office of the Vice President for Student Affairs, recently completed a comprehensive campus climate assessment of Illinois State University. This included inviting all campus stakeholders to participate in a climate survey, which was collaboratively designed to assess broad issues of diversity and inclusion; the University's competency in addressing matters of harassment and discrimination; the ways in which faculty and staff respond to changing institution demographics; the extent to which the University is committed and responsive to matters of diversity and inclusion; and perceptions regarding the current campus climate as one supportive of equality and equitable outcomes for all stakeholders. A total of 1,952 respondents (faculty, staff, and students) initiated the survey, yielding 1,301 completed surveys and an overall 66% completion rate. In addition, and consistent with our work at other colleges and universities across the nation, we spent three days on-campus at Illinois State University facilitating dozens of focus groups with students, faculty, and staff. These groups were identified and by the institution as communities whom could provide both a broad and deep sense of the campus climate for purposes of the assessment.

FACULTY AND STAFF SURVEY SUMMARY

All members of the ISU professional community were invited to participate in the survey via university-wide email solicitation. 967 respondents initiated the survey, yielding 814 completed surveys for an 84% completion rate. The survey contained 42 multiple choice items and 2 short-answer responses for respondents to provide descriptions and commentary related to witnessing or experiencing harassment and discrimination. The survey was designed to have respondents provide information about their personal experiences as professionals within the ISU community; their perceptions of the campus climate for members of their own socio-demographic and social identity group(s); and perceptions of institutional actions, including policies and procedures, and campus initiatives regarding discrimination and/or harassment on their campus.

Demographics

The demographics of the 814 participants completing the survey are as follows:

- 273 Faculty, 241 Administrative/Professional, and 288 Civil Service Employees
 - 278 Full-time and 9 Part-time¹
 - The Civil Service classifications included 122 Exempt, 24 Negotiated, and 136 Non-exempt Employees
- 680 Caucasian or White (83% of sample)

¹ Severe undercount suggests confusion about question. Moreover, these numbers appear to comprise all employee classifications (e.g., faculty, administrative/professional, and civil service).

- 94 Faculty/Staff/Employees of color: 19 Asian or Asian American, 48 Black or African American, and 17 Hispanic or Latino/a (11% of sample)
 - 25 respondents preferred not to identify their race ²
- 510 women and 286 men
- 63 members of the LGBTQQ Community;
 - 25 respondents preferred not to identify their sexual orientation

STUDENT SURVEY SUMMARY

All members of the ISU student community were invited to participate in the survey via university-wide email solicitation. 985 respondents initiated the survey, yielding 487 completed surveys for an 49% completion rate. The survey contained 42 multiple choice items and 2 short-answer responses for respondents to provide descriptions and commentary related to witnessing or experiencing harassment and discrimination. The survey was designed to have respondents provide information about their personal experiences as professionals within the ISU community; their perceptions of the campus climate for members of their own socio-demographic and social identity group(s); and perceptions of institutional actions, including policies and procedures, and campus initiatives regarding discrimination and/or harassment on their campus.

Demographics

The 487 completed surveys comprised the following:

- 428 full-time students and 43 part-time students ³
 - 251 students with 60 ≥ credits ⁴
- 377 Caucasian/White students (77% of sample)
- 135 students of color (27% of sample): 23 Asian or Asian American students, 48 Black or African American students, 23 Bi or Multiracial students, and 37 Hispanic or Latino students
 - 11 students preferred not to identify their race ⁵
- 310 women, 143 men, and 15 gender non-conforming or gender queer students
- 98 students identifying as LGBTQQ ⁶

² Other racial/ethnic counts (including international/non-U.S. born employees) were withheld due to low counts.

³ No undergraduate or graduate degree selections were included in this question. As result, we were unable to classify or group across degree-levels. There were, however, a few "Graduate Student" responses associated with those that selected "Other."

⁴ No distinction between undergraduate and graduate students.

⁵ Other racial/ethnic counts were withheld due to low counts.

⁶ Trans* participation was withheld due to low counts.

FACULTY, STAFF, AND STUDENT FOCUS GROUPS

A team of researchers from the Center for the Study of Race and Equity in Education at the University of Pennsylvania spent three days on-campus at Illinois State University. During that time, our team simultaneously facilitated dozens of 90-minute, demographically homogenous focus groups with students, faculty, and staff. Below are the groups with whom we spoke:

Faculty and Staff Groups

- Asian/Asian American Faculty and Staff
- Black Faculty and Staff
- Bi/Multiracial Faculty and Staff
- Deans and Department Chairs
- Ethnic Studies and AMALI Faculty
- Faculty and Staff with Disabilities
- Latino/a Faculty and Staff
- LGBTQ Faculty and Staff
- Men Faculty and Staff of Color
- Office of Admissions and Enrollment Management
- Office of Equal Opportunity, Ethics, and Access
- President's Executive Cabinet
- White Faculty and Staff
- Women Faculty and Staff

Student Groups

- Diversity Advocacy Organizations
- Student Government Association
- Black Students
- International Graduate Students
- Latino/a Students
- LGBTQ Students
- Men Students of Color
- Bi/Multiracial Students
- Students with Disabilities
- White Students
- Women Students of Color

Participants provided perspectives on college-wide climate as well as the climate as they experienced it in their roles within and across various areas of the campus academically, socially, and professionally.

KEY THEMATIC FINDINGS

Key themes emerging from student data include: 1) marginalization, isolation, and exclusion of students of color; and 2) passive support for students with disabilities. Emerging from the faculty/staff data, themes include: 1) marginalization of women professionals and faculty and staff of color; 2) institutional and cultural barriers undermining diversity; and 3) and ineffective institutional recognition and response to racial harassment and discrimination.

RESEARCH METHODS

UNIVERSITY-WIDE DATA COLLECTION

All Illinois State University faculty, staff, and students were invited to participate in a campus climate survey administered by the Center and publicized widely by the University. A total of 1,952 respondents initiated the survey, yielding 1,301 completed surveys and an overall 66% completion rate. The survey contained 42 multiple choice items and 2 short-answer responses for respondents to provide descriptions and commentary related to witnessing or experiencing harassment and discrimination. The survey was collaboratively designed to have respondents provide information about their personal experiences as members of the ISU community, their perceptions of the campus climate for members of their own socio-demographic and social identity group(s), and perceptions of institutional actions, including policies and procedures, and campus initiatives regarding discrimination and/or harassment on their campus. In addition, and consistent with our work at other colleges and universities across the nation, we spent three days on-campus at Illinois State University facilitating dozens of focus groups with students, faculty, and staff whom could provide perspective on the campus climate.

Sample Demographics

The demographics of the 1,301 respondents completing the survey are as follows:

- 487 students, 273 faculty, and 241 administrators/professionals, and 288 civil service employees
- 339 participants of color (135 students and 94 faculty/administrators/employees)
- 288 participants with disabilities (159 students and 129 faculty/administrators/employees)
- 161 members of the LGBTQQ community (98 students and 63 faculty/administrators/employees)
- 15 participants identifying as Transgender (all students)
- 820 women (310 students and 510 faculty/administrators/employees)

DATA ANALYSIS

The survey data were analyzed using factor analysis, which permits the reduction of a large set of variables to a smaller set of underlying patterns. The short answer responses as well as the focus group data were analyzed using content analysis, which is a method of studying and analyzing communications in a systematic manner to determine the presence of certain keywords or concepts within texts or sets of texts, which are then aggregated into themes across the data.

STUDENT SURVEY FINDINGS

SAMPLE DEMOGRAPHICS

Table 1. Student participation by enrollment status

Response	n	%
Full-time	428	90%
Part-time	43	9%
Other	5	1%
Total	476	100%

The final sample of students completing the survey consisted of 476 respondents, of which 90% (n = 428) were enrolled full-time and 9% were enrolled part-time (see Table 1.)

Table 2. Student participation by gender

Response	n	%
Gender Nonconforming or Gender Queer	15	3%
Man	143	30%
Trans	4	1%
Woman	310	64%
Other	5	1%
Prefer Not to Answer	7	1%
Total	484	100%

Student respondents overwhelmingly gender identified as either Men (30%) or Women (64%) (see Table 2).

Table 3. Student participation by race/ethnicity

Response	n	%
American Indian/Alaskan Native	1	< 1%
Arab or Arab American	3	< 1%
Asian American	23	5%
Black/African American	48	10%
Bi or Multiracial	23	5%
Caucasian/White	337	70%
Hispanic or Latino/a	37	8%
Native Hawaiian/Pacific Islander	0	0%
Prefer Not to Answer	11	2%
Total	483	100%

The majority of respondents racially identified as Caucasian/White (see Table 3). With regard to religion, most student respondents identified with Christianity as their faith tradition (see Table 4). However, it is worth noting 29% of respondents whom reported no religious affiliation.

Table 4. Student participation by religious affiliation or practice

Response	n	%
Buddhism	5	1%
Christianity	266	55%
Islam	6	1%
Judaism	3	1%
Not Affiliated	138	29%
Other*	47	10%
Prefer Not to Answer	17	4%
Total	482	100%

The majority of respondents reported identifying as heterosexual/straight (78%) while the remaining 22% of respondents reported their sexual orientation as something other than heterosexual/straight (see Table 5).

Table 5. Student participation by sexual orientation

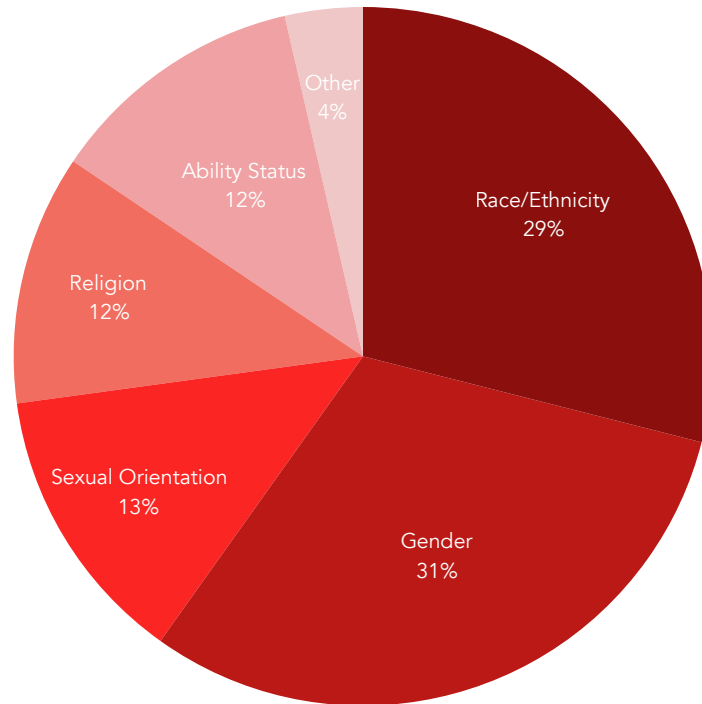
Response	n	%
Asexual	8	2%
Bisexual	33	7%
Gay	17	4%
Lesbian	6	1%
Heterosexual/Straight	376	78%
Queer	14	3%
Questioning	11	2%
Other	11	2%
Prefer Not to Answer	8	2%
Total	484	100%

Table 6. Student participation by disability status

Response	n	%
Attention Deficit or Hyperactivity	24	15%
Chronic Health or Medical Condition	34	21%
Disability of Size or Stature	3	2%
Learning Impairment	9	6%
Mental or Emotional Health	62	39%
Other	7	4%
Physical Disability	11	7%
Sensory Disability	9	6%
Total	159	100%

Over 30% of all survey respondents reported living with a disability, of which 39% indicated a mental or emotional health concern (see Table 6). Of the remaining respondents, 21% reported of living with a chronic health or medical condition and 15% reported living with Attention Deficit or Hyperactivity (ADD or ADHD).

Figure 1. Identity awareness by percentage

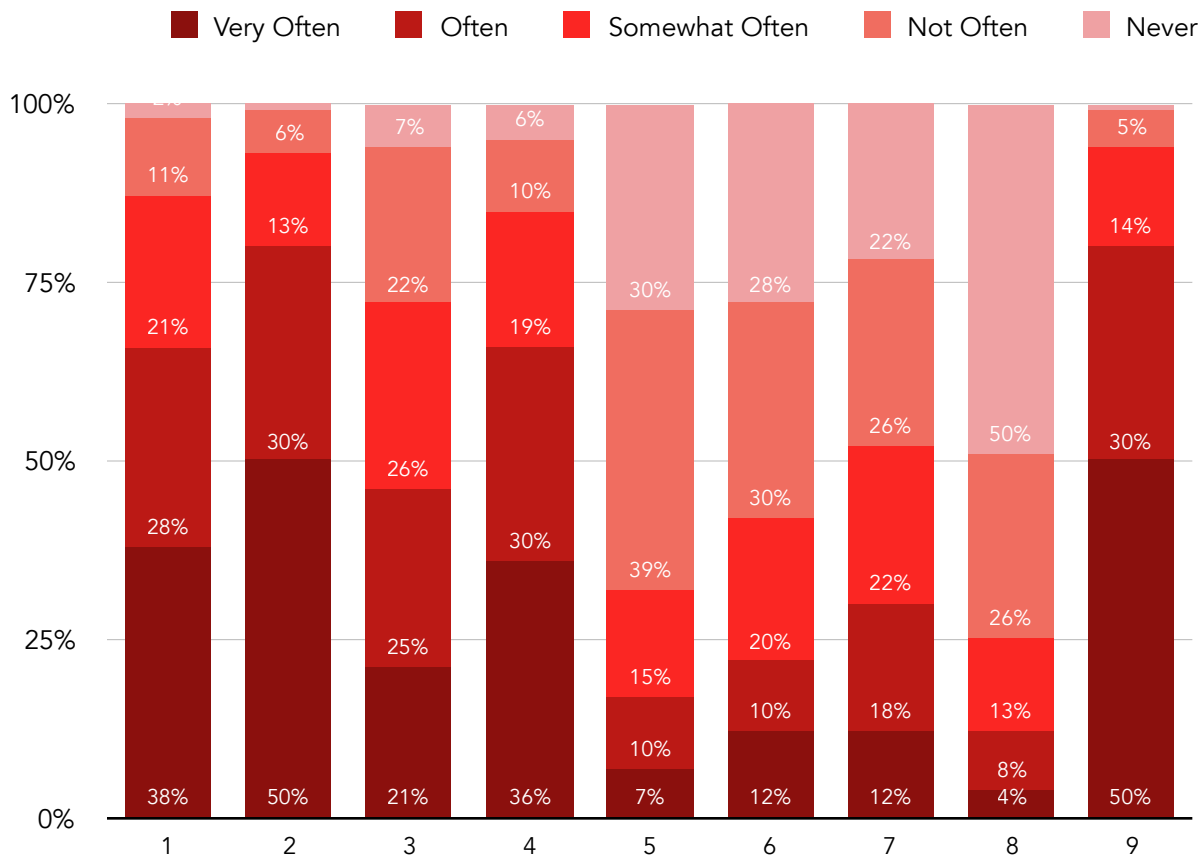


When asked of which identities respondents felt most aware as students at Illinois State University, gender (31%) and racial (29%) were the most salient when compared to others.

INTERACTION ACROSS DIFFERENCE AND CONTRIBUTING TOWARD DIVERSITY AND INCLUSION

Overall, respondents indicated they frequently interact and work with students from racial/ethnic, gender, and sexual orientations different than their own (see Figure 2). However, fewer students undertake such interactions voluntarily or speak out against policies negatively affecting racially minoritized students on-campus.

Figure 2. Frequency of diverse student interactions



1. Work collaboratively with students from a racial/ethnic background different than my own.
2. Am on teams with students of a different sex or gender.
3. Intentionally collaborate with students whom identify as LGBTQ during class projects.
4. Consider the ways in which people of color will be affected by the actions of others.
5. Witness discrimination or harassment of others.
6. Volunteer for committees supporting programs/events celebrating the contributions of women.
7. Speak out against policies that may negatively impact racial/ethnic minorities.
8. Experience discrimination and/or harassment from peers.
9. Interact with students whose race/ethnicity is different from my own.

Most students *agreed or strongly agreed* they (74%) and their peers (79%) should actively contribute to creating a more diverse and inclusive campus (see Table 7). They also believed University employees, including faculty, should be *required* to participate in programs and initiatives aimed to support diversity and inclusion on-campus. Additionally, 39% respondents indicated such interactions across difference enabling them to contribute to the University's diversity goals should *not* be completely voluntary.

Table 7. Contributions to supporting diversity and inclusion on-campus

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I believe I should actively contribute to making the University more inclusive.	40%	34%	20%	4%	2%
I believe others should actively contribute to making the University more inclusive.	43%	36%	16%	4%	2%
ISU employees should be required to participate (in some capacity) with programs and initiatives of the Office of Equal Opportunity, Ethics & Access and Inclusion.	45%	31%	15%	4%	6%
Working with others from historically underrepresented groups should be completely voluntary.	19%	20%	29%	21%	12%
I believe the way I perform my primary role at the University should change as it becomes more diverse.	34%	32%	21%	8%	6%

* All partial percentages less than .5 were rounded down to the nearest percent while percentages greater than or equal to .5 were rounded up (e.g., 3.4% was rounded down to 3% and 3.5+% was rounded up to 4%)

PERCEPTIONS OF INSTITUTIONAL COMMITMENT TO DIVERSITY & INCLUSION

The majority students perceive the University is committed to promoting diversity and developing an inclusive campus environment for students through its policies, protection and support of equal treatment, and informative communication to students about opportunities to support the Office of Equal Opportunity, Ethics & Access (see Table 9). However, students report levels of neutrality and uncertainty with regard to the University's responsiveness to reports of harassment and discrimination. In addition, although students overall agreed the University sufficiently recruits and retains people of color as senior-level administrators and tenured faculty, students of color generally, and Black and Hispanic/Latino students specifically, *disagreed or strongly disagreed* at a rate nearly 50% when desegregated by race.

Table 8. Perceptions of institutional commitment to diversity

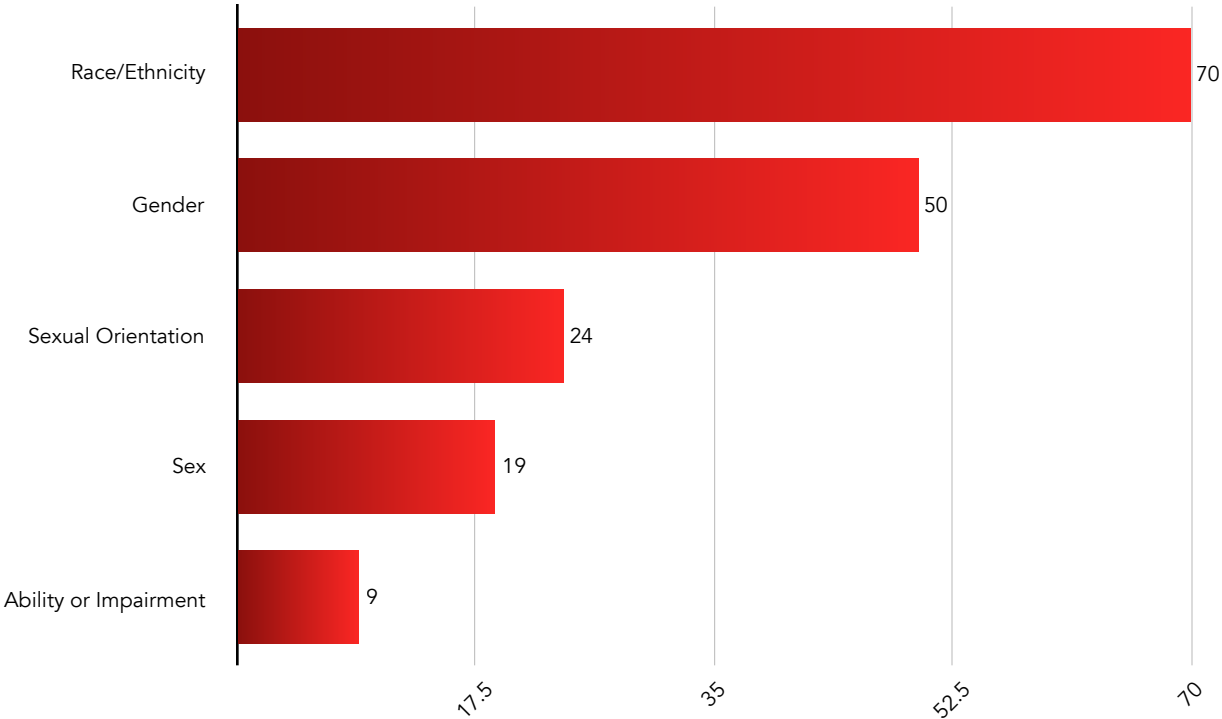
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure
The University's discrimination policies protect and support the equal treatment of women.	26%	40%	18%	3%	2%	12%
The University is responsive to student reports of harassment (unwelcome verbal or physical conduct unreasonably interfering with a student's to learn, socialize, and work on-campus).	18%	20%	23%	6%	4%	29%
The University sufficiently recruits and retains people of color as senior-level administrators and tenured faculty.	22%	27%	16%	13%	11%	12%
The University is intentional about creating inclusive campus environments for students.	27%	38%	18%	8%	5%	4%
The University responds to reports of discrimination and harassment in a timely manner.	16%	17%	25%	5%	5%	33%
The University keeps me informed of opportunities to support and work with the Office of Equal Opportunity, Ethics & Access.	26%	36%	18%	10%	7%	4%

* All partial percentages less than .5 were rounded down to the nearest percent while percentages greater than or equal to .5 were rounded up (e.g., 3.4% was rounded down to 3% and 3.5+% was rounded up to 4%)

EXPERIENCES OF HARASSMENT AND DISCRIMINATION

Nearly 28% of all respondents (n = 138) reported personally experiencing harassment or discrimination as a student at Illinois State University. Of the total types of harassment or discrimination experienced (n = 197) (see Figure 3), respondents most frequently indicated experiencing harassment or discrimination related to race (35%), gender (25%), and sexual orientation (12%).

Figure 3. Frequency of experiences of harassment or discrimination by type



The aforementioned experiences of harassment and discrimination were mostly experienced from other students with whom respondents interacted (69%) or as result of interactions with University faculty (17%) (see Figure 4), particularly outside of class in on-campus social spaces within which 59% of all student harassment and discrimination took place (see Figure 5).

Figure 4. Source of harassment or discriminatory behavior

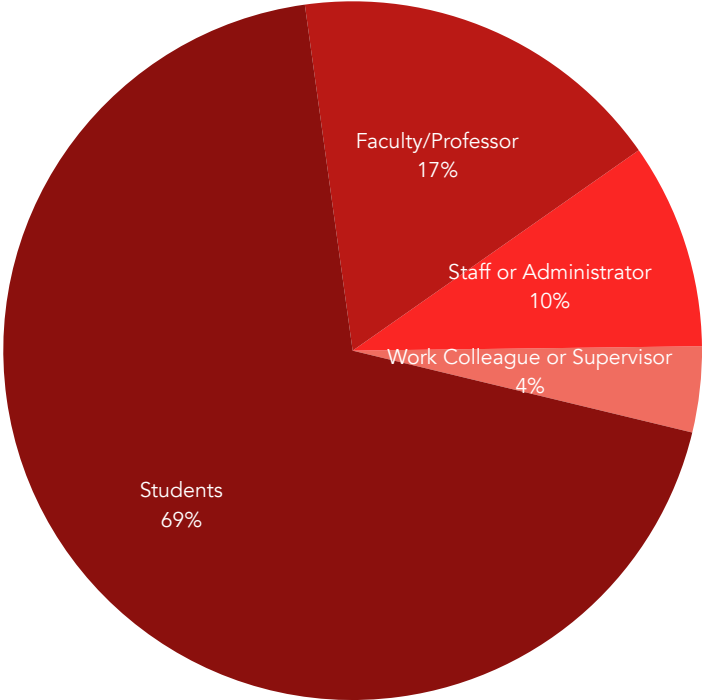
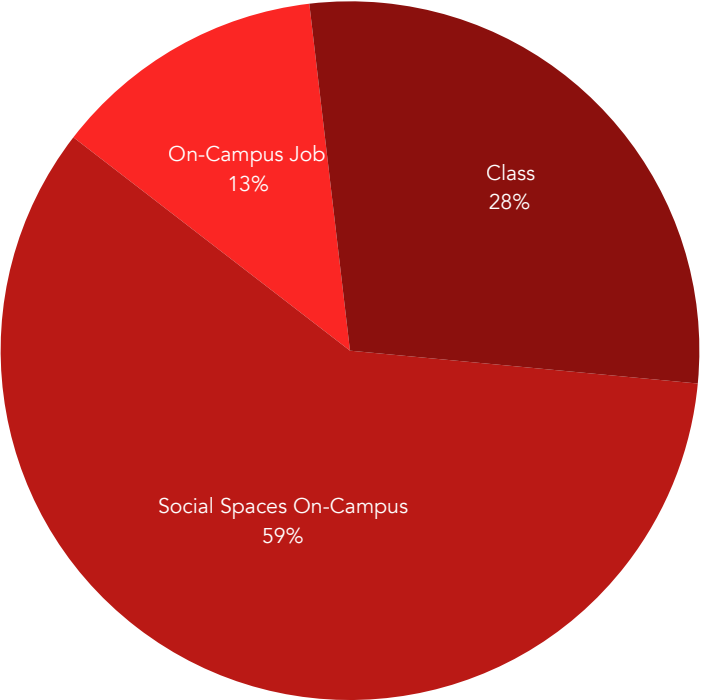


Figure 5. Locations of student harassment and discrimination on-campus



REPORTING AND INSTITUTIONAL RESPONSE TO HARASSMENT AND DISCRIMINATION

Despite experiencing harassment or discrimination, most respondents (39%) indicated they did *not* report their experiences (see Table 9). Of respondents whom reported their experiences (n=119), 93% did *not* report their experience to a designated ISU official or office acting on behalf of the University. Rather, respondents confided in their peers or friends and family members not affiliated with ISU.

Table 9. Student reporting experiences of harassment or discrimination

Response	n	%
A ISU official or designated office	9	5%
Immediate supervisor	12	6%
Did not report	76	39%
Another ISU student	44	23%
Campus administrator	15	8%
Friend or family member (Non-ISU)	36	18%
Off-campus law enforcement or legal aid	3	2%
Total	195	100%

Of those who did report their experience(s) to a ISU official or designated office, most were *extremely* dissatisfied with the institutional response to their report. Respondents felt the University could have 1) responded in a timely manner, 2) taken more seriously reports of harassment and discrimination, 3) more objectively and more rigorously investigated reports of harassment and discrimination, 4) done more in the way of a response to issues presented in reports of harassment and discrimination, and 5) clarified and made students aware of the process by which experiences of harassment and discrimination are reported at the University (see Table 10).

Table 10. Perceptions of institutional response to reports of harassment and discrimination

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The University responded to my report(s) of discrimination and/or harassment in a timely manner.	11%	11%	0%	22%	56%
The University objectively and rigorously investigated my report(s) of discrimination and/or harassment.	0%	0%	0%	44%	56%
The University took seriously my report(s) of discrimination and/or harassment.	0%	11%	11%	33%	44%
There was more the University could have done in response to my report(s) of discrimination and/or harassment.	78%	11%	0%	0%	11%
The process to report my experience of discrimination and/or harassment was simple to navigate.	11%	22%	0%	33%	33%

* All partial percentages less than .5 were rounded down to the nearest percent while percentages greater than or equal to .5 were rounded up (e.g., 3.4% was rounded down to 3% and 3.5+% was rounded up to 4%)

FACULTY/STAFF SURVEY FINDINGS

SAMPLE DEMOGRAPHICS

Table 11. Faculty/staff participation by primary role at the University

Response	n	%
Administrative Professional	241	30%
Civil Service Employee	288	35%
Faculty	273	34%
Other	11	1%
Total	813	100%

The final sample of faculty/staff completing the survey consisted of 813 respondents, of which 30% (n = 241) were administrative professionals, 35% were civil service employees (43% exempt, 48% non-exempt, and 8% negotiated), 34% were faculty, and 1% identified as other (see Table 11.)

Table 12. Faculty/staff participation by race/ethnicity

Response	n	%
American Indian or Alaskan Native	3	0%
Asian or Asian American	19	2%
Black or African American	48	6%
Bi/Multiracial	5	1%
Caucasian or White	680	84%
Hispanic or Latino/a	17	2%
Native Hawaiian or Pacific Islander	1	0%
Prefer not to answer	25	3%
International (Non-U.S. Born)	12	1%
Arab or Arab American	1	0%
Total	811	100%

Racially, an overwhelming majority of respondents identified as white (84%) while only 11% of respondents identified as persons of color (see Table 15). Respondents mostly gender identified as either Women (63%) or Men (35%) (see Table 12).

Table 13. Faculty/staff participation by gender

Response	n	%
Gender Nonconforming or Gender Queer	3	0%
Man	286	35%
Trans	0	0%
Woman	510	63%
Other*	3	0%
Prefer Not to Answer	9	1%
Total	811	100%

Table 14. Faculty/staff participation by religious affiliation or practice

Response	n	%
Buddhism	8	1%
Christianity	493	61%
Islam	8	1%
Judaism	7	1%
Not Affiliated	182	22%
Other*	60	7%
Prefer Not to Answer	51	6%
Total	809	100%

* Response of "other" was dominated by respondents indicating Atheism.

With regard to affiliating or practicing a religion, 22% of respondents reported not being affiliated with a religion (see Table 13). Of respondents indicating they affiliated with or practiced a religion, most identified Christianity (61%) as their faith tradition (see Table 14).

Table 15. Faculty/staff participation by sexual orientation

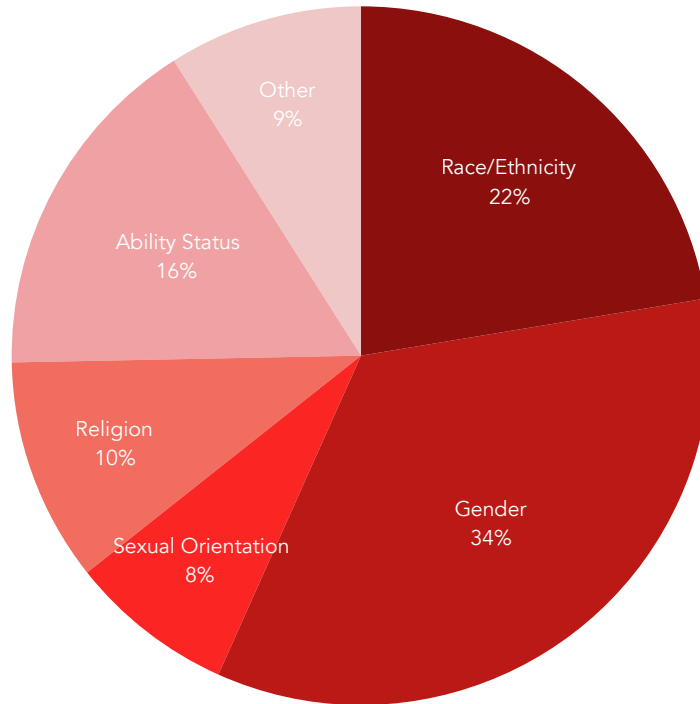
Response	n	%
Asexual	10	1%
Bisexual	14	2%
Gay	17	2%
Lesbian	13	2%
Heterosexual/Straight	722	89%
Queer	8	1%
Questioning	0	0%
Other*	3	0%
Prefer Not to Answer	25	3%
Total	812	100%

With regard to sexual orientation, 89% of respondents identified as heterosexual/straight (see Table 15). In addition, 15% of all faculty/staff respondents reported living with a disability, of which 33% indicated a chronic health or medical condition and 22% indicated a mental or emotional health concern (see Table 16).

Table 16. Faculty/staff participation by disability status

Response	n	%
Attention Deficit or Hyperactivity	10	8%
Chronic Health or Medical Condition	43	33%
Disability of Size or Stature	3	2%
Learning Impairment	7	5%
Mental or Emotional Health	28	22%
Physical Disability	16	12%
Sensory Disability	19	15%
Other	3	2%
Total	129	100%

Figure 6. Identity awareness by percentage



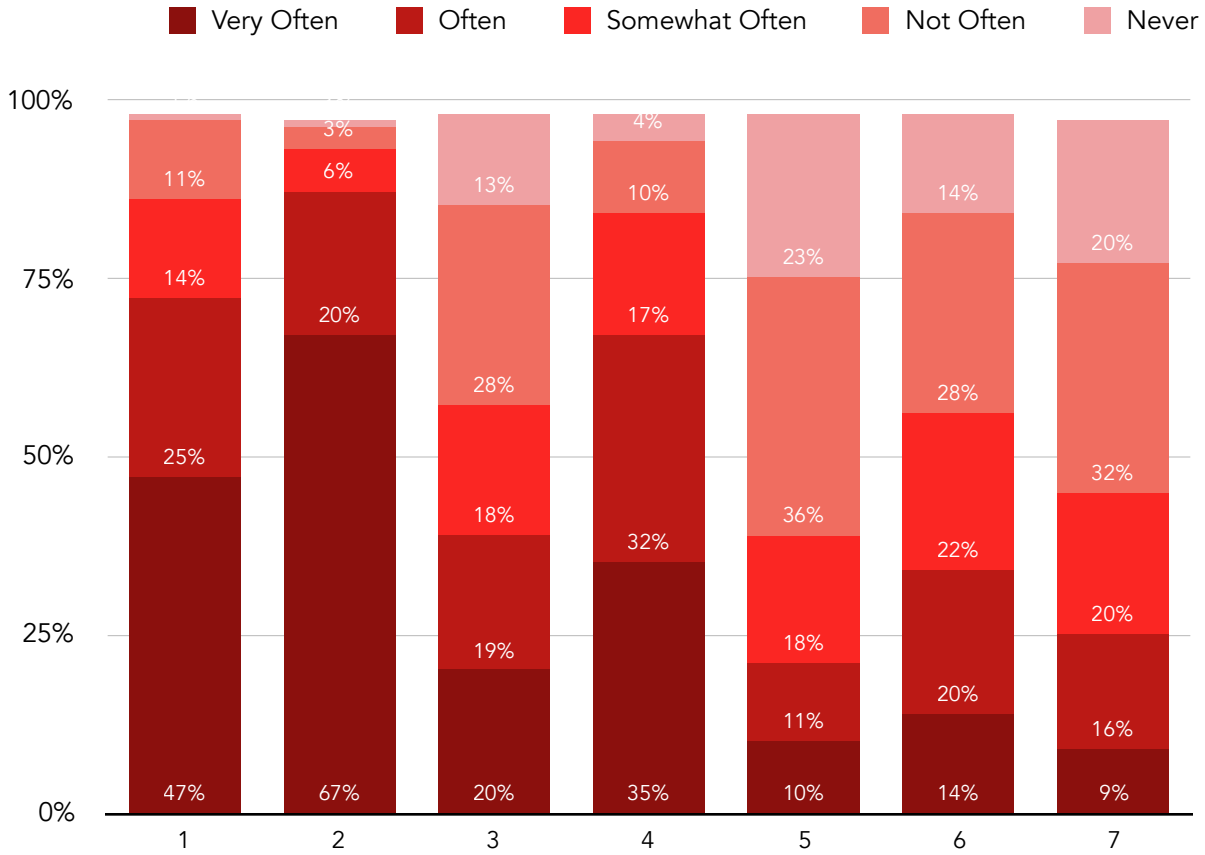
* Response of "other" included write-in options of 1) age, and 2) level of education/degree attainment.

When asked of which identities of which faculty/staff felt most aware at Illinois State University, respondents were most aware of their gender (33%) and racial identities (26%) compared to all others (see Figure 6).

INTERACTION ACROSS DIFFERENCE AND CONTRIBUTING TOWARD DIVERSITY AND INCLUSION

Overall, respondents indicated they frequently interact with colleagues from racial/ethnic, gender, and sexual orientations different than their own (see Figure 7). However, few undertake such interactions voluntarily or speak out against policies negatively affecting racially minoritized colleagues. In addition, most faculty and staff agreed or strongly agreed they (62%) and their peers (67%) should actively contribute to creating a more diverse and inclusive campus (see Table 17). They also believed University employees, including faculty, should be required to participate in programs and initiatives aimed to support diversity and inclusion on-campus. Conversely, many respondents *disagreed* such interactions across difference enabling them to contribute to the University's diversity goals should be completely voluntary (49%) and were evenly split with regard to believing their roles at the University changing as it becomes more diverse.

Figure 7. Frequency of diverse faculty/staff interactions



1. Work collaboratively with colleagues from a racial/ethnic background different than my own.
2. Am on teams with colleagues of a different sex or gender.
3. Intentionally collaborate with colleagues whom identify as LGBTQQ.
4. Consider the ways in which people of color will be affected by my actions.
5. Volunteer for committees supporting programs/events celebrating the contributions of women.
6. Speak out against policies that may negatively impact racial/ethnic minorities.
7. Participate in programs and initiatives from the OEOEA.

Table 17. Individual contributions to supporting diversity and inclusion on-campus

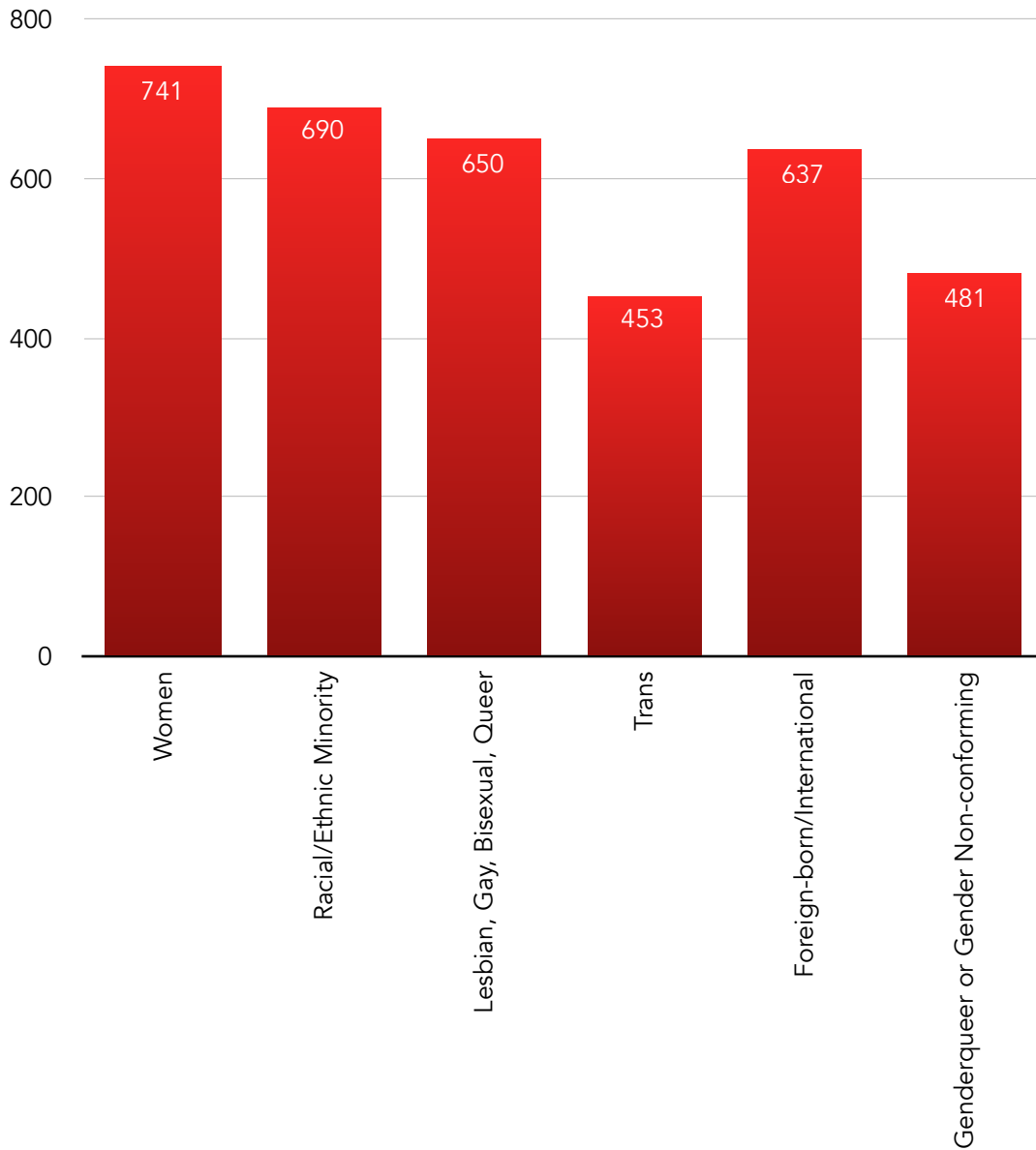
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I believe I should actively contribute to making the University more inclusive.	45%	38%	12%	1%	1%
I believe others should actively contribute to making the University more inclusive.	47%	37%	11%	1%	1%
ISU employees should be required to participate (in some capacity) with programs and initiatives of the Office of Equal Opportunity, Ethics & Access and Inclusion.	32%	29%	22%	9%	5%
Working with others from historically underrepresented groups should be completely voluntary.	9%	17%	22%	29%	20%
I believe the way I perform my primary role at the University should change as it becomes more diverse.	13%	21%	30%	24%	10%

* All partial percentages less than .5 were rounded down to the nearest percent while percentages greater than or equal to .5 were rounded up (e.g., 3.4% was rounded down to 3% and 3.5+% was rounded up to 4%)

PROFESSIONAL COMMUNITY OF INCLUSION AND SUPPORT ACROSS DIFFERENCE

Most respondents indicated their department/division was largely a welcoming environment for persons from different racial, gender, sexual orientation, and national origin (see Figure 8). However, with regard to gender, women were perceived to be most welcomed while Trans* and gender non-conforming and gender queer faculty and staff were perceived least likely to feel welcomed.

Figure 8. Perceptions of welcoming professional environment by identity



Most faculty and staff felt support and appreciation across difference occurred often to very often within their respective department/division (see Table 18). More specifically, respondents did not indicate frequent occurrences of stereotyping, making offensive jokes at the expense of others, etc.

Table 18. Perceptions of support and appreciation within department/division

Statement	Very Often	Often	Not Often	Never	Unsure
My colleagues display an appreciation for cultural differences.	43%	38%	12%	2%	5%
My colleagues support lesbian, gay, bisexual, queer, gender non-conforming, or questioning members of our office/ department/division.	42%	34%	6%	1%	17%
My colleagues support transgender members of our office/department/ division.	36%	18%	6%	3%	48%
My colleagues support each other across racial and ethnic backgrounds.	51%	34%	8%	2%	6%
My colleagues are supportive of persons from other countries.	53%	34%	6%	2%	6%
My colleagues make inappropriate jokes about people who are different.	2%	5%	33%	54%	7%
My colleagues respond to me based upon stereotypes they have about my group(s).	4%	13%	28%	45%	10%
My colleagues treat me with respect.	56%	37%	6%	1%	1%

* All partial percentages less than .5 were rounded down to the nearest percent while percentages greater than or equal to .5 were rounded up (e.g., 3.4% was rounded down to 3% and 3.5+% was rounded up to 4%)

PERCEPTIONS OF INSTITUTIONAL COMMITMENT TO DIVERSITY & INCLUSION

Respondents largely perceive the University is committed to promoting diversity and developing an inclusive campus environment with regard to academic freedom, facilitation of open dialogue, acceptance of diverse points of view, religious practice, and diverse representation across curricula (see Table 19).

CURRICULAR DIVERSITY AND CULTURALLY-RESPONSIVE TEACHING

Faculty respondents' self-appraisal of incorporating diversity and culturally-relevant teaching practices for diverse student populations in the classroom was overwhelmingly positive (see Table 20). Between 75% – 90% agreed or strongly agreed they were consciously engaging the use of diverse perspectives in delivery of course content (readings, lectures, etc.), aware of the cultural references they make during class, and encouraged students to draw from diverse experiences to make connections with course material.

Table 19. Perceptions of institutional commitment to diversity and inclusion

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure
University programming reflects the lives, perceptions, and contributions of women.	25%	46%	13%	8%	2%	5%
University Administration creates an environment for the free and open expression of my ideas, opinions, and beliefs.	25%	44%	14%	9%	4%	3%
Course curriculum and course offerings in my department reflect the lives, perceptions, and contributions of offerings reflect the lives, perceptions, and contributions people of my race(s)/ethnicity(ies).	30%	36%	15%	7%	6%	5%
University Administration promotes ideals of academic freedom equally across departments, schools, and academic colleges.	28%	38%	13%	8%	3%	11%
The University Administration is committed to promoting a diverse and inclusive campus environment.	37%	44%	8%	5%	2%	3%
The University's discrimination policies protect and support the equal treatment of women.	29%	40%	13%	4%	2%	12%
The University sufficiently recruits and retains people of color as senior-level administrators.	11%	23%	19%	18%	11%	17%
The University keeps me informed of opportunities to support and participate in trainings and educational programs related to diversity and inclusion.	25%	46%	14%	9%	3%	3%
The University is intentional about creating inclusive work environments.	21%	40%	17%	8%	4%	11%

Table 20. Faculty self-appraisal of culturally-relevant teaching practices in the classroom

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am conscious of the cultural references I make in the classroom.	51%	41%	5%	1%	0%
Regardless of course topic, I regularly include course content that represents a diverse array of perspectives.	35%	45%	13%	3%	1%
Regardless of the course topic, my syllabus reflects a commitment to diversity and inclusion.	39%	35%	17%	5%	1%
In classes I teach, students are encouraged to make connections between the course content and their own lived experience.	57%	31%	8%	0%	1%
A commitment to diversity and inclusion in the classroom is valued in my academic department.	40%	37%	15%	5%	2%
My values regarding diversity are reflected in my teaching practice.	49%	40%	7%	1%	0%
I employ teaching practices that promote equity.	50%	38%	6%	0%	0%
There are professional development opportunities available at ISU to advance my skills in the promotion of cultural competencies.	21%	31%	17%	11%	4%
My graduate training prepared me to implement teaching strategies that address issues of diversity and inclusion.	23%	20%	16%	25%	13%
I am comfortable with implementing classroom behaviors that promote cultural competence.	39%	31%	18%	5%	1%
The feedback I receive from colleagues and my supervisor in my [quarterly, semester, or yearly] evaluation is reflective of my performance.	32%	40%	8%	7%	5%

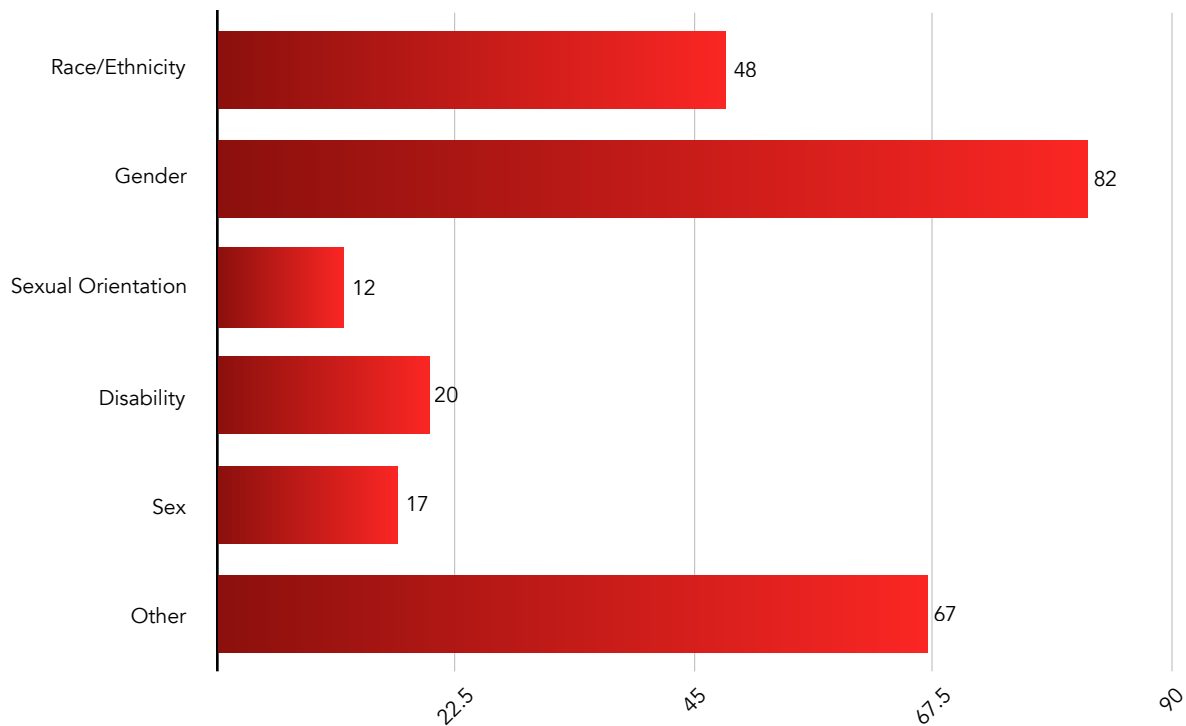
* All partial percentages less than .5 were rounded down to the nearest percent while percentages greater than or equal to .5 were rounded up (e.g., 3.4% was rounded down to 3% and 3.5+% was rounded up to 4%)

EXPERIENCES OF HARASSMENT AND DISCRIMINATION

A total 24% of all respondents (n = 198) reported personally experiencing harassment or discrimination as an employee at Illinois State University. Of the total types of harassment or

discrimination experienced (n = 246) (see Figure 9), respondents most frequently indicated experiencing harassment or discrimination related to gender (42%), race (24%), or other categories (34%) of which age was most prominent.

Figure 9. Frequency of experiences of harassment or discrimination by type



The aforementioned experiences of harassment and discrimination were mostly experienced from a supervisor (47%) or colleague (29%) (see Figure 10), and overwhelmingly occurred within respondents' home division/department (71%) (see Figure 11).

REPORTING AND INSTITUTIONAL RESPONSE TO HARASSMENT AND DISCRIMINATION

Despite experiencing harassment or discrimination, most respondents (58%) indicated they did not report their experiences (see Table 21). Of respondents whom reported their experiences (n=90), 58% reported their experience to an immediate supervisor within their department.

Figure 10. Source of harassment or discriminatory behavior

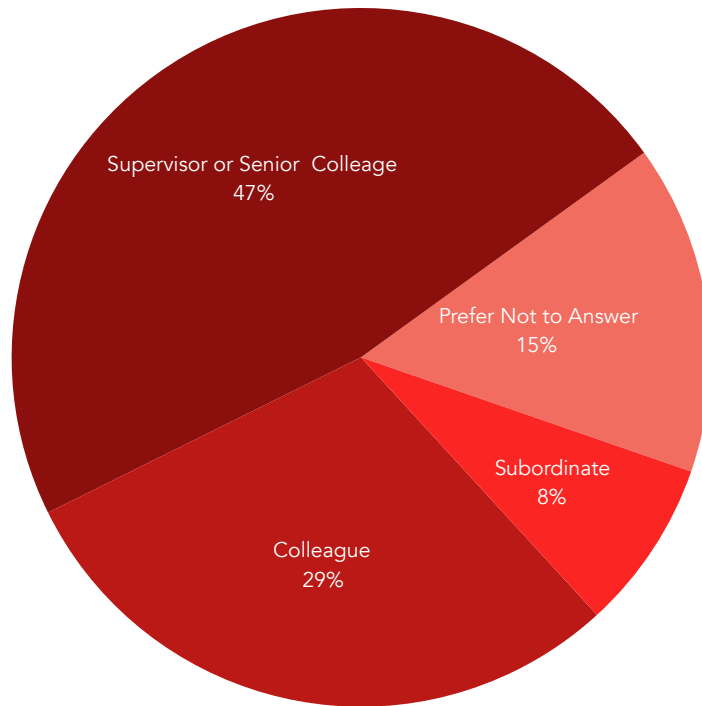


Figure 11. Locations of student harassment and discrimination on-campus

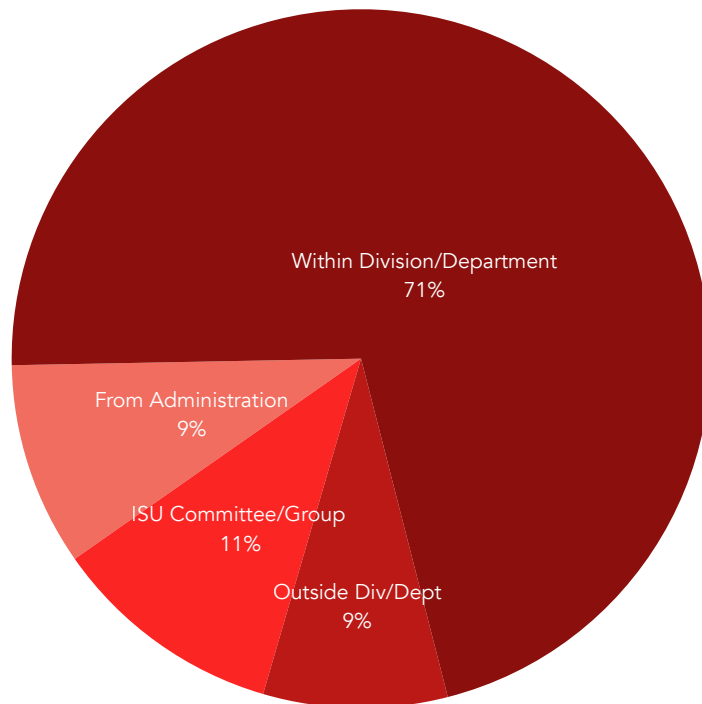


Table 21. Faculty/staff reporting experiences of harassment or discrimination

Response	n	%
A ISU official or designated office	37	17%
Immediate supervisor	53	25%
Did not report	124	58%
Total	214	100%

Of those who did report their experience(s) to a supervisor or ISU official or designated office, most were dissatisfied with the institutional response to their report (see Table 22). Respondents indicated the University could have 1) responded in a more timely manner, 2) taken more seriously reports of harassment and discrimination, 3) more objectively and more rigorously investigated reports of harassment and discrimination, 4) done more in the way of a response to issues presented in reports of harassment and discrimination, and 5) clarified and made faculty/staff aware of the process by which experiences of harassment and discrimination are reported at the University.

Table 22. Individual perceptions of institutional response to reports of harassment and discrimination

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The University responded to my report(s) of discrimination and/or harassment in a timely manner.	22%	14%	16%	24%	24%
The University objectively and rigorously investigated my report(s) of discrimination and/or harassment.	14%	19%	25%	25%	17%
The University took seriously my report(s) of discrimination and/or harassment.	19%	19%	11%	28%	22%
There was more the University could have done in response to my report(s) of discrimination and/or harassment.	51%	24%	11%	8%	5%
The process to report my experience of discrimination and/or harassment was simple to navigate.	16%	21%	14%	30%	18%

* All partial percentages less than .5 were rounded down to the nearest percent while percentages greater than or equal to .5 were rounded up (e.g., 3.4% was rounded down to 3% and 3.5+% was rounded up to 4%)

However, the overall perception of institutional responsiveness differs in that most respondents agreed or strongly agreed with statements indicating the university was generally responsive to reports of harassment and discrimination (see Table 23). Additionally, it is worth noting the a lack of surety also existed, which may reflect a lack of knowledge with regard to institutional responsiveness if not having personally reported or been involved with reporting processes of related incidents.

Table 23. Overall perceptions of institutional response to reports of harassment and discrimination

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure
The University is responsive to reports of discrimination among faculty and staff.	21%	26%	13%	5%	3%	34%
The University is responsive to reports of workplace harassment (unwelcome verbal or physical conduct unreasonably interfering with a person's work and/or work environment).	19%	26%	13%	4%	4%	35%
The University responds to reports of discrimination and harassment in a timely manner.	16%	22%	14%	4%	3%	42%

STUDENT FOCUS GROUP FINDINGS

MARGINALIZATION, ISOLATION, AND EXCLUSION OF STUDENTS OF COLOR

Underrepresentation and Pervasive Whiteness

In their own words, students of color are “significantly underrepresented and under-supported at ISU.” Insomuch as underrepresentation can be verified, Fall 2014 enrollment data from the Integrated Postsecondary Education Data System (IPEDS) supports this assertion, whereas Illinois State University students are 77% white, 8% Hispanic/Latino, 7% Black, and 2% Asian or Bi/Multiracial respectively. Although underrepresentation alone does not cause negative racial climates, students of color felt it was a great contributor to the level of intolerance with which they characterized ISU. To be clear, students of color insisted their white peers contribute to maintaining the culture and climate that could be very “racially intolerant” at times (e.g., the hanging of a Confederate Flag in Cardinal Court). Many participants offered that they and their peers experience micro-aggressions from white students, faculty, and staff, which we discuss in more detail below. Additionally, students of color disclosed that they do not see themselves in the curricular or co-curricular programming of the university (i.e., curricular disregard) and feel like they are representing their entire racial group when engaged in discussions about race and racial justice.

What is more, students consistently referenced a lack of representation among their faculty and others employed at the University. In fact, a running narrative from students was a deep sense of the ISU campus as a “white-washed” environment, meaning not only do white people comprise the overwhelming majority of the student body, faculty, and staff, but the campus programming, activities, and services are often constructed from and maintained a very “Euro- or White-centric” cultural perspective. Students related this, in part, to the broader Normal community within which ISU is situated as well as other nearby areas (i.e., Central Illinois) from which the institution draws in its hiring of staff and recruitment of some students. They also felt diversity and cultural competency among their peers and ISU professionals was not a legitimate priority by the University despite its rhetoric in campus-wide emails from central administration poor attempts at diversity through poorly-conceived and culturally-offensive events (e.g., Cinco de Redbird).

When students of color were asked about ISU’s structural support for diversity, many students felt there was little if any support for their needs as underrepresented students. The students a part of Diversity Advocacy Organizations, despite being very involved and largely responsible for supporting themselves and their peers, were vocal about the lack of institutional responsibility for students of color once they arrived on-campus.

“I remember when I first visited ISU, and I was introduced to all these students of color who were involved and seemed to really enjoy being here. But then I got here, and there weren’t very many of us and most of the people I met I never saw again. I felt like I was really on my own and by myself to make it here.”

They also expressed dissatisfaction with what they described as their segregated and under-resourced housing on the “outskirts of campus” (i.e., Tri-Towers and West Campus), a lack of physical space on-campus to support their socioacademic development (i.e., cultural centers), and a failure of existing staff to culturally support the development of community and a sense of belonging.

Students of Color and the “Redbird” Community

In many ways, students of color not only felt they were underrepresented in the aforementioned areas, but also not considered in meaningful ways as part of the “Redbird” family or student experience. For example, during our time on-campus, Black students held a demonstration in which they issued several demands to the institution about racial representation, support, and inclusiveness. While the demands themselves were said to be new to administrators, the issues they sought to address were understood from participants to be ongoing for several years across changes in university leadership. Many of the students speaking during the action identified themselves as upperclassmen and upperclass women whom had been fighting for these demands for years. What is more, student after student shared feeling excluded based on exclusionary experiences and structural disenfranchisement from which they felt their white peers were able to fully benefit as students. At one point, a Black graduating senior stood atop an elevated and emphatically said,

“I’ve been here for five years! Every year [the administration] talk about how ‘we’re all Redbirds.’ But even after all my time here, and I’m about to leave and graduate, I’ve *never* felt like a ‘Redbird,’ not once!”

As others made similar appeals to their peers, we observed students nodding and signifying other signs of affirmation for what was shared.

This notion of being a “Redbird” was recurring in our focus group discussions with students of color. It especially conveyed a sense of belonging to the campus community in ways that recognized and validated the realities of being students, academically and socially, *through structural support*. Students of color frequently spoke about the lack of structures in place to support and sustain a racially diverse community in which they could feel a sense of belonging. Specifically, students said “it feels as if you have to be invited to the student of color community from a student who is already part of the community.” We understood this to signify a lack of programming, dedicated space, and other intentional efforts by ISU to cultivate community for these minoritized students within a clearly predominantly white environment. Rather, students were in a position to cultivate their own community of support, in response to the campus racial climate, in addition to simply being students seeking degree attainment. An exception, however, was a pre-admission students of color event in which students of color who were considering ISU reported opportunities to meet one another before arriving on-campus. However, these students also said this was the only university sponsored program of which they knew that facilitated students of color getting to know one another, efforts which were not continued once they arrived on-campus.

Microaggressions, Microinvalidations, and Secondhand Racism

Students in the Black, multiracial, Latino/a, Asian, and women of color focus groups all described incidents of experiencing microaggressions and microinvalidations, in the classroom and around campus. With regard to the latter, for example, students shared incidents in which professors purposely did not call on them to participate in class, which they felt invalidated their own knowledge about course material and their potential to constructively contribute to class discussion. In addition, students said many white students refused to work with them on group projects or group tasks, compounding feelings of validation as being equally smart, hard working, and reliable peers. One student shared,

“Whether it’s perceptions about deficiencies I may have as a writer, or scholar, or that I won’t catch up to the learning material, faculty subtly let me know what they think of me.”

In other instances, students shared experiences of being asked to represent their entire race in the classroom (i.e., tokenization and involuntary spokespersonship) when discussions had race-related themes. More explicitly, however, one student replayed a scenario in which a faculty member singled-out and proceeded to advise the Asian women students in their class that they should “marry White men because that’s the only way they would be successful.” In retelling this story, visible reactions of surprise, disappointment, and disgust were shared among the women students of color. When we probed other participants about the ways in which hearing about such experiences of others affected them, many said it only exacerbated their feelings about the exclusionary, oppressive environment in which they were expected to learn while involuntarily having to constantly defend themselves from racial (and gender) trauma. Similarly, students said although some of them had not directly experienced these issues, they knew at least one other student of color whom was the receiver of derogatory statements and other micro-aggressions from their peers and university faculty.

In response to these incidents, students often felt like they did not know to whom to go for support to report these incidents. What is more, students expressed feelings of obstruction when trying to organize with others toward building solidarity against racist encounters. This ranged from their claims falling on deaf ears – in which those to whom they reported their concerns rarely responded meaningfully – to being restricted to the ways in which they could peacefully assemble on campus to voice their concerns to the student body. When they *did* formally report incidents, students of color expressed often feeling like they were being viewed by faculty members or administrators as “troublemakers.”

STUDENTS WITH DISABILITIES, SUPPORT, AND ACCOMMODATION

In our conversations with students living with disabilities, several participants expressed difficulty in having their requested accommodations approved by the university. “When I first applied for accommodations, ISU misplaced my application or questioned me endlessly about my needs,” one student shared. Another student characterized their experience by saying, “they throw us into the hurricane and tell us to stay afloat. Accommodations need to be current

all the time. Accommodations are never heard without a fight.” In addition, students asserted that faculty were not always supportive and were generally unwilling to accommodate for disability concerns or registered accommodations.

“I know a *lot* of students have had a *lot* of problems trying to get accommodations ... In the music program, our auditions are very unfriendly for students with a disability – nothing on our audition forms that say we’re welcome there. I get [penalized] for being blind and there’s no flexibility to accommodate us. I know students who had to change their major.”

Participants also mentioned that they experienced difficulty physically navigating the campus. In particular, participants noted that many ISU buildings were constructed before the Americans with Disability Act and have *not* been updated to properly accommodate those with various disabilities. As result, students shared the ways in which the institution failed to adequately provide accessibility to building entrances and navigation, restrooms, and safe living quarters, particularly for those using wheelchairs or with visual impairments. In relation to these spatial shortcomings, students mentioned how faculty would not consider how navigating campus can take more time as result and thus make it challenging to meet with professors limited office hours. One student said, “the office hours suck and sometimes they don’t really accommodate our schedule difference.” Another agreed, noting that “[these acts] can make things really difficult around here sometimes.” Others mentioned that they either experienced or knew others whom experienced challenges using the university technological systems (e.g., online tools for course scheduling, for correspondence with professors, to view grades, etc.) based on their lack of accessibility for students with visual and/or auditory disabilities.

Additionally, students mentioned campus or campus-adjacent features such as crosswalks, particularly the one outside of the Manchester Hewitt Dorms and the crosswalk outside of University and Maine streets were characterized as “very dangerous.” One participant offered, “people don’t always obey the traffic signals and visually or hearing impaired students have had significant trouble with these intersections. Accessibility for them has been a significant issue for us.” Although another participant acknowledged the “buzzer” to be helpful, they also suggested that, “installing an audio or signal that tells students when the intersection is active would be helpful; this should also signal directionality of traffic.”

FACULTY AND STAFF FOCUS GROUP FINDINGS

MARGINALIZATION OF WOMEN PROFESSIONALS AND FACULTY AND STAFF OF COLOR

Marginalization of Women Professionals

Consistent with the survey findings, our discussions with women faculty and staff centered the importance of gender as an identity around which experiences of marginalization occur at ISU. While many of these experiences were directly due to the actions of men generally, our conversations with women of color also revealed an intersection of race and gender in which they were routinely undermined as professionals and members of the ISU community. These experiences included 1) a failure to be taken seriously in roles as faculty and administrator; 2) exclusion from decision-making processes; 3) being stereotyped and the subject of sexist comments and jokes; and 4) being discouraged from and under-supported for promotion, tenure, and professional advancement.

For example, women often reported being challenged and undermined by their male colleagues and male students when asserting themselves and their expertise or authority. A women faculty member, whom was the chair of her department at the time, recounted an experience in which a student challenged whether she had the expertise required to teach a course because she was a woman. When he said he planned to file a complaint with the department chair, to which she replied she was the department chair, the student repeatedly stated “that’s impossible” despite her statements and the information being publicly available on the department’s webpage. In other instances, Asian American women faculty and staff discussed being overly feminized and stereotyped by expectations from their male colleagues to be docile and non-confrontational. When they asserted themselves, they felt they were unfairly characterized as “angry” or “irrational” for merely having a professional opinion, which often left them to be excluded from decision making. Black women and Latina faculty and staff also regularly felt they were perceived as “angry” when they attempted to engage with their colleagues in ways that did not conform to the radicalized and gendered expectations of their white and male counterparts. To these ends, while some men of color would say improvements along diversity *have* been made at ISU, women of color made clear such improvements failed to impact them as they largely benefited men while leaving them behind.

To the fourth and final point, women participants talked about several discrepancies that they saw in the professional life of ISU. Academically, women faculty observed very few women are promoted to associate (with tenure) or full professor. The participants talked about how most women tend to stop at associate professor because there are few if any mentoring structures in place to assist their professional advancement. Across faculty and staff, discrepancies in the salaries between men and women were also observed.

Racial Underrepresentation and Cultural Taxation

Faculty expressed the University’s need to more aptly recruit and hire colleagues from diverse backgrounds whose lived experiences, research interests, and pedagogies are reflective of the increasing diversity of the student body at ISU. Faculty expressed that such

practices were a crucial component to meeting the overall need of “students seeing themselves in the curriculum and in the university programming.” In addition, several faculty of color also discussed how the lack of racial and ethnic diversity exacerbated the challenges of students connecting with faculty in academically purposeful ways. They shared several second-hand narratives in which their students conveyed a sense of “struggle and discomfort” in attempts to foster mentoring relationships with white faculty. In part, this was attributed to a lack of cultural competency among white faculty. One faculty member shared the following about the ways in which they felt overly relied upon to support racially minoritized students by virtue of their own position as a person of color:

“We need to recruit more faculty and staff of color. Underrepresented students want to work with faculty and staff [of color] by nature of not having other [white] faculty and staff to work with. [Faculty and staff] with real, lived and embodied knowledge of their experiences. [As faculty of color] the students at least feel like I’ll be sympathetic ... we need to have other faculty [of color] to share the load. At least they will understand some of what [students of color] have been through.”

Together, the lack of cultural competency *and* underrepresentation has left what few faculty of color there are on-campus to navigate an ongoing process of “cultural taxation.” This taxation refers to the ways in which faculty (and staff) of color are disproportionately called upon by students of color, many of whom are not even in their respective departments, to support them as mentors, advisors, and surrogate parents as well as regular service various program and initiative committees related to diversity and inclusion. This work is *in addition* to their respective professional roles as instructors, researchers, and colleagues, which many of their white counterparts are able to fulfill without additional expectations or needs from the university community based on their social location as racial minorities. What is more, in no way is this work reported to compensated financially (as other additional work by others was reported to be) or considered toward course and service loads.

INSTITUTIONAL AND CULTURAL BARRIERS TO DIVERSITY

Diverse Recruitment and Hiring

Most participants noted that they were unaware of any existing strategies to develop a more diverse faculty composition – and wondered if this desire to have a more diverse faculty was more than rhetoric. Some participants offered that developing a diverse candidate pool was a core principle in their departmental strategic plan. Notwithstanding, the participant also offered that she was unclear if the department chair was committing any action or resources behind the principle. Participants did, however, note that there was a more concentrated effort to hire women faculty and retain women students, particularly in Science, Technology, Engineering, and Math (STEM). Participants mentioned that “targeting” faculty/staff of color is banned by Human Resources – which they feel limits the ability to recruit candidates they deem highly qualified and suitable for the academic environment. However, other participants noted that they are aware of financial resources devoted toward the recruitment of faculty of color, yet, department chairs and other academic leaders seem to be unclear on 1) how to access the

funds; 2) any spending limitations or restrictions; and 3) the types of recruitment activities that can be supported by these resources. In fact, deans and department chairs indicated the need to undertake subversive actions in effort to support diverse hiring. For example, they shared that there were additional funds available to make job offers more compelling for prospective candidates from underrepresented groups. However, in order to access these funds they would have to first make a candidate an offer without the funds included in the salary, the candidate would then have to decline or counter-offer, and only afterward would the funds be eligible for inclusion in the university's second offer. Academic leadership and members of search committees felt this rigamarole was *very unnecessary*. Participants felt strongly that if the funds for diverse hiring were actually committed to the practice, they should be available when an initial offer is made.

Suppression of Critical Discourse and Climate Driven Departure

A consistent theme depicting the limits and repercussions of challenging dominant perspectives and oppressive institutional culture emerged from our conversations with women faculty and staff and faculty and staff of color. Faculty specifically mentioned a fear that crafting course curricula and facilitating critical conversations about race, gender, and other topics connected with social justice has and would continue to impact the ways in which their white and male students evaluate their teaching. One faculty member shared the following:

“There tends to be more pushback from white students when you challenge them on their privilege. There could be some negative consequences on your teacher evaluations, and then you get docked, which translates to raises, promotion, and tenure.”

In many cases, this infringement on academic freedom made it extremely difficult for faculty to teach their courses, which often were in critical fields and disciplines and focused on diverse topic areas. As pedagogues, these faculty felt suppressed from teaching in ways that were validating the experiences of marginalized groups in effort to prioritize the comfort and capitulate to the fragility of white privilege and accepted but destructive forms of masculinity.

Faculty and staff of color also mentioned the ways in which such pushback is also received from their white colleagues under the guise of “reverse racism” claims. This particularly happened when professionals of color 1) self-organize and seek out institutional resources to support their affinity groups; 2) are in leadership positions and attempt to advance diversity agendas; 3) principally challenge their white colleagues’ racial bias in department meetings and intradepartmental service activities. They related this continuous pushback to ISU’s resistance and lack of intentionality to improve the racial competencies of white faculty and staff. Doing so, a respondent said, “could go a long way to improving the climate we experience here, which isn’t innocuous; it’s racist.”

Overall, this type of professional climate was what many faculty and staff of color identified as a key factor in the stop-out and departure of junior and intermediate professionals from ISU. We regularly heard about a number of faculty and staff of color whom once worked at ISU, but had a variety of hurtful, violent experiences that pushed them out of the university. This climate

driven departure also led to what professionals of color characterized as a “one-in, one-out” culture of the institution, which signified ISU’s limited attempts to increase diversity were undermined by its inability to retain the faculty and staff of color they recruit and hire. Put differently, respondents felt for every diverse candidate ISU hired, another current employee had already left or would soon leave.

INEFFECTIVE INSTITUTIONAL RECOGNITION AND RESPONSE TO RACIAL HARASSMENT AND DISCRIMINATION

The Office of Equal Opportunity, Ethics, and Access (OEOEA) is the office responsible for receiving and responding to issues of harassment and discrimination at ISU. In our meeting with office staff, we got some sense that it had processes and procedures in place to support diversity and inclusion in proactive and reactive ways. However, the stated shift in focus, away from diversity toward more technical aspects of compliance, as well as the office’s own lack of racial diversity illuminated some possible limitations to meeting the needs of racially diverse stakeholders on-campus.

Therefore, it came as no surprise to hear faculty and staff of color reporting a deep lack of confidence in the office’s integrity and commitment to issues specifically related to race and racism on-campus. It was commonly believed that OEOEA was concerned with the areas of diversity of which race could be dismissed and not directly considered (e.g., focus on gender equity and sexual orientation as related to white campus stakeholders). When we asked people of color generally, and Black faculty and staff specifically, respondents collectively shared that their attempts to utilize OEOEA after experiencing race-related discrimination were anything but helpful. In fact, some respondents shared a lack of desire to report anything based on experiences in which they felt violations of confidentiality had transpired. For example, one administrator of color shared that when she went to meet with OEOEA staff to file a complaint, a staff member negligently disclosed what were believed to be confidential details of another case to them. This immediately led the administrator to end her meeting and not report her experience in fear of being exposed to her colleagues rather than her report being kept confidential. We heard some version of this scenario repeated among other faculty and staff of color, some of whom had experienced something similar or heard from others that this was a common occurrence at OEOEA.

Concerns about reporting also took shape with regard to how those experiencing racial harassment or discrimination *from* students file claims as well as *if* or *how* the institution may respond. While there was clarity in the process for reporting colleagues, there was far less understanding of what to do when such instances. Of those whom did make some form of report to their superiors (i.e., department supervisors, department chairs, deans), many felt their concerns were “brushed-off,” not considered seriously, or invalidated by attempts to suggest something other than racism and racial prejudice was the root cause. This logic, a form of abstract liberalism and colorblindness, ignores the fact that prejudice, inequity, and oppression are historical artifacts for which remedies cannot be undertaken without centering and addressing race(ism) when it is identified.

RECOMMENDATIONS

1. ELEVATING AND PROTECTING THE STATUS OF WOMEN

Students, faculty, and staff respondents consistently all reported “women” among the top groups most likely to feel welcomed at ISU. However, “gender” was also the most frequently cited identity about which experiences of harassment and discrimination were reported, specifically among women respondents. This discrepancy alludes to the difference between perceptions of inclusive environments and the realities experienced by those apart of particular groups on-campus and in the workplace. In our analysis of the short answer responses regarding the harassment and discrimination experienced at ISU, women repeatedly cited being the subjects of inappropriate sexist jokes, experiencing secondhand sexism¹, objectifying statements about their bodies, and unsolicited sexual advances from their peers, colleagues, and superiors.

Much like other areas in which a lack of knowledge can exacerbate existing disparities, the need to develop greater competency at ISU, particularly among men, about manhood and masculinity is recommended. In particular, training and education on the ways in which men, often unknowingly, perform their gender in ways that are harmful to themselves and certainly others is needed. The normal and acceptable standard of men actively engaging in and passively supporting the marginalization of women in the classroom and workplace *must be disrupted*.

This would include, but not be limited to, opportunities for men to learn how assuming and suggesting women are less capable or able to things at the same level as men is not only insensitive, but also factually inaccurate. It might also include workshops that help uncover the connection between bystander behavior of letting men friends and colleagues say and do sexist behaviors to women contributes to a larger culture of sexism and gender-based violence (sexual harassment, assault, etc.). Doing this work may require a partnership between student affairs professionals, the Center for Teaching, Learning, and Technology, and faculty in Women’s & Gender studies to construct co- and extra-curricular programs. Collaboratively, opportunities for college men as well as professional men could be developed to intervene and chart new, progressive courses for men advocating for responsible conduct.

2. CREATE AND INVEST IN AFFIRMING SPACES FOR STUDENTS OF COLOR

At Stanford University, a two-building cultural center exists in which Black students meet, host events, develop kinships, and find community. At Duke University’s Mary Lou Williams Center for Black Culture houses offices for full-time staff, a conference room for meetings, and a programming space accommodating up to 200 people in which Black students feel a part and of which they take advantage. And at Colorado State University, El Centro is a dedicated,

¹ “Secondhand sexism” refers to witnessing or receiving information about others experiences related to sexist encounters, which often also engenders discomfort (i.e., triggering) and raises safety concerns for those not directly involved.

physical cultural center to supporting and strengthening the academic and cultural experiences of Latino/a students by providing workshops, leadership opportunities and Latina/o cultural awareness programs that promote student success and retention. It is energetic, welcoming, and inclusive with students who are excited about their university. They provide accessible resources to support personal, social, cultural, and academic needs to empower students and promote personal growth. There, Latino/a students can discover and celebrate their heritage, traditions, cultural awareness, and a diverse educational experience. Students can visit El Centro to relax, socialize, laugh, have dialogue, and build life-long memories.

These illustrative examples are used to showcase a decided, unapologetic space with which students of color identify and are involved on-campus. Each of these spaces are in a proximal location of main areas of campus in which students are frequently located rather than isolated areas nearby. In addition, they are spaces that deliberately speak to the cultural traditions and histories of students of color as a forethought. In either case, students were intimately involved in their construction, development of purpose, and rapport building with the student community.

In considering the development of such spaces, students should be consulted about the location, staff, programming, etc. to ensure it is something of which they themselves would want to be a part. Given the frequently shared perspective on ISUs Diversity Advocacy Office as a place students of color did not feel adequately supported, particularly in terms of limited physical space and lack of dedicated attention for each of the important identities they represent, students should be consulted continuously in attempts to re-conceptualize DAOs role, its employees, and the space in which it resides within the current student center. Although it was intended to support underrepresented and racially minoritized students on-campus, much more could and should be done to ensure these students can access and receive the resources and support so readily accessible to their white peers.

3. INCREASE AWARENESS, INSTITUTIONAL RESPONSE, AND OFFICE CAPACITY

It was repeatedly reported to our research team that more awareness about the formal processes and procedures related to incidents of harassment and discrimination at the University is needed. Although much of the information is available online, many faculty, staff, and students with whom we spoke remain unaware of where to find it or that it exists at all. The University should continue to make an effort to increase awareness about where its stakeholders can find information about issues of harassment and discrimination, how and to whom incidents and individuals can be reported, and the step-by-step process by which reports are evaluated and responded to by the institution.

Awareness could be increased through advertising campaigns online and on-campus within existing University forums and spaces. It could also be instituted through other online training programs similar to those used to educate personnel on Title IX processes and procedures as was done recently at the University. Most importantly, however, is also ensuring once such processes are understood, those utilizing their new knowledge to submit reports are met with timely and adequate institutional response to their claims.

Each of the aforementioned recommendations will require support from existing offices with the University. In addition, it will likely require the University to expand the Office of Equal Opportunity, Ethics, and Access with resources to hire different or additional staff, particularly those focusing on the developmental aspects of diversity and inclusion at organizational levels as well as professionals whom themselves are well versed in the lived experiences, concerns, and needs of diverse campus populations. More importantly, however, is ensuring such an office is perceived and experienced as a place in which confidentiality is maintained, all issues of harassment and discrimination are taken seriously, rigorously investigated, and responded to in a timely manner. Such support would not only increase the efficiency with which the office is able to investigate and respond to numerous reports throughout the year, but also reestablish the office's legitimacy as an office with integrity among university stakeholders, particularly those of color.

4. REQUIRE EQUITY TRAININGS/EDUCATION FOR FACULTY, STAFF, AND STUDENTS

One of the recommendations that emerged repeatedly from across all focus groups was the need for a greater emphasis on the development of cultural competency for *everyone* on campus. The few course, programs, and seminars that do exist for faculty, staff, and students targeting diversity and inclusion (Center for Teaching, Learning, and Technology, Ethnic Studies and AMALI courses, small-scale workshops and seminars) are self-selecting—there is no ongoing, mandatory engagement for faculty, staff, and students of topics related to diversity and inclusion. Participants suggested having mandatory training sessions or events to educate new students and faculty as part of their orientations and introductions to campus. They also suggested that the content of the trainings not only focus on cross-difference communication or interaction, but for the faculty there needed to be training around how to make their course content more diverse and representative of multiple perspectives and experiences. Some of the suggestions for implementation/motivation of such trainings or workshops with faculty and staff were:

- Make a “diversity and inclusion” strand as part of the professional development plans or requirements for faculty
- Incentivize tenured faculty (count toward service credits)
- Make a “diversity and inclusion” strand part of the departmental reviews
- Work with the Deans and Department Chairs to make topics of diversity and inclusion part of the department retreats
- Make a “diversity and inclusion” strand as part of course evaluations

Develop a Curricular Plan for Diversity

For students, courses considered cross-cultural were important, but there also needed to be a more intentional effort to construct a curriculum that engages critical understandings of difference. Many students and faculty felt existing AMALI course requirements were too broad and did not actually help students understand their own positions of power (white, male,

cisgender, heterosexual, able-bodied), unconscious and implicit biases, and privileges. Therefore, we recommend a more intentional effort to construct a curricular plan for diversity.

Faculty in the academic departments meet at some point to determine what students in a given major should know – classes are selected and strategically sequenced, certain agreements were likely made about books students would read, and professors were purposefully assigned to teach specific courses in which they possessed expertise. Furthermore, each course in the curriculum has a documented educational plan (i.e., the syllabus), a set of readings and exercises that help students acquire higher levels of knowledge about the subject, and a set of assessment activities helping department faculty determine if and what students learned. We believe this same level of intentionality is necessary for student learning about and engaging with diversity. Educators ought not leave this to chance, or expect that students are going to automatically accrue a set of diversity learning outcomes by merely being in a diverse campus context.

This framework is especially useful for educators who work in the Campus Life and Residence Life divisions at ISU. Student affairs professionals (including those in residence life) often sponsor intellectually empty, sporadic diversity events that are not situated within a larger educational plan for undergraduates. What is more, any such programming or facilitation often excludes the graduate student population by default, whom should also be included.

An effective alternative to offering fragmented programs and meaningless experiences is the implementation of a curricular model that is constructed around a set of desired diversity outcomes; identifies the programs and experiences necessary for the actualization of these outcomes; strategically sequences them and assigns responsibility for implementation to expert educators across the Division (including Resident College Advisors); and lays out a multifaceted set of assessment activities to measure student learning and development. Moreover, what students know and the competencies they acquire from one year to another through graduation should be documented. Without this, ISU will have no way of knowing whether its graduates are properly equipped with the cultural knowledge and competencies required for success in a diverse America and global economy.

To be clear, the curriculum is not going to make itself more inclusive – greater intentionality is required. Therefore, we also recommend that faculty in academic departments work more strategically to diversify the curriculum. We operationalize “diversify” to mean the intentional inclusion of books and other readings written by diverse peoples, expanding examples in classroom conversations to be more inclusive of various cultural backgrounds, and actively engaging issues of race, class, gender, sexual orientation, and ability differences within and across the curriculum. At the very least, general education requirements to be completed within the first two years of study could be restructured to provide a baseline of understanding and competency about diverse experiences across difference. The graduate level may, perhaps, include a seminar course in which a multitude of dialogues about difference are facilitated across an entire semester rather than in a limited multi-hour workshop during orientation.

Furthermore, we suggest bringing in experts who study diversity in college teaching practices (i.e., Professors Sylvia Hurtado at UCLA, Lisa Latuca at University of Michigan, Lori Patton Davis at Indiana University, Caroline Turner at California State University- Sacramento, Christine Stanley at Texas A&M, and Stephen John Quaye at Miami University) for departmental or college/school-wide workshops. The aforementioned scholars are well-versed in developing pedagogical approaches in which diversity outcomes are central to the delivery of effective college teaching.

5. INTENTIONALLY RECRUIT, SELECT, AND RETAIN OF DIVERSE TALENT

Both intentionality and resources are required to diversify the faculty and senior-level administration at ISU. For example, many institutions, in recent years have dedicated substantive budgets to increase professional diversity over a multi-year period. Others have supported increased recruiting budgets for hiring diverse talent at various levels across the institution. It was suggested to us that ISU has made *some* monetary commitments to diversify its workforce, but fails make those resources accessible without substantial bureaucracy. Nevertheless, ISU can take additional steps to more adequately recruit, select, and retain diverse talent. At the very least, a plan of action should be developed with existing faculty and staff of color representing target areas of growth and development for diversity, and presented to the University's leadership. Such a plan may include 1) intentional targeting of faculty to recruit, 2) job announcements to attract a diverse applicant pool, 3) more visible support from senior leadership, 4) cluster hiring, and/or 5) bridge funding to ease transitions between newly hired faculty are replacing those who will be soon retiring. In addition, below are some more pointed recommendations used by other universities to address increasing representations of diverse talent.

Recruitment

1. When recruiting, communicate broadly through the use of advertising at regional and national levels through online options (e.g., The Chronicle or Inside Higher Ed), professional publications/journals for faculty and higher education administrators, professional and academic conferences.
2. Leverage existing employees professional networks to identify prospective candidates for upcoming vacancies. This may include their relationships within the existing community within which the University is situated, but also beyond the local context to the various professional organizations in which they are currently involved.
3. Consider the promotion of diverse, in-house talent already familiar with the institution, have a positive reputation amongst their colleagues, and have demonstrated a commitment to diversity and inclusion.

Selection

1. Identify and train a committee comprised of equity stakeholders (women, people of color, members of the LGBTQ community, etc.) whom would be tasked with overseeing the

candidate selection process and ensuring it is one that brings together a diverse pool of prospective candidates for consideration across race, gender, sexual orientation, ability, etc.

2. Make sure the search/selection committees are also as diverse as possible. If there are challenges or limitations to creating diverse committees, consider invite community leaders connected to ISU in meaningful ways to participate (e.g., educators within local schools, community programs, etc.).
3. Train the search/selection committee to adequately and equitably evaluate prospective candidates from diverse backgrounds. This will help check unconscious and implicit bias in reviewing diverse candidate pools as well as the tendency to evaluate them on one or two factors, such as education and experience, rather than look further other factors important to increasing a sense of belonging and inclusivity at the University.

Retention

1. Validate the experiences of diverse faculty and staff if and when reports of harassment and discrimination are made through both indirect and direct processes of reporting.
2. Support the organization and sustainability of affinity groups, diverse programming and initiatives, professional development opportunities through incentives, financial subsidy, and existing University personnel for administrative support as needed.
3. Recognize the contributions of diverse faculty and staff within existing and potentially creating new systems of reward at the University. This may include honors and awards traditionally associated with ISU for superlative teaching, expert service in administration, or participation in diverse programs and initiatives aimed at the institutions diversity and inclusion goals.

