

ILLINOIS STATE UNIVERSITY
2016 AFFIRMATIVE ACTION PLAN
EXECUTIVE SUMMARY

AFFIRMATIVE ACTION PROGRAM

~October 1, 2015 through September 30, 2016~

**ILLINOIS STATE UNIVERSITY
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I. INTRODUCTION

Illinois State University, the first public university in the state, is a residential university with six colleges and 35 academic departments that offer more than 160 fields of study. The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. The University holds discipline-based accreditation from 27 accrediting agencies.

The University enrolls approximately 20,000 undergraduate and graduate students and employs approximately 3,500 faculty, professional, and civil service staff.

II. ORGANIZATION PROFILE

The Workforce Analysis depicts the staffing patterns within this establishment as of October 1, 2015.

These points may enhance understanding of the Workforce Analysis:

- All employees are listed by job title.
- Some managers/supervisors are responsible for more than one department.
- The University has no formal lines of progression. Employees may apply for any open position for which they have qualifications in accordance with University procedures. Nevertheless, there are tendencies for employees to progress in their careers through the specialties in which they have been educated and trained or in which they have gained experience.

III. JOB GROUP ANALYSIS

The Job Group Analysis lists all employees by job category. These categories have been formed for purposes of affirmative action analyses. While an attempt has been made to group jobs having similar content, requiring similar skills and offering similar opportunities for advancement, not all jobs in any given category are comparable. Among the relevant factors considered by the University when establishing job groups are:

- Content (The duties and responsibilities of the job titles)
- Wage Rates
- Opportunities (Training, transfers, promotions, pay mobility, and other career enhancement opportunities)

The Job Group Analysis lists all job titles that comprise each job group.

See the tab titled “Job Group Analysis” for the detailed analysis.

IV. PLACEMENT OF INCUMBENTS IN JOB GROUPS

The University has separately stated the percentage of minorities and the percentage of women it employs in each job group. These percentages are found on the bottom line of each Job Group Analysis page as well as in the Job Group Analysis Summary.

See the tab titled “Job Group Analysis” for the detailed Job Group Analysis Summary.

V. DETERMINING AVAILABILITY

Illinois State University is located in Normal, Illinois. The University has separately determined the availability of minorities and women for each job group.

For most job groups the reasonable recruiting area has been defined as a combination of geographic areas from which employees would be recruited. For the Officials & Administrators, Sr. & Executive, the recruiting area is a national area. The recruiting area used for each group is stated in the availability analysis under “Source of Data.” The rationale for use of that recruiting area is stated in the availability analysis under “Rationale for Recruiting Area.”

Data for factor one of the Availability Analysis was obtained from Peoplefluent and was derived from the 2006-2010 American Community Survey released by the U.S. Census Bureau. Composite availability figures have been calculated for all job groups comprised of job titles with different availability rates or from the Survey of Earned Doctorates database (SED). Job titles in each job group have been matched to the Occupational Classification Codes (OCCs) from the American Community Survey, 2006-2010 or from the Survey of Earned Doctorates. The proportion of job group incumbents employed in each job title was used to weight the availability for each job title, resulting in composite availability estimates for each job group.

Data for factor two of the Availability Analysis were derived from specified feeder job groups/titles within this Affirmative Action Program.

A copy of the figures used in this availability analysis has been included in the Exhibits section.

See the tab titled “Availability” for the detailed analysis.

Note: The raw statistics contained in factor one on the following pages are at best an approximation of the percent availability of minorities and women due to the limited availability of truly accurate, industry-specific data.

VI. COMPARING INCUMBENCY TO AVAILABILITY

The University has compared the percentage of minorities and women in each job group with the rates of availability determined for those job groups in the previous analysis. Where the percentage of minorities or women is less than would reasonably be expected given their availability, a placement goal has been established. However, good faith efforts will be made to increase representation of minorities and women in all cases where representation is less than availability.

The University has used the two standard deviation calculation with the application of the exact binomial test for small job groups when making its determinations as to whether the percentage of minorities or women was less than would reasonably be expected given their availability.

See the tab titled "Incumbency vs. Availability" for the detailed analysis.

VII. PLACEMENT GOALS

This Affirmative Action Program is effective for a one-year term commencing October 1, 2015 and terminating September 30, 2016 (hereinafter the "AAP Year").

The following page sets forth the placement goals for minorities and women for the AAP year in the job groups where the percentage of minorities and/or women employed is less than would reasonably be expected given their availability. In all cases, annual placement goals have been set at the level of availability. The University will engage in good faith efforts during the AAP year to place individuals into job groups where goals have been set.

The University adheres to the following principles when establishing and seeking to achieve its placement goals:

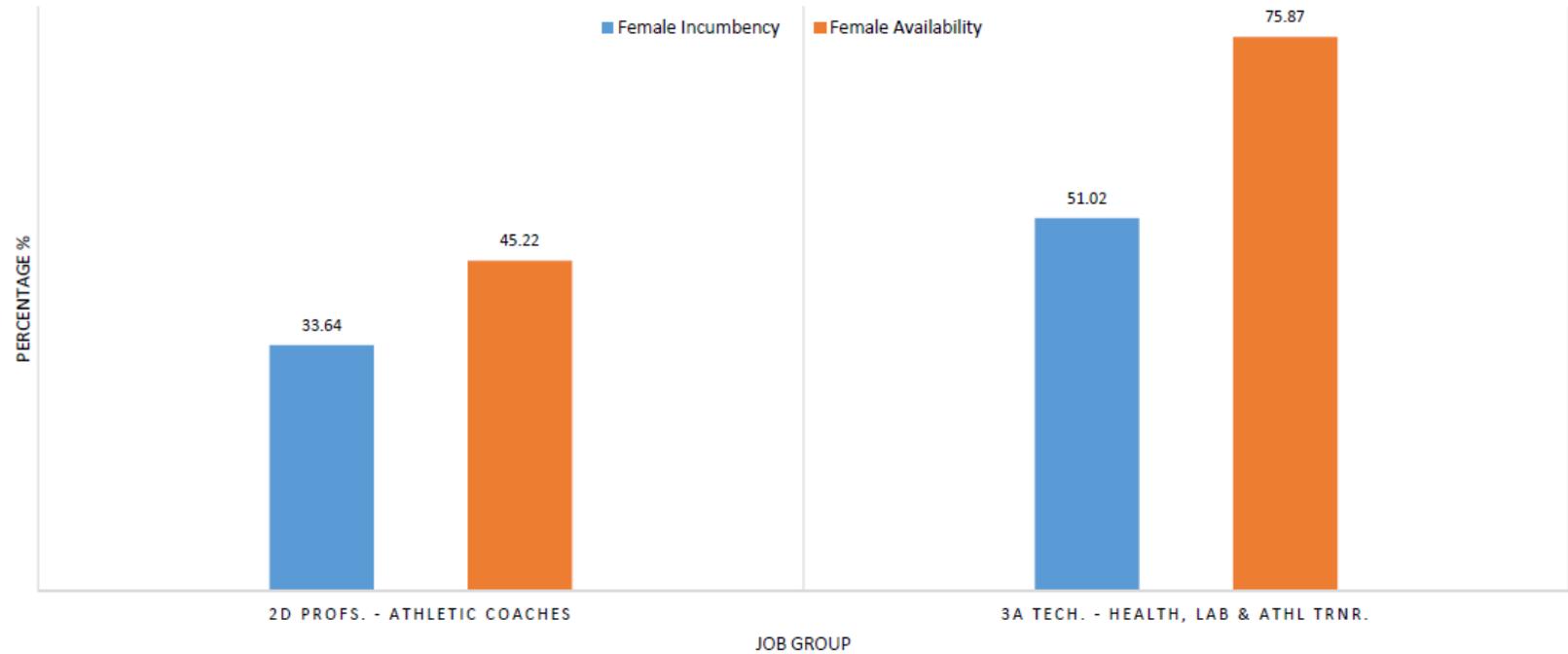
- Goals are established as objectives or targets reasonably attainable by means of applying good faith efforts to make all aspects of the Affirmative Action Program work.
- Goals are not rigid and inflexible quotas which must be met. They are not considered as either a ceiling or a floor for the employment of particular groups.
- In all employment decisions, the University's policy requires that selection decisions be made in a nondiscriminatory manner. Goals will not be used as a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status, on the basis of race, color, religion, sex or national origin.
- The University does not use placement goals to establish set-asides for specific groups, nor are they used to achieve proportional representation or equal results.
- The University's policy does not permit goals to supersede merit selection principles.

See the next page and also the tab titled "Placement Goals" for a summary of placement goals.

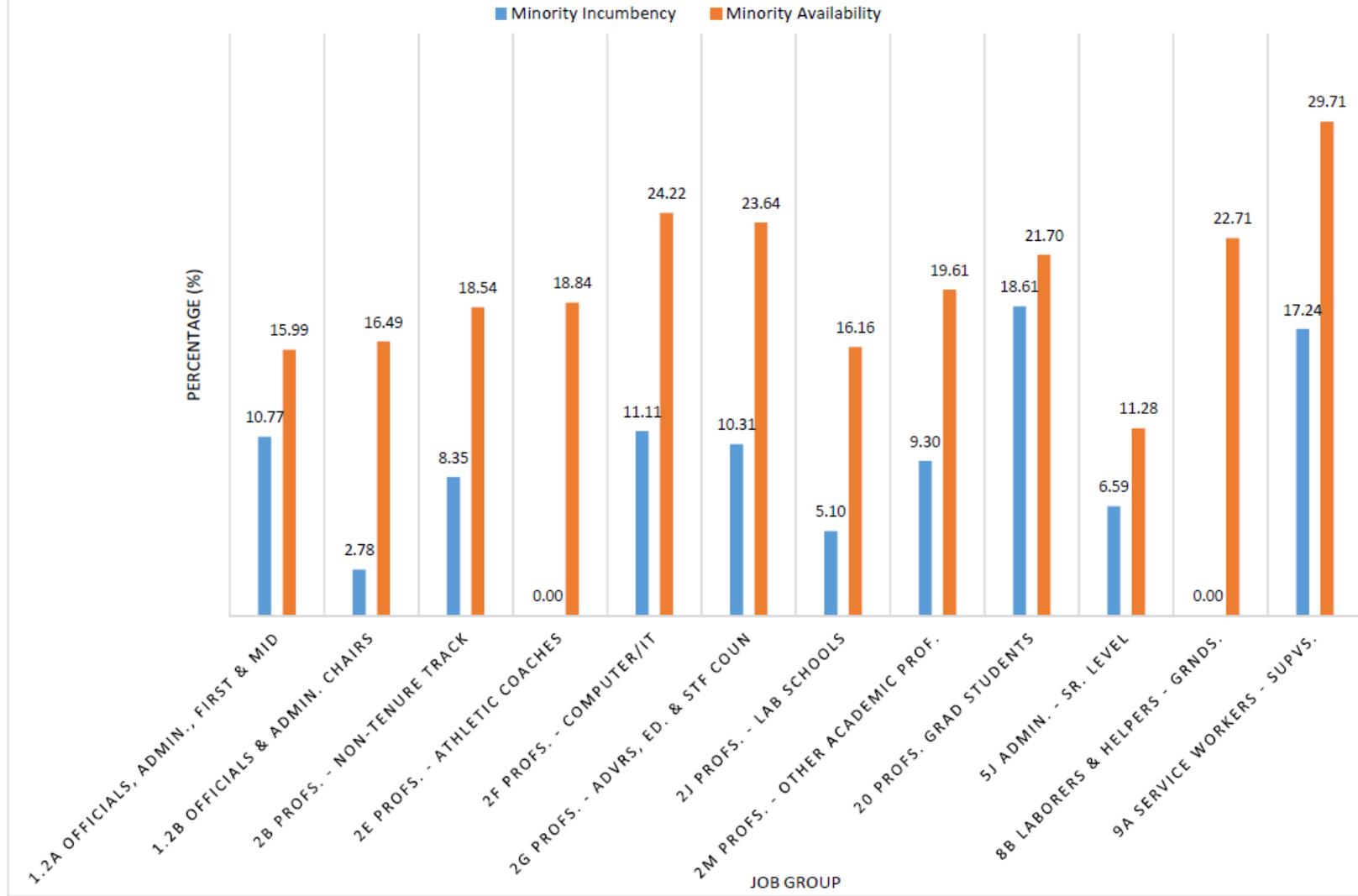
**ILLINOIS STATE UNIVERSITY ANNUAL PLACEMENT GOALS
October 1, 2015 - September 30, 2016**

JOB GROUP	CLASS	PLACEMENT GOAL
Officials, Admin., First & Mid.	Minority	15.99%
Officials, Admin. Chairs	Minority	16.49%
Professionals – Athletic Coaches	Female	45.22%
Professionals – Non-Tenure Faculty	Minority	18.54%
Professional – Communication & Marketing	Minority	18.84%
Professionals – Computer/IT	Minority	24.22%
Professionals – Advisors	Minority	23.64%
Professionals – Lab Schools	Minority	16.16%
Professionals – Other Academic	Minority	19.61%
Professionals – Graduate Student	Minority	21.70%
Technicians – Health, Lab., and Athletic Trainers	Female	75.87%
Admin Support Workers – Sr. Level	Minority	11.28%
Laborers & Helpers - Grounds	Minority:	22.71%
Service Workers – Supervisors	Minority	29.71%
Service Workers, Food Services	Minority	32.75%

ILLINOIS STATE UNIVERSITY 2015 AFFIRMATIVE ACTION PROGRAM FEMALE INCUMBENCY V. FEMALE AVAILABILITY



ILLINOIS STATE UNIVERSITY 2015 AFFIRMATIVE ACTION PROGRAM MINORITY INCUMBENCY V. MINORITY AVAILABILITY



VIII. DESIGNATION OF RESPONSIBILITY

The Director of Equal Opportunity, Ethics and Access, has been appointed as the EEO/AA Coordinator of Illinois State University and is responsible for the implementation of the Equal Employment Opportunity and the Affirmative Action Plan. The Director's position description has been updated to include the EEO/AAP responsibilities.

To ensure effective implementation of the Affirmative Action Program, the EEO/AA Coordinator has the authority, resources, support of and access to the University's senior operational and administrative executives. The EEO/AA Coordinator's responsibilities include, but are not limited to:

- A. Directing or conducting in-depth analyses of the establishment's total employment process to determine whether and where impediments to equal employment opportunity exist.
- B. Developing and implementing action oriented programs designed to correct problem areas identified.
- C. Designing and executing auditing systems to ensure implementation of the Affirmative Action Program. These systems will:
 - a. Measure the effectiveness of the University's program
 - b. Indicate need for remedial action
 - c. Determine the degree to which the University's goals and objectives have been attained.
- D. Reviewing internal EEO/AA reports with all levels of the University's management team on a scheduled basis.
- E. Advising top management of the effectiveness of the program and submitting recommendations to improve unsatisfactory performance.
- F. Drafting policy statements, identifying problem areas and developing action plans to attain goals and objectives.
- G. Ensuring that supervisors are informed of their responsibilities under the program. This includes:
 - a. Advising supervisors of their obligations to take action to prevent harassment of employees placed through affirmative action efforts
 - b. Coaching and counseling line management in identifying problem areas and drafting action plans.
 - c. Providing for supervisors to receive any necessary training in equal employment opportunity and affirmative action.
- H. Serving as liaison between the government and the University.
- I. Serving as liaison between the University and appropriate organizations in the community with which the University may interact in fulfilling program obligations.

IX. IDENTIFICATION OF "PROBLEM AREAS"*

Illinois State University performs in-depth analyses of its total employment process to determine whether and where impediments to equal employment opportunity exist.

A. Workforce Utilization & Distribution by Job Group

The Comparing Incumbency to Availability and Placement Goal sections provide a detailed analysis of the University's workforce utilization by job group. Future efforts will include attempts to bring minorities and women into the workforce so as to better reflect their availability.

Each job group has been reviewed for distribution of minorities and females among the positions in the group. No impediments to minority or female employment in any position were identified.

Where minority goals have been established in the Officials, Admin., First & Mid.; Officials, Admin. Chairs; Professionals – Non-Tenure Faculty; Professional – Communication & Marketing; Professionals – Computer/IT; Professionals – Advisors; Professionals – Lab Schools; Professionals – Other Academic; Professionals – Graduate Student; Admin Support Workers – Sr. Level; Laborers & Helpers – Grounds; Service Workers – Supervisors, good faith efforts will be made to recruit and hire qualified minority candidates as openings occur. These efforts will focus on the use of targeted recruiting sources to identify qualified minority candidates for inclusion in applicant pools. Openings in these groups may be filled through outside recruitment, and candidates also may be promoted from feeder job groups.

Where female goals have been established in the Professionals - Athletic Coaches and Tech., Health, Lab & Athletic Trainer Job Groups, good faith efforts will be made to recruit and hire qualified female candidates as openings occur. These efforts will focus on the use of targeted recruiting sources to identify qualified female candidates for inclusion in applicant pools. Openings in these groups may be filled through outside recruitment, and candidates may be promoted from feeder job groups if there are such.

In the job groups where goals have not been established, the University will continue to monitor diversity.

B. Workforce Utilization & Distribution by Department

In addition to an in-depth analysis of the workforce by job group, analysis of workforce utilization and distribution by department has also been addressed.

Departments with utilization and/or distribution concerns with regard to minorities and women will make efforts to increase the proportional representation of minority and/or women employees within the department or in specific positions, as opportunities arise. For purposes of analyzing utilization, each department's representation of minorities and women were compared to the University's overall representation of minorities (21.60%) and women (57.61%).

A focus area is identified for departments with ten or more employees if the representation of minorities and/or women is less than 80% of the University's overall representation.

An analysis of the distribution of minorities and women within the different positions within each department was also completed. No impediments to the movement of minorities and women to the various positions within the departments were noted. Of course, minorities and women are not evenly distributed in every case, due to a variety of factors including employee preference, availability and requisite skills. Distribution is monitored on an ongoing basis.

C. Personnel Activity

Applicant Data

An Applicant Log is maintained in order to track minority and female applicant data.

As opportunities occur, we affirm our commitment to equal opportunity and affirmative action to our recruiting sources, asking them to refer qualified female, minority, protected veterans, and disabled candidates.

Hires

Selection rates for females and minorities are monitored through comparison of hire data to applicant data. Data with regard to hires is maintained on the Hire Log, a copy of which is included in the Exhibits section. Female and minority candidates were hired in primarily most of the job groups that experience opportunities last year.

Job Movement

Promotions, transfers and other activity are recorded on the Job Movement Log. This enables the University to track movement rates of minorities and females as compared with non-minorities and males. Job Movements are summarized based on the job group the employee moved **into**. Incumbent data used in the analysis is based on prior year employment in the job groups that employees came **from**.

Separations

A Separations Log is kept to monitor relative separation statistics for employees. Separation data is summarized separately for involuntary terminations and voluntary resignations.

D. Compensation

Compensation analysis is performed and includes an appropriate review of all compensation components. The analysis is conducted to determine whether there are indications of discrepancies in pay that appear to be based on gender, race or ethnicity. Identified pay differences are analyzed further to determine whether actual compensation disparities exist.

E. Other Personnel Procedures

Selection, recruitment and referral procedures have been reviewed to determine whether they result in disparities in the employment or advancement of minorities or women.

No problems in these systems were identified.

Recruitment/Referral/Selection

All applications and resumes are received and reviewed by Human Resources where initial screenings are conducted for qualified applicants. Each applicant's background and experience is evaluated with regard to job requirements. Final selection is on the basis of job vacancy and applicant ability as demonstrated by skill, training and/or previous experience.

It is each supervisor's responsibility to ensure that all candidates are evaluated based on consistent job-related criteria. Selections are monitored by the EEO/AA Coordinator to assure consistency. The EEO/AA Coordinator also seeks to ensure a good representation of female and minority candidates is available in the applicant pool from which the supervisors make selections, where feasible.

The application form is reviewed annually, to ensure that no information is requested which could cause the University to discriminate in its hiring practices against anyone because of race, color, national origin, religion, or sex.

Human Resources reviews the University's written job descriptions, as needed, to make sure they accurately reflect current job duties and specifications. This ensures that hiring and promotion standards are related to job requirements and applied uniformly without regard to race, color, religion, sex, or national origin.

** The contents of this section of the University's Affirmative Action Program are for the sole purpose of complying with Executive Order 11246, as amended, and all other obligations of federal contractors. It does not in any way constitute admission of noncompliance or violation of any state or federal statute, law, regulation or Executive Order. Furthermore, the contents are considered CONFIDENTIAL.*

X. ACTION-ORIENTED PROGRAMS

An area of significant emphasis in the coming year will be to increase the pool of qualified minority and female candidates for all job groups with placement goals as well as for job groups with low minority and/or female applicant flow. To accomplish this, Human Resources will be responsible for the following efforts:

- a. Advertise available opportunities. The advertising will be targeted to include media expected to reach minority and female candidates. Response rates from the various media will be tracked. All notices and postings will include reference to equal opportunity in the tagline.
- b. Inform the state employment service of all relevant openings and corresponding job requirements. This will enable the agency to refer qualified minorities and women who are currently seeking employment.
- c. May contact minority, female and community organizations, as well as public agencies which represent and draw extensively from minority and/or female

populations as needed to broaden recruiting efforts.

Information specific to this effort can be found in our Good Faith Efforts section.

For job groups with established placement goals, the University will attempt to increase the employment of minorities through promotions from within and through targeted recruitment efforts. To accomplish this, the EEO/AA Coordinator is responsible for the following efforts:

1. Individual counseling of employees, where appropriate, in the relevant feeder job groups to encourage their interest in advancing within the University. Department managers and supervisors will assist the EEO/AA Coordinator in this effort.
2. Examination of special training opportunities for interested individuals to facilitate internal advancement. All employees have equal access to training programs.

Targeted recruiting efforts for open positions when there is no opportunity for promotion from within.

3. Managers and supervisors will be responsible for providing rationale for the non-selection of female and minority candidates for positions in job groups with established placement goals.

Where underrepresentation of minorities and women was noted in any department identified through workforce utilization and distribution analysis, the EEO/AA Coordinator will take the following steps:

1. The Office of Equal Opportunity, Ethics, and Access in partnership with Human Resources will conduct meetings with managers and supervisors to distribute EEO/AA guidelines and explain their responsibilities for Equal Employment Opportunity/Affirmative Action.
2. Managers and supervisors of departments underrepresented in women and/or minorities will be notified of their specific responsibilities to make efforts to improve representation in their departments within job groups with established placement goals and in specific job titles as opportunities arise.
3. Managers and supervisors will be responsible for providing rationale to justify non-selection of female and minority candidates for positions in underrepresented departments. The Human Resources Department will maintain this information for periodic analysis.
4. Human Resources will continue to monitor the selection, promotion, and termination processes and will require managers and supervisors to provide objective reasons for non-selection of internal and external minority and female candidates, as well as to objectively document all termination decisions.

XI. INTERNAL AUDIT & REPORTING SYSTEM

To assure that Illinois State University's non-discrimination and affirmative action policies are carried out, this University has developed and implemented a system to periodically measure the effectiveness of the Affirmative Action Program. The system includes the following components:

A. Scheduled Internal Reporting

In accordance with the University's objective of ensuring the effectiveness of the Affirmative Action Program, internal reports to management are prepared by the EEO/AA Coordinator on a scheduled basis. This is done to inform management of the degree to which Illinois State University's equal employment opportunity and affirmative action objectives are attained. These reports are reviewed with all levels of management at the university. Top management is advised of the effectiveness of the program and, if needed, recommendations are made to top management regarding methods to improve unsatisfactory performance toward objectives. The components listed below are analyzed and included in the reports.

B. Auditing of Activity

All personnel activity, including referrals, placements, transfers, promotions, terminations, and compensation, at all levels, is monitored to ensure the University's nondiscriminatory policies are carried out.

C. Monitoring of Progress Toward Placement Goals

In order to assure steady and progressive achievement of placement goals, scheduled reports to management are prepared which analyze opportunities year-to-date in goal areas and compares minority and female placement rates to established goals. This allows Illinois State University to determine if adjustments to action-oriented programs are needed.

The Director, in his role as EEO/AA Coordinator, is responsible for implementing this monitoring and reporting system.

XII. PROGRESS TOWARD PRIOR YEAR GOALS

The chart on the next page provides details of the opportunities that occurred during the year in job groups with established goals. For purposes of this analysis, promotions that occurred within job groups are not included, as these transactions have no effect on group composition.

UNIVERSITY MISSION STATEMENT

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, scholarship, public service and the connections we build among them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

Our Values

Pursuit of Learning and Scholarship: Illinois State University works with students as partners in their educational development inside and outside of the classroom, so that students come to appreciate learning as an active and lifelong process. The University contributes new knowledge through research, scholarship, and creative activities, as well as other forms of individual scholarship in which all students, faculty, and staff are encouraged to participate.

Individualized Attention: Illinois State University provides a supportive environment. An innovative general education program, strong student-faculty-staff connections, and superior student services focus on each student as an individual, with unique educational needs and potential. The University is dedicated to placing the learner at the center of teaching and scholarship, to recognizing the importance of each faculty and staff member to the successful operation of the programs and services provided, and to acknowledging the ongoing contributions of its former students, faculty, and staff.

Public Opportunity: Illinois State University assures students access to educational, research, and service opportunities through a wide range of high quality programs; faculty mentors who are scholars, and creative artists of repute in their disciplines; and the support of outstanding facilities, technologies, and library resources. The University partners with business, industry, government, and education, providing leadership in statewide, national, and international initiatives; expanding service and outreach; and enhancing financial support for instructional, scholarship, and service activities.

Diversity: Illinois State University affirms and encourages community and an informed respect for differences among students, faculty, and staff by fostering an inclusive environment characterized by ethical behavior and social justice that prepares students to be fully engaged participants in a global society. The University supports a diverse faculty and staff, who mentor a diverse student population. The University endeavors to create a varied and inclusive community where all students, staff, and faculty are active participants in a global society characterized by teamwork, respect for differences, civic engagement, and educational goals that celebrate diversity.

Our Vision

Illinois State University will continue to occupy a unique position of strength and visibility among the institutions of higher education in Illinois, the nation, and the world. Illinois State University will continue to be the first-choice public university in Illinois for high-achieving,

motivated students who seek an individualized educational experience at an institution that offers excellent undergraduate and graduate programs, and supports high quality research, scholarship, and creative activities.

Source: Educating Illinois: Priorities for Illinois' First Public University 2013 - 2018

ILLINOIS STATE UNIVERSITY
GOAL ATTAINMENT REPORT

<u><i>Job Group</i></u>	<u><i>Class</i></u>	<u><i>Prior Plan Year Goal %</i></u>	<u><i>Total Placements</i></u>	<u><i>Protected Group Placements</i></u>	<u><i>Expected Protected Group Placements</i></u>	<u><i>Goal Attained?</i></u>
Officials & Managers – First & Mid-level	Minority	15.50%	33	5	5	Yes
Non-tenure Track Faculty	Minority	18.52%	104	6	19	No
Professionals – Athletic Coaches	Female	46.56%	28	9	13	No
Professionals – Comm. & Marketing	Minority	18.84%	2	0	0	n/a
Professionals - Computer/ IT	Minority	24.42%	18	4	4	Yes
Professionals – Advisors, Ed & Staff Counselors	Minority	23.01%	12	2	2	Yes
Professionals - Lab Schools	Minority	11.79%	8	1	1	Yes

Professionals – Other Academic Prof.	Minority	18.31%	29	2	5	No
Tech, Health, Lab & Athl. Trainer	Female	75.22%	2	1	1	Yes
Admin. Other	Minority	15.21%	1	1	0	Yes
Admin. Senior Level	Minority	11.40%	6	0	0	n/a
Laborers & Helpers - Grounds & Gardeners	Minority	22.32%	0	0	0	n/a

ILLINOIS STATE UNIVERSITY
AFFIRMATIVE ACTION PROGRAM GUIDELINES
PROTECTED VETERANS* AND INDIVIDUALS
WITH DISABILITIES

**This AAP applies to all protected veterans as defined under the Vietnam Era Veterans' Readjustment Assistance Act of 1974 (VEVRAA), as amended. In this AAP, we refer to disabled veterans, recently separated veterans, active duty wartime or campaign badge veterans, and Armed Forces medal veterans as "protected veterans." An individual with a disability is defined under Section 503 of the Rehabilitation Act of 1973, as amended.*

**SECTION I -
POLICY STATEMENT**

AFFIRMATIVE ACTION

PROTECTED VETERANS AND INDIVIDUALS WITH DISABILITIES

In order to eliminate and avoid discrimination against any employee or applicant for employment due to his/her being a protected veteran or an individual with a disability, it is the official policy of the University to:

- A. Advance in employment qualified protected veterans and individuals with disabilities in an affirmative manner in all employment actions, including but not limited to recruiting, hiring, upgrading, promoting, transferring, demoting, laying off, recalling, terminating, and compensating.
- B. Base employment decisions so as to further the principles of equal employment opportunity and ensure that all personnel actions and benefits are administered equally to all employees.
- C. Prohibit intimidation, harassment, threats, coercion, or discrimination against any individual because they have engaged in or may engage in any of the following activities: filing a complaint, assisting or participating in an investigation, opposing unlawful acts or practices, or exercising any rights protected by law or regulation.

Overall responsibility for the dissemination and implementation of this policy is assigned to the Director of Equal Opportunity, Ethics and Access who also serves as the Equal Employment Opportunity/Affirmative Action Plan Coordinator for protected veterans and individuals with disabilities. The Director will monitor progress on an ongoing basis and undertake necessary steps to insure the success of the program.

If any employee has any suggestions, problems or complaints with regard to the University's affirmative action plan for protected veterans or individuals with disabilities, he/she should feel free to contact the EEO/AAP Coordinator. This plan will be made available to employees for inspection during normal working hours in the Office of Equal Opportunity, Ethics, and Access.

SECTION II

AFFIRMATIVE ACTION PROGRAM GUIDELINES FOR PROTECTED VETERANS AND INDIVIDUALS WITH DISABILITIES

It is the policy of the University to actively comply with the applicable provisions of Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, and Section 503 of the Rehabilitation Act of 1973, as amended.

The University will develop and maintain a written affirmative action plan and will take affirmative action to employ and advance in employment protected veterans and individuals with disabilities.

The University will:

- A. Recruit, hire, train and advance in employment protected veterans and individuals with disabilities.
 1. Supervisors will ensure that an applicant for employment is hired or not hired in relation to ability to meet the job requirements. All education, testing factors, and physical requirements will be directly related to the job requirements.
 2. Each supervisor will ensure that an employee's promotion or transfer is based solely on skills, ability, and efficiency. If an employee is found not qualified for promotion or transfer, specific reasons for rejection will be documented.
- B. Base employment decisions so as to further the principles of affirmative action.
- C. Ensure that promotion decisions are in accord with principles of affirmative action employment by imposing only valid requirements for promotional opportunities.
- D. Ensure that all personnel actions involving compensation, benefits, transfer, layoff, return from layoff, University-sponsored training, education, and social and recreational programs will be administered on an equal basis to all employees.
- E. List employment openings with the state employment service office so that protected veterans and/or individuals with disabilities will be referred for employment opportunities
- F. Review present personnel processes and procedures to assure careful, thorough, and systematic consideration of the job qualifications of protected veteran and individuals with disabilities applicants for job vacancies filled either by hiring or promotion and for all training opportunities offered or available. In determining the qualifications of a protected veteran, consideration will be given to only that portion of the military record, including discharge papers, relevant to the specific job qualifications for which the veteran is being considered.
- G. Establish procedures which will assure consideration of protected veteran applicants and individuals with disabilities, including the following:

The application or personnel form of each known protected veteran or individual with a disability will be annotated to identify each vacancy for which he or she was considered, and the

form will be available for review by the Department of Labor and personnel officials for use in investigations and internal compliance activities.

1. The personnel or application records of each known protected veteran and individual with a disability will include (i) the identification of each promotion for which he or she was considered, and (ii) the identification of each training program for which he or she was considered.
2. In each case where a protected veteran or individual with a disability is rejected for employment, promotion, or training, a statement of the reasons will be appended to the personnel file or application form. This statement will be available to the applicant or employee concerned upon request.
3. Where applicants or employees are selected for hire, promotion, or training for which an accommodation is undertaken, the application form or personnel record shall contain a description of that accommodation.
4. Veterans preference points are allotted to certain candidates meeting eligibility under the State Universities Civil Service System. Qualified candidates include members of the Armed Forces or qualified candidates, who while US citizens, were members of the armed forces of allies of the United States in the time of hostilities with a foreign country. Points are allotted based on specific military service, award, and status.
5. An applicant for an Original Entry examination may receive veterans preference points based on a review of discharge or release from military service. The University System employer is responsible for determining an applicant's eligibility to receive veterans preference points.
6. An applicant who requests veterans preference points and who established eligibility will have the appropriate points added to the Original Entry examination.

To assure compliance with this program, the following steps will be taken:

- a. Physical and mental job qualification requirements will be reviewed annually or as often as necessary to ensure that, to the extent qualification requirements tend to screen out protected veterans or individuals with disabilities, they are job-related and are consistent with business necessity and the safe performance of the job.
- b. Whenever physical or mental job qualification requirements in the selection of applicants or employees for employment or other change in employment status such as promotion, demotion, or training are applied, to the extent that qualification requirements tend to screen out protected veterans or individuals with disabilities, the requirements shall be related to the specific job or jobs for which the individual is being considered and shall be consistent with business necessity and the safe performance of the job.
- c. Whenever inquiries are made into an applicant's or employee's physical or mental condition or a medical examination is conducted prior to employment or change

in employment status, information obtained in response to such inquiries or examination shall be kept confidential except that:

- i. Supervisors and managers may be informed regarding restrictions and accommodations on/for the work or duties of protected veterans and those with disabilities;
- ii. First aid and safety personnel may be informed, where and to the extent appropriate, if the condition might require emergency treatment; and
- iii. Government officials investigating compliance with the Act shall be informed.

In offering employment or promotions to protected veterans or individuals with disabilities, there will be no reduction in the amount of compensation offered because of any disability income, pension, or other benefit the applicant or employee receives from another source.

SECTION III

EXTERNAL DISSEMINATION OF POLICY

The University will take appropriate outreach and positive recruitment activities, including but not limited to enlisting the assistance and support of recruiting sources including local veterans employment groups, the Veteran Affairs Regional Office, state employment security agencies, state vocational rehabilitation agencies, organizations of or for disabled individuals, community and college groups having veterans or disabled programs, service officers of national veterans' groups active in the area, and local veterans' groups active in the area to help fulfill the University's commitment to provide meaningful employment opportunities to protected veterans and individuals with disabilities.

The University will send written notification of its affirmative action efforts to all subcontractors and suppliers, as required, requesting appropriate action on their part.

The University shall, on an annual basis, review the outreach and recruitment efforts it has taken over the previous twelve months to evaluate the effectiveness in identifying and recruiting qualified protected veterans and individuals with disabilities, documenting the evaluation with the criteria it used to evaluate the effectiveness. If the efforts were not successful in identifying and recruiting qualified protected veterans and individuals with disabilities, the University shall enlist alternate efforts.

SECTION IV

INTERNAL DISSEMINATION OF POLICY

The University will adopt, implement and disseminate this policy internally as follows:

- A. Review employment practices to determine whether personnel programs provide the required affirmative action for employment and advancement of protected veterans and individuals with disabilities. Based on the findings of such reviews, appropriate outreach and positive recruitment activities will be undertaken, including the following:
 - 1. Develop internal communication of the obligation to engage in affirmative action efforts to employ protected veterans and individuals with disabilities in such a manner as to foster understanding, acceptance, and support among the contractor's executive, management, supervisory, and all other employees, and to encourage such persons to take the necessary action to aid the University in meeting this obligation.
 - 2. Develop reasonable internal procedures to ensure that the obligation to engage in affirmative action to employ and promote protected veterans and individuals with disabilities is being fully implemented.
 - 3. Periodically inform all employees and prospective employees of the commitment to engage in affirmative action to increase employment opportunities for protected veterans and individuals with disabilities.
- B. Publicize it in the University newsletter, annual report, and/or other available media.
- C. Conduct meetings when needed with executive, management, and supervisory personnel to explain the intent of the policy and individual responsibility of effective implementation, making clear the University's attitude.
- D. Discuss the policy thoroughly in both employee orientation and management training programs.
- E. Include articles on accomplishments of protected veterans and individuals with disabilities in any available University publications if applicable.
- F. Distribute an invitation to identify to all employees and applicants and post the policy on University bulletin boards, including a statement that employees and applicants are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

SECTION V

PROGRAM IMPLEMENTATION

The University will develop and execute the affirmative action plan in the following manner:

- A. Review job qualification requirements and make them available to all members of management involved in the recruitment, screening, selection, and promotion process.
- B. Evaluate the total selection process including training and promotion to ensure freedom from stereotyping protected veterans and individuals with disabilities in a manner which limits their access to all jobs for which they are qualified.
- C. Carefully select and train all personnel involved in the recruitment, screening, selection, promotion, disciplinary, and related processes to ensure that the commitments in the affirmative action program are implemented.
- D. Make an effort to include protected veterans and individuals with disabilities on the employee relations staff. Also make efforts to picture protected veterans and individuals with disabilities in consumer, promotional, or help-wanted advertisements.
- E. Make special efforts to reach protected veterans and individuals with disabilities in all recruiting efforts at educational institutions and in career fairs and related community activities, including youth motivation programs.
- F. Make an effort to participate in programs with Veterans' Administration rehabilitation facilities and work-study programs with rehabilitation facilities which specialize in training or educating disabled veterans and individuals with disabilities.
- G. Use all available resources to continue or establish federally-assisted apprenticeship and on-the-job training programs under 38 U.S.C. 1787.

SECTION VI

REASONABLE ACCOMMODATIONS

The University will make reasonable accommodations for the physical and mental limitations of protected veteran or individual with a disability. Business necessity, financial cost and expenses, and the resulting hardships will be among factors to be considered. Safety and physical needs for the disabled employee as well as those who work in the immediate area will be a considered.

If an employee with a known disability is having significant difficulty performing his or her job and it is reasonable to conclude that the performance problem may be related to the known disability, such employee's supervisor or the EEO/AAP Coordinator will confidentially notify the employee of the performance problem and inquire whether the problem is related to the employee's disability. If the employee responds affirmatively, the supervisor or EEO/AAP Coordinator shall confidentially inquire whether the employee is in need of a reasonable accommodation.

The University has designated parking spaces near a wheelchair accessible building entrance as well as restroom facilities designed for individuals with disabilities.

SECTION VII

RESPONSIBILITY FOR IMPLEMENTATION OF POLICY

The Director of the Office of Equal Opportunity, Ethics and Access, is appointed as the EEO/AAP Coordinator for all activities related to affirmative action for protected veterans and individuals with disabilities for the University and has the responsibility for initiating, administering, and controlling activities necessary to assure full implementation of this affirmative action compliance program. His responsibilities include, but are not limited to:

- A. Developing policy statements, affirmative action programs, and internal and external communication techniques.
- B. Assisting in the identification of problem areas.
- C. Assisting line management in arriving at creative action plans to solve problem areas.
- D. Designing and implementing audit and reporting systems that will:
 - Measure effectiveness of the University's program.
 - Indicate need for remedial action.
- E. Serve as liaison between the University and enforcement agencies.
- F. Serve as liaison between various groups and organizations who serve protected veterans and individuals with disabilities.
- G. Keep management informed of the latest developments in the hiring of protected veterans and individuals with disabilities.

Line responsibilities shall include, but not be limited, to the following:

- 1. Assistance in the identification of problem areas and establishment of objectives.
- 2. Periodic audit of training programs and hiring and promotion patterns to remove impediments to the attainment of objectives.
- 3. Review job qualifications to ensure that protected veterans and individuals with disabilities are utilized to the full extent of their abilities. Ensure that they are given the opportunity for transfers and promotions where such movement will enable them to function at their maximum skill level. Evaluate the work performed to ensure that there is no danger to their health or safety or the safety of their coworkers.
- 4. Periodic audit to ensure compliance in areas such as:
 - Proper display of posters.
 - Proper adoption, implementation, or suggestion of accommodations.
- 5. Supervisors will be made to understand that their work performance is being evaluated on the basis of their affirmative action efforts and results as well as other criteria.
- 6. It shall be a responsibility of supervisors to take action to prevent harassment of employees placed through affirmative action efforts.

Data collection and analysis:

The EEO/AAP Coordinator will also be responsible for collecting and analyzing the following computations or comparisons pertaining to applicants and hires on an annual basis. To facilitate collection of this data, applicants, new hires and current employees will be asked to self-identify as required.

1. The number of applicants who self-identified as protected veterans or individuals with disabilities or who are otherwise known to be protected veterans or individuals with disabilities.
2. The total number of job openings and total number of jobs filled.
3. The total number of applicants for all jobs.
4. The number of applicants who are protected veterans and individuals with disabilities hired.
5. The total number of applicants hired.

SECTION VIII

TRAINING OF PERSONNEL INVOLVED IN SELECTION

All personnel involved in the recruitment, screening, selection, promotion, disciplinary, and related processes shall be trained to ensure that the commitments in the University's affirmative action plan are carried out.

SECTION IX
HARASSMENT

The University prohibits harassment of its employees on account of their status as a protected veteran or individual with a disability. An employee who believes himself or herself to have been harassed in violation of this policy is urged to bring this to the attention of the supervisor or the EEO/AA Coordinator immediately.

Any supervisor who witnesses such harassment or is otherwise informed of a violation of this policy is directed to bring this to the immediate attention of the Director, Equal Opportunity, Ethics and Access. Failure of a supervisor with such knowledge to promptly advise responsible University officials is grounds for discipline up to and including discharge.

Retaliation against employees or applicants because they have objected to discrimination, engaged in filing a complaint, assisted in a review, investigation or hearing, or have otherwise asserted legal rights under applicable laws is prohibited.

The investigation of any complaints shall be carried out promptly and shall involve only those persons with a need to know.

Any employee guilty of harassment of another employee on account of their status as a protected veteran or individual with a disability is subject to discipline up to and including discharge, depending on the severity of the offense.

SECTION X

AUDIT AND REPORTING SYSTEM

1. The University has designed and implemented an audit and reporting system that:
 - measures the effectiveness of our program;
 - indicates any need for remedial action;
 - assists us in determining the degree to which our objectives have been obtained;
 - assists us in determining whether protected veterans or individuals with known disabilities have had the opportunity to participate in all University-sponsored educational, training, recreational, and social activities; and
 - measures our compliance with specific obligations.

The audit and reporting system is the responsibility of the EEO/AAP Coordinator and shall be reviewed and documented on an annual basis.

2. Where problems are identified, the University will undertake the necessary action to bring the program into compliance.
3. The University retains all records relating to employment decisions, such as advertisements and postings, applications and resumes, interview notes, tests and test results, requests for accommodation, etc. for a period of two years from the date the record was made or the date of the selection decision, whichever occurs first. In addition, the University shall maintain for three years its evaluation of its outreach efforts for protected veterans and individuals with disabilities, along with its analysis of the below data:
 - a) The number of applicants who self-identified as protected veterans or individuals with disabilities or who are otherwise known to be protected veterans or individuals with disabilities.
 - b) The total number of job openings and total number of jobs filled.
 - c) The total number of applicants for all jobs.
 - d) The number of applicants who are protected veterans and individuals with disabilities hired.
 - e) The total number of applicants hired.

SECTION XI

HIRING BENCHMARK AND UTILIZATION GOAL

The University has established a hiring benchmark for protected veterans and a utilization goal for individuals with disabilities. This hiring benchmark and utilization goal will be obtained on an annual basis from the Office of Federal Contract Compliance Programs' (OFCCP's) website. The hiring benchmark and utilization goal are not quotas, nor are they considered either a ceiling or floor for the employment of a particular group.

Protected Veterans Hiring Benchmark: 7.0%

Disabled Workers Utilization Goal: 7.0% (per job group)

The University will annually evaluate its hiring benchmark and utilization goal and determine whether and where impediments to employment exist by analyzing its personnel processes, the effectiveness of its outreach and recruitment efforts, the results of its affirmative action program audit and any other areas that may affect the success of the program.

If problem areas are identified, the University will develop and execute action-oriented programs designed to correct any identified problem areas. This documentation will be kept for three years.

SECTION XII

GOOD FAITH EFFORTS

The FY2016 Affirmative Action Plan recognizes major accomplishments and strategies that University units undertook to advance Illinois State University's affirmative action progress during the previous academic year.

The activities reported are listed by division and are as follows:

DIVISION: OFFICE OF THE PRESIDENT

OFFICE OF THE PRESIDENT

Accomplishments

Illinois State University has once again been included in the Military Friendly Schools listing published by Victory Media. The 2015 Military Friendly Schools list honors the top 15 percent of colleges, universities and trade schools in the country that are supporting the educational pursuits of veterans.

Innovative Strategies

Continued support of the Recruitment and Retention Committee, represented by a diverse cross-section of faculty, staff and students, chaired by the Assistant Vice President for Enrollment Management and Academic Services designed to seek new ways to recruit and retain students from diverse backgrounds.

Continued partnership with the student chapter of the NAACP to raise the profile of Illinois State University's celebration of Dr. Martin Luther King, Jr.

MEDIA RELATIONS

Accomplishments

Continued producing the electronic newsletter, *Identity: Valuing our Diversity*, a publication highlighting the accomplishments, programs, and research of Illinois State faculty and staff members from underrepresented groups.

Produced feature stories, press releases and media pitches highlighting the teaching, research and service activities of faculty and staff members. Examples include faculty scholarship in areas such as immigration, education practices, contemporary global issues, the social impact of judicial decisions, and gender and sexual identity. Stories also focused on Illinois State's advising and support services for students from underrepresented groups.

Created the *Bringing the World to the Community* publication, highlighting educational, cultural and arts programs on campus that have a global emphasis. The activities highlighted are open to children and adults in the general public.

Continued promotional support for the Speaker Series of Illinois State University, which brings innovative and enlightening speakers to the campus with the aim of providing the community with a platform to foster dialogue, cultivate enriching ideas, and continue an appreciation of learning as an active and lifelong process.

OFFICE OF EQUAL OPPORTUNITY, ETHICS, AND ACCESS

Recruitment and Outreach

Supported efforts to reach applicants from traditionally underrepresented groups for faculty and professional positions by researching and sharing resources with staff members in the Office of Human Resources as well as departments and units.

Accomplishments

Provided harassment and discrimination, sexual harassment, and diversity training to a diverse group of campus and community constituencies.

Continued service on the Editorial Board for a new electronic newsletter, *Identity: Valuing our Diversity*, a publication that highlights the accomplishments and research of individuals from underrepresented groups and publicizes diversity-related programs on campus.

Continued participation in the IHEC affinity group to promote information sharing among peer institutions regarding issues of equal opportunity and affirmative action and to foster internal best practices.

Innovative Strategies

The OEOEA and the Office of Human Resources developed a search process for Non-Tenure Track Faculty vacancies that allows academic departments to build online applicant pools in advance of a known vacancy. This process improvement encourages broad and diverse outreach efforts for a class of positions where there is typically little advanced notice of vacancies.

DIVISION: ACADEMIC AFFAIRS

ENROLLMENT MANAGEMENT AND ACADEMIC SERVICES

Student Recruitment and Outreach

During FY16, staff from the Office of Admissions will conduct application workshops at 40 high schools with large numbers of low-income and racially-diverse student populations. Twenty-five of these workshops are to be conducted in high schools within the Chicago Public School

system. The University has recently moved to a self-reported application process in which applicants report their own grade point average, standardized test score, and number of semesters in required coursework, so the need for these workshops has diminished. Still, the Office of Admissions remains committed to serving traditionally underrepresented students and will provide assistance with application completion whenever and wherever possible.

The Office of Admissions works collaboratively with the College of Education's Chicago Teacher Education Pipeline Programs and Partnerships (CTEPPP). An Admissions' staff member makes regular visits to the Chicago Pipeline Office to meet with staff and prospective students and the Office of Admissions participates in CTEPPPs on-campus visits. Additionally, information related to student applications, admissions and enrollment is shared on a regular basis.

The Office of Admissions collaborates with OneGoal Outreach, Chicago. OneGoal serves hundreds of first generation and low income college-bound students annually from public and charter schools, and the organization provides continued support to these students during their undergraduate careers. Specifically, Illinois State works with OneGoal to assist their students with the college application and selection process.

The Office of Admissions enjoys strong relationships with Community Based Organizations (CBOs) that lend assistance to traditionally underrepresented and low income students as they are navigating the college selection process. In FY16, visits are being made to the Daniel Murphy Scholarship Fund, Introspect, James R. Jordan Foundation, Ada S. McKinley Educational Services, Give Something Back Foundation, and the Chicago Urban League, among others.

The Office of Admissions continues its partnership with Chicago Scholars by providing three staff members to participate in a two-day application workshop to assist underrepresented students with the college selection process. In the most recent year, this partnership produced over 100 applications for admission.

Illinois State has recently begun a partnership with Chicago Public Schools called the Chicago Compact that aims to identify barriers to retention and graduation among former CPS students on campus. The Compact has an ambitious goal of increasing college graduation rates among these former CPS students, and members of Enrollment Management, Admissions, University College, and others are collaborating toward these ends.

The Office of Admissions is entering into an agreement with North Lawndale College Preparatory Schools called the Phoenix Pact that has similar goals for its graduates who attend Illinois State. The Pact is designed to provide financial and other supports to Illinois State

students who have graduated from NLCP in order to increase the likelihood these students earn a degree from Illinois State.

The Office of Admissions works with the Great Plains Life Foundation in McLean County. This organization assists first-generation and low-income students from traditionally underrepresented groups with college access. Illinois State hosts students from Bloomington, Decatur, Normal, and Peoria on campus in September.

Numerous special tours of campus are conducted for targeted high schools and organizations/agencies that specialize in preparing low income students for college. In FY16 student groups from low-income high schools will be eligible for a free lunch in the dining commons during their visit, thanks to funding from Student Affairs. Group tours through the Office of Admissions are scheduled three days a week, with an admissions presentation at 11:00 a.m. on Tuesday, Wednesday, and Thursday.

Redbird Ready, formerly called First Look, is an annual program serving admitted students from populations traditionally underrepresented on college campuses. In April 2015, 180 students visited campus for a one-day experience that included lunch with faculty and staff, seminars regarding campus involvement, financial aid and student services, a campus tour and a social event. Nearly 85% of the attendees ultimately submitted an enrollment deposit. In the future, parents will also be invited to the program.

You Can Do ISU is an open house-style program bringing high school students from traditionally underrepresented groups and first-generation students to the campus to learn about making college an affordable reality. The program introduces students to our campus, encourages application for admission and provides students with the necessary tools to navigate the admission and financial aid processes. In the first year (2007), approximately 100 people were in attendance. Since then, the program has grown and for the past several years the attendance has exceeded 550, the maximum size that can be accommodated. The program includes a tour of campus, breakout sessions about college admission, financial aid and college preparation, a lunch provided by Illinois State, entertainment provided by ISU students, a keynote address and an opportunity to ask questions of current students. It has become so popular among high schools and community based organizations that we have had to limit attendance and set desired academic criteria for attendees.

During the six Office of Admissions Open Houses scheduled each year, a session called “A Focus on Diversity” is included for prospective students from traditionally underrepresented groups. This session continues to grow in attendance since it was introduced in summer 2008. Illinois State students and staff share their perceptions of the campus climate and what it’s like to attend this predominantly white institution.

Admissions continues to collaborate with Alumni Services and the Black Colleagues Association to establish “meet and greets” for admitted underrepresented students in the Chicago area to network with Illinois State alumni. Representatives of the BCA also attend Redbird Ready and select Redbird Reception programs.

During FY16, a student intern was appointed to conduct outreach to prospective students from underrepresented populations who attend a high school visit or college fair in the city of Chicago. Additionally, other currently enrolled Illinois State students continue to assist with follow-up recruitment efforts. These students, from a variety of student organizations, volunteer their time to make phone calls, send emails, and serve as tour guides, panel members, and chaperones during the Redbird Ready and You Can Do ISU programs.

The Office of Admissions remains committed to employing bilingual recruitment staff members. Currently, one staff member is able to converse fluently in Spanish with prospective students and parents. Moreover, the staff now includes an Assistant Director of Admissions focused on underrepresented and first-generation student recruitment. It is this person’s responsibility to develop and implement communications, programs, and outreach to these populations of students. She manages a team of two who also work primarily with historically underserved students.

The Office of Admissions, along with the Financial Aid Office, has become increasingly active in early outreach to middle school/junior high students and parents, especially within the local community and central Illinois. An Admission Counselor has been assigned this responsibility and has done presentations in each of the Unit 5 middle schools, as well as other middle schools and high schools in the area. These presentations help students and/or parents understand how to prepare to attend college, both academically and financially.

The State Farm EDIT Program, sponsored by the technology division of State Farm Insurance, focuses on students of color and other underrepresented groups. The purpose of the program is to highlight career opportunities in technology fields and promote the importance of continuing education. The Admissions and Financial Aid Offices participated in a college/career fair to help EDIT students become aware of their educational opportunities.

The Office of Admissions also participated in the State Farm Insurance Learning & Leading Program. This program provides summer job opportunities in a corporate environment for a small, diverse group of local high school students. Throughout the program, students receive on-the-job training, participate in mentoring relationships, attend financial awareness sessions, and become involved in community service activities. The Admissions representative participated in

the Education Day which provided information to these students about selecting and attending a college.

The Office of Admissions continues to look for new partnerships on campus, as well. In spring of 2015, Admissions joined with University College and the Department of English to host nearly 100 underrepresented prospective English students from high schools in the Chicagoland for a day on campus.

The Office of Admissions continued to purchase contact information for prospective students from ACT and NRCCUA for targeted recruitment initiatives and outreach.

Financial Aid provides money management sessions to TRiO/SSS students and other groups of first-generation students, including those participating in Success 101.

University Scholars are students from underrepresented groups, first-generation, low income and others who are awarded a minimum of \$6,000 per year for four years. For the first time, many of these recipients will be awarded more than \$6,000 in merit money annually—evidence of our increasing commitment to these students. University Scholars participate in comprehensive programming and mentoring coordinated by a special advisor and a program coordinator. In FY16, University Scholars will also be granted admission into the Honors Program.

University College funds \$3000 in Undergraduate Professional Development Grants to pay for travel expenses and conference fees for students from underrepresented groups, first-generation, and low-income students.

Project Success, a required program for all students on academic probation, has demonstrated success in helping students turn their academic careers around and has increased retention. In 2015, University College will pilot a version of Project Success called Project Rebound targeted specifically at students on repeat probation.

The Expanding Your Horizons Workshop is an annual conference which encourages primarily minority women to develop careers in science and mathematics. Financial aid presentations provide information on available aid programs and scholarship sources.

Minority students (high school juniors and seniors) from all over the United States attend the Mathematics Department Minority High School Scholars Actuarial Academy for Mathematical-Actuarial Science Careers. The Financial Aid Office has participated for the past nine years to discuss the financial aid application process and answer questions.

The Louis Stokes Alliance for Minority Participation (LS-AMP), funded by the National Science Foundation provides resources for students from underrepresented groups who are pursuing careers in the fields of mathematics, science, engineering, technology, and teacher education in these fields. University College provides programming for these students including faculty mentoring, support for research, and travel to conferences.

Funded by Dr. Robert and Mary English, English Scholars are selected from economically disadvantaged education majors and are provided with a laptop computer and printer as well as training and technical support.

Accomplishments

Overall enrollment at Illinois State continues to grow as does the diversity of its student body. Hispanic enrollment increased 8% while African American and Asian enrollment increased by 6% and 5% respectively. Enrollment of students indicating two or more races increased by 10%.

The diversity of new first-year student enrollment was essentially the same as last year with African American students accounting for 9% (331 of 3,586) and Hispanic students accounting for 11% (395 of 3,586), That the total enrollment of African American and Hispanic students increased while new first-year percentages remained stable speaks well for the retention of these groups.

Diversity

	Total Enrollment				
	2013	2014	2015	1-year chg	
Total Enrollment	20,272	20,615	20,807	192	0.9%
American Indian/Alaskan Native	36	24	22	-2	-8%
Black or African American	1,378	1,454	1,542	88	6%
Hispanic	1,468	1,708	1,847	139	8%
Asian	401	434	454	20	5%
Hawaiian or Pacific Islander	19	18	16	-2	-11%
Multi-ethnic (2 or more selections)	425	478	527	49	10%
White	16,024	15,968	15,938	-30	-0.2%
Not Reported / Other	116	103	85	-18	-17%
Non-Resident Alien	405	428	376	-52	-12%

In fall 2015, the U.S. Department of Education funding for Illinois State's TRiO/SSS grant was extended for another five-year cycle totaling over \$1.2 million. This program provides advising, mentoring and support services for first generation and low-income students. TRiO/SSS participants continue to be retained in higher percentages than the total population. In addition to the grant, EMAS and University College have committed \$3500 to the TRiO/SSS program to assist TRiO/SSS students in affording opportunities to study abroad.

Innovative Strategies

Mentoring and Academic Success Achievement Initiative (MASAI) is a peer-to-peer program for underrepresented groups funded by University College and coordinated by the Dean of Students Office. In FY14, University College assumed primary financial sponsorship of MASAI and is working with the Dean of Students Office to enhance and develop programming for MASAI students in connection with other University College programs.

In FY 13, University College was able to shift a portion of the salary for the Coordinator of the TRIO/SSS to general revenue thereby allowing him the ability to participate in and develop outreach and retention programs to students not participating in Trio/SSS. Initiatives in this area will focus on underrepresented and first generation college students.

University College builds on the success of a new program called Summer Bounce Back. This program targets students who are on academic probation, who have been academically dismissed, or who need to improve their grade point average for major admission. The program provided intensive academic support for these students while taking summer courses to improve their academic standing. A large number of the students who participated in Summer Bounce Back were from underrepresented populations.

As of Spring 2013, University College began supporting the Mennonite College of Nursing's PROUD grant program to support the development of diversity in the nursing workforce. University College provides grade tracking, workshop and tutoring support to PROUD.

In FY 13, University College launched a new registration tracking system in an effort to reach out to students not registered for the next semester. Normally, these students are prevented from registering because of a registration block, those registration blocks disproportionality impact underrepresented students.

University College assigns a portions of one advisor's caseload to work with veterans across campus. This advisor works with veterans services in terms of streamlining services for veterans.

In fall 2015, University College again organized the Human Library project with great success. The Human Library is an innovative method designed to promote dialogue, reduce prejudices and encourage understanding. Students enrolled in all first-year seminars were required to participate in this project which allows them to engage in conversation with human “books” – people who tell the students their stories of racial prejudice, social exclusion, or life-altering events.

Illinois State University has been named in the Military Friendly Schools 2014 list published by both G.I Jobs & Military Advance Education magazines. U.S. News and World Report listed Illinois State University in the Best Colleges for Veterans National Universities ranking. In addition, the institution has signed the “Got Your 6” pledge which focuses on six key pillars of veterans’ reintegration: jobs, education, health, housing, family, and leadership.

The registered student organization Veterans at Illinois State was formed October 2012. It is a chapter of the Student Veterans of America and is aimed at creating and promoting camaraderie among veterans while generating awareness of veterans on campus. This student organization also connects members with on-campus resources necessary for college success and advocates for student service members, veterans, and their families on campus. The University Registrar serves as the staff advisor for the group.

A colony of Omega Delta Sigma was formed on campus in January 2015 as a registered student organization. It is a collegiate fraternity for United States military personnel and veterans—both men and women—and is a hybrid between a service and social fraternity. The organization participated in Bring it Back to Normal on April 18, 2015 and helped raise awareness for Sexual Assault Prevention Month.

The Office of the University Registrar provides a Veteran Study Center in support of the military and our veterans. This center is available to our students, to those who are currently serving on active duty or 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 has provided a Grab-n-Go Lunch and Walk-In Resume Critiques in the Veterans Study Center.

University College provides a first-year seminar for military veterans. The Veterans Seminar assists student veterans in their transition to the University community, Bloomington-Normal area, and civilian life. In addition, student veterans gain an understanding of how to maximize the resources provided at Illinois State University as well as those offered by the surrounding community. The small seminar-style environment helps students develop the academic skills necessary for success in college. The three major themes addressed in the seminar include: (1)

successful transitions within the University; (2) major, minor, and career exploration; and (3) campus and community involvement.

A Veteran and Military Orientation Session is provided as part of the Welcome Week for new students. It is designed for veterans, active military, and members of the National Guard or Selected Reserve new to Illinois State University. They learn about important campus resources that will help them be successful, get acclimated, and meet people. They speak directly with Veterans & Military Services staff to learn about educational benefits, members of the student organization, Veterans at Illinois State (VIS), to learn about student life, and Dean of Students Office staff to hear about important campus resources.

Veteran and Military Services and Military Sciences/ROTC work together each year to provide a Veteran Day Ceremony for the campus and local community.

A prominent veteran guest speaker was on campus for the annual Martin Luther King Jr. Dinner. It featured Wes Moore, an Army combat veteran, a Rhodes Scholar, a former White House Fellow and the host of the PBS show about returning veterans, *Coming Back with Wes Moore*. He presented *The Other Wes Moore*.

J.R. Martinez was the headline speaker for the September 23, 2014 Latino Cultural Dinner. He presented *The Unique Story of Latino Veterans: How We Can Face Adversity with Optimism and Resilience*.

In 2002, Martinez joined the U.S. Army and was deployed to Iraq. Less than a month into his service, he suffered severe burns to 34 percent of his body after his Humvee tire hit a roadside bomb. During the 34 months he spent in recovery, he inspired other burn patients to embrace life with all its challenges. Martinez has been honored with the Unsung Hero Award and the 2012 National Disabled American Veteran of the Year. He is also known for his TV appearances as a character on the ABC daytime drama *All My Children* and winning the 13th season of *Dancing with the Stars*. This event was sponsored by University Housing Services. Co-sponsors were Illinois State's Campus Dining Services, Association of Residence Halls, Watterson Area Government, Watterson Diversity Coalition, MECCPAC (A Dean of Students' Diversity Initiative) and the Latin American and Latino/a Studies program.

Two student Veteran Leaders participated in the Student Veterans Leadership Day in Springfield, IL. The student veteran leaders were sophomore political science major Chris Aguayo and senior recreation management major Ethan Blumhorst. At the February 25 event, they were able to meet State Representative Linda Chapa LaVia and James Applegate, executive director of the Illinois Board of Higher Education, among other officials.

Blumhorst also served on one of the event's panels, focusing on leadership opportunities available to student veterans on college campuses and how to create more of them.

Students in attendance also heard from Karen Anderson, executive director of the Illinois Community College Board, and Acting Director Erica Jeffries of the Illinois Department of Veterans Affairs.

Illinois State was a host site for a Student Veterans of American event - Bridges to Employment. Bridges To Employment events assemble executives and senior managers from the public and private sectors to engage in a panel discussion to educate Veterans on the strengths they bring to their future careers. Following the panel, Veterans in attendance will be immersed in a networking forum, providing an opportunity for Veterans to engage with professional partners from numerous corporations to empower Veterans with networking skills and relationships necessary to succeed in the civilian sector.

Illinois State University Participated in the inaugural Homegrown by Heroes meeting.

The Illinois Farm Bureau and Illinois Department of Agriculture hosted a first-of-its-kind Homegrown By Heroes™ statewide gathering for organizations that wish to serve military veterans desiring to pursue food, farming and agricultural careers. Invited guests included non-profits, academia, veterans, agencies, municipalities, volunteer organizations, and farmer veteran stakeholders. Lieutenant Governor Evelyn Sanguinetti was in attendance to formally launch this statewide collaboration.

The Office of the University Registrar and the Veteran and Military Services office provided training opportunities for multiple units on campus as well as students to attend a webinar, "Veteran's Compliance – White House Executive Order."

Additional Information requested by the IBHE

1. Identify up to three effective strategies Illinois State University uses to improve completion outcomes for underrepresented groups, including data documenting effectiveness.
2. Describe how Illinois State University identifies and measures college success for first-generation students.
3. Describe how Illinois State University identifies and measures college success for students with disabilities.

Underrepresented and first-generation student populations overlap considerably given the demographics of this campus. The great majority of our programs targeted at increasing persistence and graduation rates are designed to serve both populations.

While we have persistence, graduation, and GPA data on underrepresented students and for students with disabilities, we do not track first-generation students as a separate group. TRiO/SSS is the program that is most specifically tailored to support first-generation students.

TRiO/Student Support Services

TRiO/Student Support Services (SSS) is a federally funded TRiO program supporting the needs of students who are first generation, low income or educationally disadvantaged; many of the SSS participants come from underrepresented groups. Illinois State has had continuous funding since 1986 as awarded by the Department of Education. In the administration of this grant, Illinois State University has a history of providing effective academic support to these students. The Fall 2014 to Spring 2015 retention rate for all SSS participants was 93%, indicating a remarkably high level of success. Additionally, the last Annual Progress Report (APR) for SSS indicates persistence rates that exceed the goals of the program.

Summary of PE Scores for 2013-14 Assessment Year (P042A100813)				
PE Criteria	Maximum Points Allowed	Approved Rate	Actual Attained Rate	PE Points Earned
Persistence	4	80%	92%	4
Good Academic Standing	4	80%	90%	4
Bachelor's Degree	4	60%	65%	4
Funded Number	3	Number of Participants Funded to Serve	Number of Participants Served	Percent Served
		225	225	100%
Total Points	15			15

Success 101/University Success Skills

Success 101 is a support program for first-year students that revolves around a first-year seminar (University Success Skills) and two “linked” courses (a General Education Science and Communication & Critical Inquiry). The program provides intrusive academic support for students who need additional support to be academically successful in college. Through weekly academic coaching sessions, academic skill building, and intrusive academic advising, the Success 101 program increases persistence and academic success of students who participate in the program. Due to the change in Student Information Systems at Illinois State, the most recent

data is not available. However, historical data indicates that students who participate in Success 101 have a higher first-to-second semester persistence rate than a comparison group (95% as compared to 93%) and a higher cumulative GPA than the comparison group after the first semester.

Mentoring and Academic Success Achievement Initiative (MASAI)

A partnership between Student Affairs and Academic Affairs, MASAI provide peer-mentoring support to new students from underrepresented populations. First-year students are paired with upperclass mentors who guide them through the academic and social transition to their first year at Illinois State.

Year	Program Length	Number of Mentees	Fall to Fall Retention Rates (MASAI)	Fall to Fall Retention Rates (All Students)	Fall to Fall Retention Rates (Black or African Amer. Students)	Fall to Fall Retention Rates (Hispanic Students)
2009	Fall semester	21	86%	85%	81%	82%
2010	Fall semester	33	97%	85%	76%	81%
2011	Fall semester	37	78%	82%	78%	79%
2012	Fall semester	49	90%	82%	72%	79%
2013	Fall semester	46	80%	81%	72%	74%
2014	Fall semester	12				

Students with disabilities are served by the Disability Concerns unit of Student Affairs.

As with other groups, the University identifies and measures college success largely through persistence, graduation, and GPA.

The data indicate that students with disabilities persist and graduate at comparable, often slightly higher, rates than the overall population and have essentially the same cumulative GPA at graduation.

Success of Students with Disabilities Compared to All New First-Time in College*

Students with Disabilities			Total First Time in College		
Initial Fall 2008 Cohort n=112			Initial Fall 2008 Cohort n=3,394		
Graduation Rates			Graduation Rates		
	Count	Cum %		Count	Cum %
4 years or less	49	43.8%	4 years or less	1,545	45.5%
5 years	87	77.7%	5 years	2,316	68.2%
6 years	89	79.5%	6 years	2,458	72.4%
Retention Rates			Retention Rates		
First fall to second fall	106	94.6%	First fall to second fall	2,880	84.9%
Average Last Term Enrolled Cum GPA			Average Last Term Enrolled Cum GPA		
Cumulative GPA	112	2.96	Cumulative GPA	3250	3.00

*Data provided by ISU's Office of Planning, Research, and Policy Analysis

THE GRADUATE SCHOOL Recruitment and Outreach

The Graduate School continues its efforts to increase financial support for graduate students, especially to achieve and maintain stipends that are nationally competitive. Data from the National Council of Graduate Schools indicates that availability of adequate financial support is a primary factor in recruitment and retention of a diverse student body. While Illinois State University has made progress in this area, national data indicate that our master's level stipends for graduate assistants generally remain lower than average.

The Graduate School at Illinois State continues to participate in university, state, and national recruitment and support programs.

- Diversity Tuition Waivers at ISU will provide over \$206,650 in support. These waivers are awarded on a case-by-case basis to U.S. citizens from traditionally underrepresented groups.
- McNair Tuition Waiver Fellowships and book scholarships provide financial support to first-semester McNair Scholars.
- Project 1000, a national program, offers admissions counseling, a common application, and application fee waivers to students from underrepresented groups applying to graduate programs in science, technology, engineering and mathematics.
- Diversifying Higher Education Faculty in Illinois Fellowships support members of traditionally underrepresented groups seeking a career as a tenure-track faculty or staff at an Illinois two- or four-year, public or private college or universities.
- The Fulbright Foreign Student Program enables international graduate students to conduct research and study in the United States.

Accomplishments

Diversity tuition waivers funded 89 students for a total of about \$179,670 in 2014-2015.

ISU has 4 Diversifying Higher Education Faculty in Illinois fellows for 2014-15.

Established a strong relationship with the Black Graduate Student Association to provide funding for events such as UMUTA and educational workshops.

Innovative Strategies

We will continue efforts to bring GA stipends closer to national average.

We will continue to work with state and national programs to recruit and support a more diverse class of graduate students.

We will work with students qualifying for the Diversifying Higher Education Faculty in Illinois fellowships to increase the number from ISU selected.

MILNER LIBRARY

Accomplishments

- Publicized Diversity Advocacy campus events to the Milner audience via Social Media
- Hosted the following exhibits and/or guest speakers:
 1. *The Colors of Exile* features seventeen prints created by Clement Baloup, author of *Little Saigon*. The portraits tell the untold stories of the American-Vietnamese experience and are a representation of war, daily life in refugee camps including famine and rape, and the difficult adoption of a new “homeland”.
 2. *(In)Visible Men: Examining Stereotypes through Art* are paintings by Rick Lewis, Associate Dean in Illinois State University’s Dean of Students Office, who explores the crossroads of race and identity. The paintings invite the viewer to hold up a mirror to their own perceptions and look beyond persistent stereotypes.
 3. *Strong (in)secure* display was a project made to capture the most vulnerable states of mind, as well as the most highlighted attributes of characteristics. Inspired by *What I Be Project* by Steve Rosenfield and TWLOHA's *Fears versus Dreams* campaign.

4. *One of Us: Slideshows, Freaks and the Unexplained* exhibit looked at the long history of biological rarities and oddities that have commonly been thought of as “freaks of nature,” and the desire of the so-called “normal” audience to stare in awe at bodily differences. Featured are a variety of ephemera and artifacts from Milner Library’s Circus and Allied Arts Collection, dating as far back as 1634 up to the present-day.
- Milner Library’s Diversity and Internationalization Committee activities:
 1. Initiated a collaborative effort with the Assistant Provost of International Studies and the Graduate College to address issues of academic integrity by international students. The committee researched the topic and provided information designed to support conversations to be had with departmental faculty about this issue.
 2. Contributed articles to the International House online newsletter
 3. Provided learning and social opportunities around issues of diversity and internationalization to staff and faculty within Milner Library, including a lunchtime brown bag diversity film series, as well as programming for the larger campus community.

COLLEGE OF APPLIED SCIENCE & TECHNOLOGY

Department of Criminal Justice Sciences

Accomplishments

Breaking Barriers received the Outstanding New Program Award. It is an initiative to help increase under-served populations in the criminal justice profession. The program consists of women and minority criminal justice executives who meet to discuss unique issues faced by women and minorities in the criminal justice field. Breaking Barriers also brings alumni and current students together to help new and veteran professionals advance in their field. - See more at:

<http://mediarelations.illinoisstate.edu/identity/0910/apr15/thirdfeature.asp#sthash.tGXefWZr.dpuf>
<http://mediarelations.illinoisstate.edu/identity/0910/apr15/thirdfeature.asp#sthash.tGXefWZr.dpuf>

We also have special mailings that are directed specifically towards minorities and women. These are sent to high school juniors who took the ACT Plan as sophomores. The brochure introduces our program and highlights opportunities CJS. We also send a mailing to high school seniors who took the ACT as juniors. Their brochure also highlights the educational opportunities available to majors. A total of 150 to 160 brochures are mailed to these special populations.

The American criminal justice system has worked diligently to remedy discriminatory practices against minorities. While much has been done in the recent past to remedy bad practices, there is much more that can be accomplished to ensure that justice in America is truly justice for all the people of this great nation.

Innovative Strategies:

In April of 2010, the Department of Criminal Justice Sciences established the Reverend Martin Luther King Scholarship Fund after a man who dedicated himself to social justice, equality, respect, dignity, and compassion. Applicants of this scholarship will be able to demonstrate how they have worked in their communities to embody the spirit and teachings of Rev. King and how they will use their education in criminal justice to further the ideals of social justice.

Qualified candidates for the Reverend Martin Luther King Scholarship must be enrolled and in good standing at Illinois State University, be an undergraduate majoring in Criminal Justice Sciences with at least junior standing, be a member of a traditionally underrepresented group, and demonstrated how they have embodied the spirit and teachings of Rev. King.

Family and Consumer Sciences Department

Recruitment and Outreach

- Search committee members complete the Human Resources Search Committee Member training.
- Search committee members are diverse by gender, race, and rank.
- Tenure track faculty positions are advertised on websites that target under-represented groups.

Accomplishments

- The department offers the Male and Minority scholarship. Last year, the scholarship was awarded to an Asian female FCS student.
- The department has a diverse student population; one in four is a student of color. In addition, the department is home to international students from countries such as India, Japan, and Brazil.
- One in five faculty members in the department is a person of color.
- The ISU Child Care Center has had a history of being a very diverse program. In the past, children attending have represented the following groups: African American, African, Hispanic, Asian (Thailand, China), Middle Eastern (Iran), European (Poland). In

many instances, children use their home language at home and learn to speak English at the Center.

- The ISU Child Care Center makes efforts to be diverse in their population. Last year, 5% of the children were African American, 10% were Asian, 5% were Indian, and 70% were Caucasian.

Innovative Strategies

- Several classes promote diversity through the content that is taught and the classroom strategies that are used. Faculty are required to submit a Statement for Diversity in every annual evaluation portfolio indicating how they address diversity in the courses they teach.

Last year:

- Several courses in the Human Development and Family Resources sequence addressed diversity among families focusing on aspects of communication styles, family characteristics, etc. and one course explored racial identity.
- In a Human Development and Family Resources course, students used a cultural competency approach to discern how to adapt interviewing and counseling techniques for various ethnic groups and religious orientations.
- In another Human Development and Family Resources course, students worked in groups to explore a culture or religion different from their own. They presented to the class the overall concepts of the culture/religion, rituals and ceremonies related to grief and loss, gender differences, age differences, and other issues relevant to the particular culture or religion.
- Students in two other Human Development and Family Resources courses were required to create variations to therapeutic and play activities to adapt to different situations including developmental, physical, and cognitive disability.
- In one Interior and Environmental Design course, students worked with an international client, in another they completed a design project using an existing international design as their theme, and in their final capstone course students' designs were based on international precedents.
- Several Food, Nutrition and Dietetics courses included content, case studies, and assignments that focused on various ethnic groups.
- In a Nutrition Assessment and Counseling course, students discussed communication across cultures and identified food patterns of different cultures.

- A faculty member completed the “Designing for Diversity” course this past summer and is focusing on generational diversity in the workplace in her Leadership course.
- One of our RSOs, the ISU Council on Family Relations hosted seventy fifth-graders from a local elementary school, where many students come from low-income families, in order to familiarize them with the college experience. They included speakers from various units across campus, toured the facilities in Turner Hall, and watched a performance by Gamma Phi Circus.
- Students in FCS 203 Teaching Competencies in FCS were required to give a presentation on findings from interviews they conducted with three people from different backgrounds regarding their views on education.
- For clinical experiences, FCS teacher education students were required to observe 50 hours in a diverse setting – criteria are defined by the State and ISU Teacher Education program.

Department of Health Sciences

Recruitment and Outreach

The department provides a faculty advisor and support for Society of Women and Minorities in Health Sciences. The Society of Women and Minorities in Health Sciences gives students an opportunity to know and interact with the Department of Health Sciences faculty members outside of class.

Accomplishments

The department recruits and awards several scholarships that support women and minorities. The Spencer scholarship is awarded for academic excellence, financial need, and African American heritage; The Janet Long Professional Development Award is awarded based upon professional development activities, with preference given to minority students.

Anne Nolte Scholar program has recognized leader scholars in health education that support diversity (i.e. health disparities, women’s health issues).

School of Kinesiology and Recreation

Recruitment and Outreach

- Search committee members complete the Human Resources Search Committee Member training.
- Search committee members are diverse by gender, race, and rank.

- All position announcements include the following statement: *Illinois State University is an Equal Employment Opportunity Employer encouraging applications from individuals with disabilities, minorities, females, and veterans. If you need more information about requesting a reasonable accommodation, call the Office of Equal Opportunity, Ethics, and Access at (309) 438-3383 or visit <http://equalopportunity.illinoisstate.edu/ada/>. If you are having difficulty accessing the system, please call Human Resources at (309) 438-8311.*
- Tenure track faculty positions were advertised in The Chronicle of Higher Education and online on the websites and list-serves of the relevant major professional organizations. Additionally, the positions were advertised on Illinois African American and Latino Higher Education Alliance (IALHEA).

Accomplishments

- Students and faculty participated in a study abroad experiences in Costa Rica, Poland, and Russia.
- The school offers scholarships specifically for female and minority students. Those awards are the Rene Revis Shingles Service Award and the Howard Hancock Athlete Award.
- The school is becoming increasingly more diverse; According to Fall 2015 census data:
 - 52 students identify themselves as African-American
 - 12 students identify themselves as Asian-American
 - 84 students identify themselves as Hispanic
 - 35 students identify with multiple ethnic groups
 - 811 students identify themselves as White
- Additionally, the School of KNR student population is 48.25% female.
- Of the faculty and staff in the school, 5 are from underrepresented groups or international.

Innovative Strategies

- Several classes promote diversity through course content:
 - Exchange students from Opole University in Poland visited campus for almost 2 weeks in September and visited with classes.

- Several courses in the School of Kinesiology and recreation specifically address diversity in terms of how to serve diverse populations (fitness participants, taxpayers, members, physical education students, patients).
- In the Recreation and Park Administration, students cover topics that allow students to examine how to serve the effectively serve needs of LGBT program participants and underrepresented groups.
- A faculty member will be a visiting professor at Srinakharinwirot University in Bangkok, Thailand during spring 2016.
- A faculty member will visit 4 European universities this spring with the goal of establishing a semester long study abroad program for students in the recreation and park administration program.
- Faculty members in exercise science hosted a Russia night in September to inform prospective students about previous faculty-led study abroad trips to Moscow, St. Petersburg, and Vladimir, Russia.
- A welcome reception was held in September for HS and KNR students and faculty to meet and interact with visiting students from both Vladimir State University (Russia) and Opole University (Poland).
- Each year, approximately 25 KNR students participate in both semester long and faculty-led short term study abroad programs.
- Physical Education Teacher Education (PETE) students are required to participate in at least 20 clocks hours of observation in a diverse setting prior to student teaching.
 - A diverse field experience setting is one that meets or exceeds enrollment in at least TWO of the following four categories:
 - English Language Learners (10%)
 - Students of Color (20%)
 - Students from Low Income Families (20%)
 - Students with Disabilities (5% or at least one student with a disability in a teaching/instructional setting)

Department of Technology

Departmental Goals

The strategic plan for the Department of Technology encourages all programs to include a diversity goal consistent with those of the Department, CAST, and ISU. It is further recommended that the annual plan of work for each unit include specific actions for the recruitment and retention of students from under-represented groups. Following are the elements from the Departmental strategic plan that relate to diversity.

Goal 1: Provide premier undergraduate and graduate programs in high demand majors.

Strategy 2. Recruit, retain, and recognize diverse high quality students.

- Annually update the departmental *Diversity Plan* to ascertain actions needed for enhancement of participation by underrepresented groups.
- Provide funding to faculty and staff for high-impact recruitment activities.
- Maintain up-to-date professional marketing materials, including a department Web site, program brochures and information sheets, and portable travel displays.

Strategy 3. Recruit, retain, and recognize diverse high quality faculty and staff.

Strategy 4. Promote collaborations among faculty, students, and industry to develop leadership skills, professionalism, and collegiality.

- Promote opportunities for faculty and students to study abroad, present and/or collaborate on international research projects, host visiting scholars, and globalize the curriculum.

Goal 3: Provide professional service outreach activities that complement the Department's teaching and research functions.

Recruitment and Outreach Actions - Short and Long term

1. The TEC MS program continues to be one of the most diverse on campus in terms ethnicity, age, and gender. Of the 66 students who applied for Fall 2015 admission to the program, 35 were international students, of which 18 were female. Across all demographic categories, there were 33 admissions, 12 of whom were female.
2. Dr. Anu Gokhale continues her work to enhance the participation by females in computer oriented careers. Since 2009, student learning community seminars were integrated into MAT 120. The seminar leaders there members of under-represented groups.

3. To support Dr. Gokhale's grant work and aid in recruiting students from of under-represented groups, five seats are reserved each semester in TEC 151 Introduction to Computer Systems Technology.
4. Technology & Engineering Education faculty are in the fifth year of an IBHE grant designed to enhance the performance of special populations in STEM disciplines.
5. Technology and Engineering Education faculty recruit potential students state-wide through departmentally sponsored events like Technology Day, Technology Student Association, and through recruiting fairs at high schools and community colleges.
6. Construction Management students in TEC 121 work on Habitat for Humanity homes as a regular part of their course work. The homes are built for low income clients, many of whom are minorities. As a result of this community outreach, students gain an awareness of some of the challenges some of these clients must address. Several students each semester will become more actively involved with Habitat and continue to volunteer as part of the Saturday morning work program.
7. Faculty in the Graphic Communications program are working with College Mentors for Kids at ISU to schedule a time for at-risk youth of Bloomington to work on a project with our GCEA student organization.
8. This year, the Graphic Communications Phoenix Challenge Competition team is working with the local Back2School Alliance. They are assisting in developing free products for Pre-K children and making promotional materials to assist the organization in getting more exposure.
9. Adam Burke, NTT in Graphic Communications, has assisted in acclimating two international graduate students (both Kenyans) to life in Bloomington-Normal and at ISU. This has included assisting with filling out forms, identifying resources in the international office, transporting them from the airport upon arrival into the United States, learning to drive a car, and hosting monthly dinners.
10. Most TEC programs have established articulation guidelines with Illinois community colleges for more seamless recruitment of transfer students. In 2011, the CM program added an articulation with City Colleges of Chicago, Kennedy-King campus.
11. All TEC programs are encouraged to consider gender and ethnic diversity when soliciting members for their advisory boards.
12. Professors Klaus Schmidt and Bo Park have been working with Louis Canales to establish collaborations with the Quality Leadership University in Panama.

13. TEC faculty provide facility tours and/or workshops for numerous student groups ranging from elementary school to college exploratory programs. These demonstration events typically have a high percentage of females and under-represented groups.
14. Faculty and advisors attend various career events at high schools and community colleges for the purpose of college awareness and recruiting.
15. Diversity in teacher observation field experience – Pre-professional teachers are now required to complete 50 diversity hours of their 100 hours of observation needed to student teach. This is a new requirement. The Technology Education faculty assist students in locating placements that qualify as diverse settings. There are four threshold criteria quantified at the "school" level that determine if the school qualifies as a diverse educational settings. These criteria include measures of: (a) English as second language, (b) racial diversity, (c) low income families, and (d) student disabilities. A placement needs to reach benchmarks in at least two of the four categories. More info is at the following website:
http://education.illinoisstate.edu/teacher_education/clinical/diverse/index.shtml.
16. Registered Student Organizations in Technology often participate in philanthropy or community outreach programs that benefit under-represented groups.
17. The Department of Technology faculty is a diverse group of individuals. Of the 17 tenure-track faculty, 8 were born outside of the United States. Three of the 17 faculty are women.

Accomplishments

1. Our advisory boards represent a diverse cross-section of their respective fields. For example, the advisory board for our Technology and Engineering Education program is made up of both females and males; females are considered non-traditional in teaching technology and engineering education.
2. The Technology and Engineering Education faculty lead a special populations grant where efforts to recruit and retain students from special populations, especially those that are considered non-traditional are implemented on a state-wide basis. The special populations grant supports professional speakers for state-wide events. For example, the grant supported state-wide poverty professional development in fiscal year 2015, micro-messaging professional development in fiscal year 2014, and during fiscal year 2016, which is the current fiscal year, four professional development days are planned for the recruitment and retention of students in non-traditional careers.

Innovative Strategies

1. Illinois State University hosts an education day that is open to all school districts in the United States.

COLLEGE OF ARTS & SCIENCES

English Department

Recruitment and Outreach

- The Department advertised broadly to reach the widest, most diverse audiences for its tenure-track position in creative writing and its two AP positions in the Publications Unit.
- Our Graduate Committee continues to seek out ways to recruit domestic minority students and international students for our masters and doctoral programs.
- The Department provides professional mentoring to faculty and graduate students from underrepresented groups.

Accomplishments

- The Department has an Equity and Diversity Committee that, on behalf of the Department's faculty, students, staff, and university and community partners, collaborates with the Department on strengthening its commitments to continued education about and implementation of equity and diversity in its programs and practices; it also helps foster a workplace environment of equal opportunity, fairness, and knowledgeable respect for difference.
- Diversity and Equity Teaching Award for Graduate Students. Through ISU Foundation funding, the Department created two awards that will be offered each year to make salient the Department's commitments to engage issues of diversity in order to increase understanding and respect for diversity; to allow GA's opportunities for reflective praxis in their teaching; and to encourage and recognize exemplary teaching that addresses concerns of diversity and equity.
- Diversity Funding for Graduate Students. The Department used variance funds to sponsor doctoral students and faculty to attend the second annual Faculty Women of Color in the Academy (FWCA) National Conference at UIUC.
- NAACP ACT-SO Program. The Department continued its commitment through funding as well as the time and intellectual energy of graduate students and faculty to the NAACP's Afro-Academic, Cultural, Technological and Scientific Olympics, a program designed to stimulate and encourage high academic and cultural achievement among African-American high school students.

- Diversity Recruitment Weekend. The Undergraduate Studies Committee facilitated the formation of a Diversity Recruitment Committee, which has been making plans since last spring to hold a showcase in April 2015. High school teachers have been contacted and an itinerary has been developed. University admissions will send several volunteers to help facilitate, and faculty and graduate students will meet with students and offer mini-sessions highlighting the English Studies curriculum. This event will put us in touch with high school juniors from underrepresented populations in the Chicago Pipeline schools.

History Department

Recruitment and Outreach

The Department sends personalized letters to all admitted students from underrepresented groups, emphasizing our faculty and curricular diversity.

Both our Program Review process and department meetings focused on ways to better recruit students from under-served populations.

Accomplishments

The Department sponsored and co-hosted several university-wide events offering topics directed at or focused on traditionally underrepresented

groups, including Black History Month key-note speaker, Cedric Johnson (Feb. 17), and the Latino Heritage Month speaker, Lilia Fernandez (Nov. 11), and the Women's and Gender Studies Symposium.

The Department offered two Harmon Recruitment Scholarships to students from historically underrepresented groups.

A History Department faculty member advises the African Students Association, one is a mentor for F.L.A.M.E., and one is advisor to Awake, an RSO that promotes discussions about race, ethnicity, gender, and class.

Several faculty members participated in Safe Zone training. History department faculty hosted or attended the MLK dinner, one serves on the International Studies Advisory Panel, and one chairs the editorial board of Identity.

The department once again co-hosted with the Illinois Humanities Council and held this year at ISU, a state-wide conference, Capitol Forum, attended by more than 125 high school students from 12 schools. Students used media, case studies, and readings from Choices to learn about and promote human rights.

The Department provided 12 study abroad scholarships.

Languages, Literatures, and Cultures

Recruitment and Outreach

In addition to posting job announcements to the *Chronical of Higher Education*, *MLA Job List*, and *HigherEdJobs.com*, LAN also advertised in *The Pantagraph*.

The Department of Languages, Literatures, and Cultures continues to be a very diverse unit. LAN has 19 TT faculty members and of which 58% are either female or from underrepresented groups. There are nine NTT faculty members and 100% of them are either female or from underrepresented groups. In addition, 78% of the Department's student help/graduate assistants are either female, international or from an underrepresented group.

Accomplishments

Dr. Jennifer Howell, Assistant Professor in French, coordinated the visit of cartoonist Clement Baloup as part of the Presidential Speaker Series. Mr. Baloup's presentation, *The Colors of Exile*, explored the mass migration of Vietnamese exiles living abroad. The visit was sponsored by the Harold K. Sage Foundation, MECCPAC and various units across campus.

In November 2014, Ms. Angela Bailey, NTT in Spanish, and student members of the Spanish Honor Society, assisted the Children's Discovery Museum with its second annual *El Dia De Lost Muertos* event. *El Dia De Los Muertos* is a traditional festival celebrated/recognized in Latin America and by some Latino communities and families as a way to honor the loss of loved ones. In addition, LAN donated \$140 to the event which allowed for 20 free admissions.

The Department co-sponsored film rentals for the Hispanic Film Festival as well as the AsiaConnect Film Festival.

Faculty continue to be involved with the ISU Chicago Teacher Pipeline. Student enrolled in SPA 244 travel to the Chicago area to provide simultaneous interpretation for Spanish-speaking parents and English-speaking teachers in several elementary and middle schools in Little Village.

Dr. Susan Hildebrandt, Associate Professor of Spanish and Teacher Education Coordinator, continues to provide community outreach to the Bloomington/Normal community through her LAN 320 course, *World Language Teaching in the K-12 Setting*. Dr. Hildebrandt and her students create lesson plans and teach French, German and Spanish to elementary students who attend UNITY Community Center and the Boys and Girls Club.

As part of the Office of International Studies and Programs' International Studies Seminar Series, LAN co-sponsored lecturer Dr. Oleksandra Wallo. Dr. Wallo's presentation, *Ukrainian*

Cities Between East and West, focused on the current situation in the Ukraine from both the Ukrainian and Russian perspective.

The Department's language clubs and honor societies continue to be very active on campus and within the Bloomington/Normal community. Faculty advisors and student members participated in a number of events throughout the year.

School of Social Work

Accomplishments

The School of Social Work co-hosted the speaker, Wes Moore, for the Martin Luther King, Jr. Dinner. Senior students were required to read his book in the field seminar course. Social Work students were given a private session with Mr. Moore when he was on campus for the MLK Day Dinner.

The School of Social Work was a contributing sponsor for the speaking event that hosted LaVerne Cox. Faculty members and graduate students also volunteered at the MBLGTACC conference.

The School of Social Work puts a heavy emphasis on recruiting a diverse student population. In the BSW program, 23% of the students are students from under-represented groups. Approximately 33% of MSW students are of color.

MENNONITE COLLEGE OF NURSING

Recruitment and Outreach

Faculty Recruitment

- During the Fall of 2015 the importance of diversity is reiterated by Mennonite College of Nursing faculty and staff and is an overarching goal in our Strategic Map to "Promote Faculty and Staff Excellence and in the strategic objective to "Recruit and Retain Diverse and Highly Qualified Faculty and Staff".
- Mennonite College of Nursing has conducted tenure and non-tenure track faculty recruitment with a focus on underrepresented populations. For example, faculty positions have been placed on the Illinois State University website, the Mennonite College of Nursing website, HigherEd.com, TheChronicle.com, MinorityNurse.com which targets Hispanic and African American nursing professionals and the Illinois Center for Nursing (ICN) website for open faculty positions.
- Additional faculty recruitment efforts are also conducted at local, regional, state and national nursing conferences. Recently college representatives from PROUD (Pre-entry and Retention Opportunities for Undergraduate Diversity) attended a

convention in San Diego, California to promote the efforts of our college in the area of faculty and student diversity.

Faculty Retention

- Faculty retention is of great importance to Mennonite College of Nursing. The college strives to promote a positive and cooperative work environment that encourages diversity.
- Faculty retention is also promoted through the encouragement of attendance at conferences and professional development opportunities throughout the nation. Funding is provided by the College to ensure that faculty feels supported and encouraged in their work environment.

Student Recruitment

- The importance of student diversity continues to be addressed by faculty and administrators as Mennonite College of Nursing continuously strives to meet the goal and objectives of our College's Strategic Map. This map includes a focus to "Recruit, Retain and Support a Diverse Student Body".
- Enrollment of underrepresented populations continues to increase in most Mennonite College of Nursing Programs as a result of our revised holistic admissions criteria and internal application review processes. Application criteria include but are not limited to: college courses completed, credit hours completed, grades in prerequisite courses, cumulative GPA, ACT score, quality of essay, healthcare experience, and Certified Nurse Assistant (CNA) certification.
- Specific efforts to contact students from underrepresented groups via telephone and email were made to support their attendance at Mennonite College of Nursing.
- Undergraduate student recruitment activities were conducted at high school open houses, senior nights, as well as, college-sponsored presentations including the National Association of Hispanic Nurses (NAHN) convention.
- Currently the PROUD program hosts numerous outreach events for middle and high school students including participation in area job fairs, technology conferences, hosting nursing simulation lab tours and speaking at area school meetings to promote the college as an educational opportunity to diverse populations.
- The PROUD Project Coordinator continues to assist Mennonite College of Nursing in recruiting a diverse undergraduate student body through various outreach activities and events in surrounding Central Illinois communities.
- Participation with regional community partners who often represent and serve minority populations to expose young men and women are encourage to promote

Mennonite College of Nursing programs. The PROUD Project Coordinator and students participated in events at the Western Avenue Community Center and Millennium Girls at State Farm Corporate South.

Student Retention

- Through PROUD funding the academic enhancement specialists works to assist in the retention of our current undergraduate student body through engagement in college programming.
- In Fall 2014, PROUD provided 35 current students with scholarships or stipends. In Spring 2015, PROUD provided 35 current students with these same opportunities in an effort to assist the College's diverse student body in decreasing barriers such as working more than recommended hours to pay tuition and fees.
- To encourage student retention PROUD works to foster a sense of community, engagement and support for all students, through numerous retention events including potluck meals, study table sessions, guest speakers, tutoring and mentoring.

Promotion of Diversity within Mennonite College of Nursing through Outreach

- Mennonite College of Nursing's strong commitment to diversity is evident in its relationship with clinical, as well as, community partnerships. The college is continuously searching for opportunities to work with organizations who serve diverse populations.
- In the Summer of 2014, seven students traveled to Brazil and three to England, as a part of Mennonite College of Nursing's transcultural experiences that expose them to caring for diverse populations.
- In addition, Mennonite College of Nursing has supported two visiting scholars at Illinois State University. These two PhD students from the Universidade Estadual de Londrina - Brazil have attended courses, conducted research and worked closely with faculty and students on various projects and presentations.
- Mennonite College of Nursing faculty research also plays a role in the promotion of diversity within our college, community and nationally. Currently faculty are engaged in research regarding the physical fitness of African American women and Gay, Lesbian, Bisexual and Transgender health issues related to elders and long term care.
- The Student Nurses Association (SNA) officers encourage members to participate in outreach activities that service vulnerable populations. Mennonite College of Nursing students have volunteered at local free dental clinic, and hosted numerous blood drives. In addition a number of SNA members participate in local

campaigns including the Alzheimer's Association Walk, American Heart Association Heart Walk, Multiple Sclerosis walk and many others.

Accomplishments

- Mennonite College of Nursing has a rich and strong tradition in embracing diversity within the College, faculty, staff and students. Major strides have occurred within the last few years to further promote this initiative. It is through these efforts that Mennonite College of Nursing has made the following accomplishments and will continue its commitment to diversity.
- Mennonite College of Nursing continues to engage in strategic planning aimed at our college's dedication to diversity. Diversity among faculty and students has been placed into the current Strategic Map and efforts to promote it remain a large focus in upcoming projects, programs and curriculum.
- Increased faculty diversity continues to be a top priority for our faculty search committee. Efforts to promote job opportunities at Mennonite College of Nursing will continue to be placed in publications and recruitment activities at conventions that embrace diverse audiences.
- A holistic admissions process has been implemented that allows Mennonite College of Nursing to maintain and increase student diversity across all undergraduate and graduate programs.
- Revisions in scholarship timelines, criteria and guidelines have been made to offer awards earlier and attract underrepresented populations with financial support. In addition recruitment scholarships have been established as a tool for attracting and retaining high caliber students representing a diverse nursing population.
- The PROUD program has established itself as a model program for the enhancement of diversity in student nursing. With a student membership of 54 students, PROUD's mission of promoting diversity will continue to thrive through a variety of pre-entry activities to high school students through the HRSA Nursing Workforce Diversity Grant including a summer nursing camp and other activities.
- America's Promise and other community partnerships continue to expand and develop. These programs promote the University, the college and nursing as a profession to minority populations in the Central Illinois area.
- In May of 2013, Mennonite College of Nursing graduated its first Doctor of Philosophy nursing student. Since then, one student graduated in December 2013 and four graduated in May 2014 with one student expected to graduate in December 2014.
- During the Summer of 2014, Mennonite College of Nursing's second cohort of seven Doctoral Nursing Practice students was admitted and begun coursework.

Innovative Strategies

- In the Summer of 2014, Mennonite College of Nursing hired a Graduate Assistant to focus solely on the recruitment of students to the college's RN to BSN, MSN (NSA) and DNP programs. This Graduate Assistant devotes 20 hours a week to attending various recruitment events throughout Illinois. A large number of RN to BSN students are considered to be nontraditional students, as many have completed their associate degree and worked in the field of nursing before returning to college to pursue a bachelor's degree.
 - In an effort to promote Mennonite College of Nursing programs to nontraditional students, college representatives participated in recruitment events at multiple community colleges (urban and rural), hospitals, and long-term care facilities in promotion of our RN to BSN program. This online program is targeted towards nontraditional students who need to work while attending school. Currently at least 50% of the students enrolled in the RN-BSN program continue to work full-time.
- Currently in the third year of a three year \$1.1 million grant provided by the United States Department of Health and Human Services, the PROUD team strives to increase nursing education opportunities for individuals from disadvantaged and educationally underserved backgrounds.
- In June 2014, PROUD hosted its second Nursing Summer Camp. This three day and two night camp allowed area high school students to learn more about Illinois State University, Mennonite College of Nursing and nursing as a career. Twenty students from educationally or economically disadvantaged backgrounds including racial and ethnic minorities underrepresented in nursing attended the camp. Camp activities included hands on activities with nursing scenarios, job shadowing, career panel, CPR certification and learning about MCN admissions requirements. Plans for a Summer 2015 Nursing Camp are currently underway.
- Mennonite College of Nursing's Success Plan is a program that provides an assessment of each students' ability to understand and apply theoretical and clinical knowledge related to clinical courses as students progresses through the curriculum, each students' preparedness to be successful on the National Council Licensure Examination (NCLEX-RN) and intervention guidelines and strategies that address any deficiencies a student may demonstrate. Through the dedication of faculty to create an academic culture that is both challenging and caring, students master the curriculum and are well prepared to take the NCLEX-RN and function as registered nurses. The graduate pass rate for 2013 was 97% which was more than 12 and 14 points above the state and national rates respectively.

- Currently in the fourth year, the America's Promise program, funded through the State Farm Foundation, provides an opportunity for undergraduate nursing students to participate in clinical experiences in a school based environment. Currently the program serves elementary and high schools throughout the Bloomington/Normal, and Decatur areas. Mennonite College of Nursing students work closely with the school's nurse to promote the health and wellness of students with emphasis in the areas of oral health, healthy eating and physical activity. This project targets schools with higher than average levels of poverty and diversity in their student body.
- In addition, the America's Promise team again offered a Summer School Nurse Institute. This event hosted 30 school nurses from various elementary, middle and high schools throughout Central Illinois. School Nurses were introduced to the Nursing Simulation Lab as well as equipment used by the college in coursework. Continuing education units was available for the participants. Plans are currently underway for next year's institute.

COLLEGE OF EDUCATION

Recruitment and Outreach

College of Education (COE) departments place employment advertisements in venues that reach underrepresented groups.

Representatives from each department distribute position announcements at state, regional and national professional meetings and conferences.

Attendees at state, regional and national professional conferences attend sessions with an eye on distributing position announcements to outstanding presenters.

Faculty and administrators from each department connect with colleagues at institutions preparing individuals for the professorate with the purpose of sharing information about our most recent position announcements.

Departments and the College make concerted efforts to diversify the departmental workforce at all levels.

Faculty members and administrators maintain professional relationships with colleagues in the field from doctoral degree granting institutions for recruitment purposes.

COE will submit its faculty announcements to the Sisters of the Academy, Journal of Blacks in Higher Education, Latinos in Higher Education, and Asians in Higher Education

Accomplishments

Seventy-five percent of new tenure-track faculty (three of four) hired in the College of Education in FY 2014 are from historically underrepresented groups.

The College of Education has retained ninety percent (nine of ten) of its tenure-track faculty hired since FY 2012.

The Special Education Department (SED) was successful in recruiting a minority candidate to join their faculty for the sixth consecutive year.

Innovative Strategies

The EAF Department continues to use blended doctoral cohort programming to attract individuals across the state of Illinois meant to increase the diversity of students across a variety of areas.

SED established a formalized mentoring program and uses foundation funds to support monthly whole group gatherings of first and second year non-tenure and tenure track faculty that are paired with senior faculty members. The program focuses on supporting efforts to enhance teaching, scholarship, and service for all new faculty— many of which are from historically underrepresented groups.

The College of Education assigns mentors and uses provost funds to supplement resources for supporting the scholarly efforts of faculty from historically underrepresented groups.

Laboratory Schools

Recruitment and Outreach

- Posted jobs at National Conferences
- Posted jobs at National Organizations
- Job postings are posted on the number one website for teacher education in Illinois.
- Job postings are advertised on the Illinois State Board of Education website and The Pantagraph newspaper.
- College of Education faculty are utilized (Middle School Program and Early Childhood Faculty) for recruitment of new teachers in the field.
- Advertised on Facebook as a way to reach a larger and more diverse population.

- Posted links via twitter to employment
- Search committees are comprised to include staff members from a variety of backgrounds and experiences, including employee from traditionally underrepresented groups.
- Worked with Heartland Community College to successfully complete hiring a diverse candidate.

Accomplishments

- The Diversity Committee at University High School defined diversity for students, parents, and faculty and provided professional development for faculty.
- Involvement in Shades, a student club to promote diversity throughout the school.
- Involvement in Culture Club, a student club to promote respect for different cultures throughout the school.
- Hired full time foreign language teacher – Hispanic
- Collaborated with Heartland Community College to hire part time foreign language teacher – Chinese
- Hired two substitute teachers African – American and Hispanic

Innovative Strategies

- Our faculty encourages clinical students from underrepresented groups to apply for our year- long internship program.
- We attended the PDS Showcase on ISU campus in order to recruit ISU students for our year- long internship.
- We have begun a mentor program for underrepresented students. The students are connected with an older student or an adult for mentoring.
- Advertising on Twitter
- Working with the COE staff and their knowledge of practicing teachers in the area as well as students who are starting in the field. Using the information they provide to us, we have actively tried to recruit teachers in underrepresented groups.

COLLEGE OF FINE ARTS

With few faculty searches and little hiring in general in AY 15, most of CFA's affirmative action efforts were focused on recruiting a diverse population of students, making our teaching and learning environment more inclusive, and continuing to become better educated about the challenges facing underrepresented populations in our community. At the graduate student level,

students had opportunities for employment as ISU teachers, performers, and as graduate assistants. Diversity within the graduate student group brought with it a diversification of the employee pool

Recruitment and Outreach

- The current MFA Acting class is made up of 3 Latinos, 1 African-American and 4 White actors. All of these actors were cast in the Illinois Shakespeare Festival in 2015.
- The School of Theatre and Dance held an audition/portfolio review/interview in January, 2014 at the Chicago Academy for the Arts in Chicago, IL. Many of CFA's currently enrolled underrepresented students have been recruited from this audition opportunity.
- When searching for a TT faculty member, the Arts Technology Program advertised in Illinois Latino Council for Higher Education, as well as nationally.

Accomplishments

- School of Art: 3 of 18 NTT hires (full and part-time) were from underrepresented populations.
- School of Art: 1 of 7 visiting artists was from an underrepresented group.
- All TT searches were conducted nationally.
- The School of Theatre and Dance and the Illinois Shakespeare Festival have an official policy affirming non-traditional casting. This affords actors of any race to play a much wider variety of roles than what may be prescribed by the playwright. This policy is significant for recruiting prospective students (for the School of Theatre and Dance) and company actors (for the Illinois Shakespeare Festival). The Illinois Shakespeare Festival featured two performers of Middle Eastern descent who wrote, directed, and performed their hip-hop ad-rap-tation of Shakespeare's Two Gentlemen of Verona titled Q Gents. The Illinois Shakespeare Festival also hired one female director. This is significant as the vast majority of directors have been male.
- The School of Theatre and Dance created the Crossroads Project as a standing committee in the School. Crossroads encourages and explores performances and symposia that address the issues and experiences of underrepresented ethnic peoples in the United States and the experiences of international cultures, including Asia, The Middle East, Africa, Latin American, and the Indigenous Peoples of the World (AMALI). One of Crossroads objectives is to promote the production of AMALI scripts within the School of Theatre and Dance and to aid the School by building community awareness and participation. Crossroads strives to develop multicultural audiences and artists who embrace and support a multicultural vision and, together, build bridges of better understanding between people of all backgrounds at Illinois State University and in the surrounding community. Another objective is to enrich the educational experiences of

students in the School of Theatre and Dance and community by sponsoring visits by guest artists and scholars whose work coincides with the mission of Crossroads. Crossroads promotes the highest standards of artistic and creative excellence and is committed to maintaining a viable and enduring artistic collaboration between Illinois State University and the Bloomington-Normal community.

Crossroads primary goals include:

- To assist in the selection of one production every other season that addresses the issues and experiences of underrepresented U.S. ethnic peoples or global (AMALI) cultures.
- To facilitate, in alternate years, a visiting lecturer, artist, or symposium that addresses Crossroads objectives.
- To provide leadership within the School of Theatre for co-curricular programming surrounding each Crossroads production and/or event .
- To provide leadership within the School of Theatre that supports local (U.S.) and global diversity in the curriculum.
- To assist the School of Theatre in its educational outreach and community outreach efforts.

Crossroads activities for FY 15 included a guest artist residency with African-American, Pulitzer-prize-winning playwright Lynn Nottage. This residency in November, 2014 was scheduled around the production of Nottage's play, *By the Way, Meet Vera Star*, which was produced on our mainstage by the Crossroads Project and School of Theatre and Dance. Lynn Nottage spoke as part of the Fall Speaker Series. Her talk was preceded by a reception hosted by the President for faculty/staff, alumni, and donors of the College of Fine Arts. Another event with Ms. Nottage was structured around her other plays. Ms. Nottage finished her residency by attending a dinner with the Black Actors League, where she was able to visit with the students informally

Innovative Strategies

Continuing urban education introduction - The Illinois State University College of Fine Arts offered its annual arts educator introductory urban education visit to Chicago Public Schools. This opportunity was available to all interested CFA education majors. Students experienced working with children, K-12, enrolled in the Little Village community of the Chicago Public School System. Participating on this trip earned students six (6) Diverse Field Experience hours. Students worked closely with English Language Learners, racially diverse students, students from low-income families and/or students with disabilities.

MUS 216 one-day immersion trip to Chicago - The trip is required for a TEACHER+PLUS Course Development Grant that Dr. Oforiwa Aduonum received. The grant is funded through

the College of Education and supported by the U.S. Department of Education-Teacher Quality Enhancement Office of Innovation and Improvement.

Spring MUS 263 Chicago Pipeline trip – Students in Dr. Kim McCord’s class experience a two-day trip during the spring semester to observe and teach in the Chicago Public Schools, particularly the Little Village and Auburn Gresham communities.

DIVISION OF STUDENT AFFAIRS

It is the mission of the Division of Student Affairs to promote, support, and strengthen the mission of Illinois State University by providing educationally purposeful programs and services that foster personal and professional growth, healthy behaviors, leadership development, and community and civic engagement. The division actively partners across and beyond campus to enhance integrative learning in environments that are safe, supportive, challenging, and inclusive.

Guiding this mission is a set of divisional values, which complement the core values of the institution:

- **Integrity:** We value the integration of ethics into all aspects of self and professional practice. This value is exemplified in our commitment to being authentic, fair, and consistent.
- **Compassion:** We value care for our community. This value is exemplified in our commitment to providing individualized attention with thoughtful and purposeful assistance and support.
- **Creativity:** We value innovation in program and service delivery. This value is exemplified in our commitment to anticipate change, be resourceful, solve problems, and inspire progress.
- **Diversity:** We value and celebrate differences among people, ideas, and cultures. This value is exemplified in our commitment to ensuring that policies, programs, and services are inclusive and reflect the diversity of our community.
- **Relationships:** We value individuals and their skills, talents, and expertise. This value is exemplified in our commitment to a team approach built on a foundation of respect, cooperation, and recognition.

Through the mission and values of the division, we strive to influence the campus culture to achieve student engagement, inclusion, and pride in Illinois State University.

The Division of Student Affairs aspires to model advocacy, leadership, and education to support inclusion and community building. In an effort to strengthen efforts division-wide, a task force was charged with the development of the division’s first organizational diversity plan and was implemented in fall of 2011. The report included four outcomes and outlined a set of actions

steps for each outcome. The report recommendations continue to serve as the guiding framework for divisional initiatives, with a focus on the following:

- Understanding the evolving needs of students with a deliberate approach to serving unique populations.
- Moving beyond awareness to proactive support of student and staff diversity initiatives, programs, and services.
- Strengthening recruitment and retention efforts to develop and maintain more diverse staff and students.
- Developing and enhancing partnerships to create a more inclusive campus community.

2014 – 15 Divisional Initiatives

- Transitioned leadership for inclusion from a volunteer committee to the Student Affairs Council (SAC). This transition included moving meetings from monthly to every other week which provided ongoing training and discussions throughout the year. Ongoing professional development provided directors and deans intentional time to design and implement collaborative and inclusive change processes, including visioning, assessing the current organizational culture, and identifying and implementing change strategies.
- Partnered with *Alliance for Change* to develop and deliver cultural competency training division-wide. Phase I of a two part consultation included hosting the founder and owner of *Alliance for Change*, Dr. Kathy Obear, for three fundamental sessions in the summer of 2014: Foundations of Cultural Competencies; Going to the Next Level: Tools for Cultural Competence; and a Leadership Workshop for the Student Affairs Council. Phase II, Creating Inclusive Campus Environments, included a development retreat for Inclusion Practitioners and the Student Affairs Council. The outcomes of the retreat were to deepen the partnership between department leaders and inclusion practitioners, build capacity to use the 6-stage Multicultural Organizational Development (MCOB) model, and to specifically identify next steps to advance equity and inclusion in departments and across the division. This retreat was held in the fall of 2014.
- Increased the percentage of time spent by the Coordinator of Professional Development and Staff Training to provide leadership for a division-wide Inclusion Change Team.
- Developed and implemented an Inclusion Change Team which consists of 24 Inclusion Practitioners from all 12 departments and the central office who make up a learning community that receives extensive cultural competency training. Outcomes of the change team include: (1) Student Affairs 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.

- Conducted a cultural competency self-assessment of members of the Student Affairs Council and the Inclusion Change Team. Respondents were asked to indicate how often they do the following with an inclusion lens to both observe and respond effectively to: (1) group dynamics; (2) engaging others effectively; (3) facilitating discussions with an inclusion lens; (4) responding in difficult dialogues with an inclusion lens; (5) analyzing current policies, practices, services, programs and marketing/media; and (6) self-work as an Inclusion Practitioner/Department Head. The division utilizes the aggregate results to inform discussions, professional development, skill building, and collaboration.
- Dedicated more resources to increasing professional development and training in the area of cultural competence throughout the year. As one of six knowledge areas that guide professional development planning, cultural competence programs and workshops address gaining self-awareness in the area of diversity, including one's privileged and marginalized groups, developing and integrating cultural knowledge with relevant diverse issues on campus, and developing skills to effectively offer culturally rich and inclusive programs and services. As a result, the Professional Development Program offered a variety of workshops and programs throughout the academic year (examples below). This series was open to any staff member within the division. Participant outcomes included the ability to: (1) apply acquired awareness, knowledge, and skills surrounding diversity topics to create inclusive environment for staff and students; (2) apply knowledge of individual social identities to relate to individuals from diverse backgrounds; and (3) identify areas of personal cultural competency development and seek opportunities for further development.

- **Brown Bag Webinar-Where are all the black student affairs professionals?**

October 22, 2014 from Noon – 1:00 p.m.

Knowledge Area(s): Cultural Competence; Leadership and Management

Description: Black students make up 14% of our colleges and universities in the U.S. but only 8.4% of our student affairs professionals are black. Jason Meriwether, vice chancellor for Enrollment Management and Student Affairs at Indiana University Southeast, and Dr. Aaron Hart, director of Housing and Residence Life at Indiana University-Purdue University Indianapolis, explore why the discrepancy may exist and what we can do about it.

- **Understanding Today's College Student: Implications for College Professionals**
November 6, 2014 from 8:00 – 9:30 a.m.

Knowledge Area(s): Student and University Community

Description: It's no secret that American society has seen drastic changes in the last 30 years, especially related to families, technology, and education. The influence these socio-cultural changes have had on today's college students and their coping has been significant as well. Higher education captures these trends in terms like "helicopter parents," "generation x, y, me," and "emerging adulthood." Are college students really less mature and more entitled and mentally ill than they were in the past? Dr. Rosemary Simmons, director of counseling at the University of Washington Bothell, will address these questions and provide a framework to explain these perceptions for the university professionals who are on the front lines responding to these changes. Dr. Simmons will also address how to effectively respond to the needs of today's college student.

- **Respect 101: Workshop on Culture, Race, and Ethnicity**
November 14, 2014 from 10:00 a.m. – 12:00 p.m.

Knowledge Area(s): Cultural Competence; Student and University Community

Description: Dr. Beth Hatt, Illinois State University associate professor, will lead participants in learning about the ways respect is defined across cultures and developing deeper understandings about levels of culture and racial discrimination. Dr. Hatt teaches in the Department of Educational Administration and Foundations and completed her Ph.D. in Culture, Curriculum, and Change at the University of North Carolina-Chapel Hill. She has years of teaching and research experience in the areas of diversity, multicultural education, multiracial studies, and the achievement gap.

- **Being a Culturally Competent Host by Understanding Gender and Identity**
January 29, 2015 from 1:00 – 2:00 p.m.

Knowledge Area(s): Cultural Competence; Student and University Community

Description: The [Midwest Bisexual Lesbian Gay Transgender Ally College Conference](#) (MBLGTACC) is the largest LGBTQIA college conference in the nation and took place at Illinois State University February 13-15, 2015. Participants learned

what to expect, how to be competent hosts, and how to create an inclusive environment using culturally competent practices.

- **State of Higher Education for LGBT People**

February 13, 2015 from 10:00 – 11:00 a.m.

Knowledge Area(s): Cultural Competence; Student and University Community

Description: Dr. Susan Rankin offered a special session for University staff on the current climate of college campuses for lesbian, gay, bisexual, transgender, queer-spectrum, and trans-spectrum community members. Based on her *2010 State of Higher Education for LGBT People* publication, Dr. Rankin addressed the influence of climate on LGBT people, how to create an inclusive environment for this group, and specifically how University staff and faculty affect the experience of LGBT students. Dr. Rankin retired from Pennsylvania State University in 2013 where she most recently served as an associate professor of education and associate in the Center for the Study of Higher Education. She has presented and published widely on the intersections of identities and the impact of sexism, genderism, racism, and heterosexism in the academy and in intercollegiate athletics. Dr. Rankin has collaborated with over 120 institutions and organizations to implement climate assessments and develop strategic initiatives.

- **(In)Visible Men**

March 4, 2015 from 3:00 – 4:30 p.m.

Knowledge Area(s): Cultural Competence

Description: Have you ever gazed in awe at the work of Monet or Picasso? Were you thinking about your racial identity at the time? Most of our exposure to our culture's visual arts has been through visiting museums and art galleries, and seeing art in books or other media, throughout our lives. These experiences have consciously and subconsciously had a significant impact on you and your view of the world. Although hard to believe, the experience of gazing at a painting as a child was part of the socialization cycle that has shaped your own social and racial identity and even your beliefs about others. (In)Visible Men is a portrait series focused on black males and the attempt to bring visibility to a social group that has been historically marginalized. Using art created by associate dean of students Rick Lewis, this session is designed to engage the viewer into a dialogue about assumptions and stereotypes. Time will be allotted to view the art and then discuss it in small groups facilitated by Rick Lewis

and Angela Davenport, coordinator for Diversity Advocacy, a unit within the Dean of Students Office.

- **How to Speak Up: Responding to Microaggressions**

March 26, 2015 from 1:00 – 2:00 p.m.

Knowledge Area(s): Cultural Competence

Description: Research investigating racial microaggressions defines them as “brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group” (Sue et al., 2007). Given the importance of providing culturally competent services, it is critical that Student Affairs staff are equipped to recognize and intervene when a racial microaggression has occurred. Student Affairs professionals must also be aware of their own biases or they risk displaying racial microaggressions towards students and others on campus themselves. The goals of this session are to increase participants’ awareness of the different types of microaggressions that can occur, provide an overview of ways that Student Affairs professionals can intervene when a microaggression has occurred, and develop an increased understanding of the bidirectional nature of microaggressions. Staff psychologists Dr. Jason Vasquez and Dr. Riley McGrath will also engage participants in a discussion involving real-world examples of microaggressions. Participants will be encouraged to openly discuss their own experiences as well.

- **Building Cultural Knowledge: Examining Social Class**

April 22, 2015 from 11:00 a.m. – noon

Knowledge Area(s): Cultural Competence

Description: This session will explore the factors influencing success for first generation and low-income students at Illinois State University. We will examine our personal social location, larger societal issues involving socioeconomic class, and what tangible steps can be taken to support lower-socioeconomic students at ISU. Dr. Art Munin, assistant vice president and dean of students, will lead this session.

- **Student Affairs Conference 2015: Responding to Change**

May 19, 2015 from 8:00 a.m. – 3:00 p.m.

Knowledge Area(s): Student and University Community; Services and Support;

Cultural Competence; Leadership and Management; Personal and Professional Foundations; and Technology, Assessment, and Professional Competence

Visit the [conference page](#) for workshop descriptions.

- Added a cultural competency component to staff orientation. Newly hired Student Affairs staff attend a half-day orientation through the division. One hour of the program includes an introduction to cultural competency covering common terms, social identities, and competency expectations. The outcomes include the ability to: (1) demonstrate understanding of the importance of cultural competency in Student Affairs work; (2) apply acquired knowledge of diversity terms to create 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.
- Departments completed phase one of a three-part, three-year environmental scan. The three phases include scans of the external environment (e.g., physical space and décor, website and social media, print materials, and culture/environment); the hybrid component (e.g., policies and procedures, mission statement and key documents, programs and services, conversations and interactions with co-workers and staff to students, and presentations); and the internal environment (e.g., leadership and advocacy, expectations and training, diverse staff, and assessment). Based on the components of the scan and the intention of the process, the goals selected were based on anticipated trends, shifts in environment or student needs, areas of concern, or other data points. It was recommended to utilize different categories of difference, audiences, and timeframes to gather the best information possible.
- Created the Inclusive Community Response Team (ICRT) which is a group of administrators committed to proactively encouraging an open and accepting campus climate and responding to instances of hate and bias. The ICRT is charged with reviewing reported bias-related incidents, referring affected persons to appropriate University and community offices with responsibility to address such incidents, providing support for the affected persons including connecting individuals with support services, and helping educate the campus community about the effects of hate and bias.

CAMPUS DINING SERVICES

Recruitment and Outreach

We advertised Associate director in the following location venues:

- HigherEdJobs.Com
- Illinois African American and Latino Higher Education Alliance (IALHEA)

- LinkedIn
- Pantagraph
- Normalite
- NACUFS
- Hire a Redbird website

All frontline positions are advertised in the following locations:

- HigherEdJobs.Com (National-No cost to department)
- Illinois African American and Latino Higher Education Alliance (IALHEA)
- SUCSS Website
- IDES Website
- LinkedIn

Job postings are sent to community partners at various churches and organizations to help inform the community of job opportunities.

Intern Program

Three employees from diverse backgrounds successfully completed the civil service internship program for the Food Service Worker II and Snack Bar Attendant classifications. We utilized the internship program to attract a more diverse applicant pool.

Accomplishments

Active involvement in professional organizations aimed at supporting and advancing traditionally underrepresented groups, advising a student organization aimed at supporting and advancing traditionally underrepresented groups, participating in University diversity-related committees, representing the University in community-based diversity committees, events, programs, etc.

- Student Affairs Inclusion Practitioner Committee (three administrators are currently on the committee)
- Participation in and co-sponsorship of the University Housing Services Cultural Dinner Series
- Co-sponsorship of various programs hosted by the Dean of Students areas such as MBLTACC conference
- Collaboration with the Association of Residence Hall, Student Government Association, University Program Board to host the Spread the Word to End the Word program

- Assisting in the planning of the Student Affairs On Common Ground program
- Community involvement includes membership with the Multicultural Leadership Program of McLean County
- Conducted staff professional development and training focused on diversity education and cultural competence designed to educate and support advancing traditionally underrepresented groups
- Participate in “You Can Do ISU”, which brings students to campus from backgrounds traditionally underrepresented in higher education to help support the University’s core values and strategic plan to increase diversity on our campus
- One administrator from Campus Dining Services attended the “White Privilege Conference” in Louisville, Kentucky
- One administrator is on the International Student Experience Committee
- All Campus Dining staff attended the MBLTACC training in January to prepare for the conference hosted by Illinois State University in February 2015

Innovative Strategies

- Developed Intern Presentation to attract a more diverse applicant pool for the civil service internship program for the Food Service Worker II and Snack Bar Attendant classifications
- One administrator is on the Inclusive Hiring Practices Committee for Student Affairs aimed at recruitment plans and hiring practices to increase diversity in Student Affairs at Illinois State University
- Created and opened a Gluten Free venue at Watterson Dining Commons aimed at creating dining options for students/faculty on restricted diets and those with gluten allergies

CAMPUS RECREATION

Recruitment and Outreach

Utilize NIRSA: Leaders in Collegiate Recreation via Bluefishjobs.com to nationally advertise professional full-time and Graduate Assistant positions.

Utilize NIRSA: Leaders in Collegiate Recreation list serves to advertise to over 4500 diverse members of the university, college, and military entities. Advertising is focused on underrepresented groups of Equity, Diversity & Inclusion Community of Practice.

Utilize ISU Human Resources to advertise state-wide and nationally to specific underrepresented groups for full-time positions.

Utilize NIRSA: Attend state, regional, and national conferences to advertise and give presentations about Graduate Assistant and professional full-time positions available.

Attend Association of Challenge Course Technology (ACCT) conference workshops regarding strategies to develop diverse program offerings and adaptive adventure programs to meet the needs of special populations.

Promote full-time and graduate assistant positions throughout the state through the Illinois Intramural Recreational Sports Association (IIRSA) list serve that touches all members of the state association.

Participate in Preview to promote Campus Recreation to all incoming students regarding the diverse programs and services we provide.

Host late night activities for Preview students as part of the Preview Weekend visits throughout the summer and encourage interaction among peers for all groups.

Department continues to represent the diverse makeup of the University through all avenues of advertising materials to promote an atmosphere of inclusiveness within our programs and provide opportunities for individuals to feel welcome and find identity.

Department continues to be active participants in ISU Admissions recruitment programs including Redbird Reception (previously known as Freshman/Transfer Information Nights), Transfer Days, and Open Houses to encourage diverse groups of students to consider Illinois State University as their chosen institution and to promote the opportunities of student employment within our department.

Collaborate with Office of International Studies and Programs to coordinate the Annual Manchester Cup Soccer Tournament.

Collaborate with Disability Concerns when making renovations and improvements to the facility to assure ADA compliance.

Collaborate with Alumni Services for the Homecoming Town and Gown 5K and 1 Mile Fun Run/Walk to promote Illinois State University in the community and encourage all walks of life to participate.

Collaborate with Alumni Services for the Redbird Rumble to celebrate Homecoming with a variety of student organizations and departments across campus participating.

Collaborate with Dean of Students for the Minute-to-Win-It game-type activities to engage students and families during Family Weekend in a fun-filled environment.

Staff member participated as table host and facilitator in the Division of Student Affairs “On Common Grounds” program with speaker, Wes Moore. In addition, Campus Recreation hosted a table for staff and students to attend the diversity program keynote presentation.

Staff attended cultural dinners sponsored by Campus Dining and Housing Services to educate and participate in learning more about different cultures and disability awareness.

Department continues to work with the International Office and the ELI department to set up visiting Brazilian and German ELI participants with memberships for the Student Fitness Center.

Following national trends continue to incorporate soccer and badminton that traditionally see high percentages of international students involved.

Incorporate Latin origin Zumba programs to provide a group fitness class with a non-traditional format.

Continue to provide accommodations for students with disabilities within the group fitness classes and throughout the SFC by providing individualized assistance and locations within the facility for service animals.

Continue offering a free month membership to the SFC to all new faculty/staff to encourage healthy lifestyles.

Department continues to provide staff support and equipment needs and space to Illinois Special Olympics.

Staff continues to volunteer to assist with Passages Welcome Weekend activities to perpetuate the attitude of individualized attention and a sense of home to new students.

Staff volunteered for the Midwest Bisexual Lesbian Gay Transgender Ally College Conference (MBLGTACC) national conference February 13-15, 2015 to welcome a diverse group of students, faculty and staff from the Midwest to engage in educational workshops and a variety of inspirational speakers and entertainment.

Continue to reach out to students with diverse backgrounds through RSO's and colleagues and departments on campus regarding employment opportunities with Campus Recreation. Continue to hire students of diverse backgrounds so everyone feels welcome and safe while using the SFC and the programs offered by Campus Recreation.

Programs and services continue to be designed to meet the needs of participants gathered from ongoing assessments.

Department utilizes web based Facebook page, Twitter, Instagram, and You Tube to provide an alternative avenue to provide outreach/communication to all students, faculty, staff and community about the programs and services we provide.

Include accommodations statement in promotional materials to encourage an open atmosphere for program participation as well as statement representing ISU as an equal opportunity/affirmative action university encouraging diversity.

Staff annually present at the Housing Resident Assistant orientation to discuss the many Campus Recreation options available for programming that RA's can plan for students.

Continue partnership with Disability Concerns to develop a braille version of the department Program Guide.

Continue to provide Team Building opportunities for students, faculty, and staff to work closely within a group to develop leadership skills, respect for others, and positive interactions.

Continue to reach out to International House to encourage students to become involved in all aspects of the Adventure Program.

Accomplishments

Associate Director, Mike Bastian, represents the department on the Student Affairs Diversity Council to implement diversity task force initiatives as an "Inclusion Practitioner".

Staff are facilitators for the Voices of Discovery diversity awareness program that teaches small groups of students the skills for intercultural dialogue.

Staff completed the Cultural Competency Self-Assessment to determine where we fall in the Multi-Cultural Organizational Development (MCOB) model and look for ways to be more diverse and inclusive.

Staff members participated in Safe Zone and Friendly Faces training to become more knowledgeable of current issues and challenges facing our students with commitment to providing an atmosphere of inclusion with openness to help students.

Staff completed Kognito which is an online simulation training program in which you interact with students to gain experience and valuable coaching in how to approach someone in distress.

The DiSC Personal Inventory Profile was introduced to all Campus Recreation Team Members. The DiSC Personal Inventory Profile is a tool that allows individuals to understand what their personality traits are and what other team members' personality traits are in order to have a better work environment.

Student Facility Managers and Member Service Associates completed the OUCH Stereotype and Bias training series. 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.

Staff trained student team members on gender and sexual identity terminology and ways to provide inclusive service to people of different individualities.

Incorporate "Women's on Weights" small group training program to provide education and strength training to female patrons. This program offers an opportunity to experience and learn ways to enhance overall strength training fitness and provide a comfortable atmosphere for beginners.

Staff members took part in QPR Suicide Awareness Training to become educated in suicide prevention and ultimately be a resource to help students.

Offer Custom Group Fitness classes to numerous unique campus groups.

Collaborate with CAST for Neon at Night 5K as part of Science and Technology Week. This 5K also served to raise money and awareness for the philanthropic Special Olympics of Illinois.

Collaborate with English Studies Association (ESA) to host Up 'Til Dawn, a philanthropic event raising \$160,000 for St. Jude.

Provide team building opportunities to campus groups that help groups develop communication and problem solving skills while developing a team bond.

The Student Fitness Center provides equipment that is ADA accessible to accommodate individuals with disabilities and all students.

The Reggie Ride Bike program offers free alternative transportation for all students who may not have another means of transportation.

The Noon Basketball program encourages participation from a wide array of faculty/staff, both current and retirees that are looking for both social and physical outlets outside of the traditional college age.

Department participates in University Housing “House Calls” program utilized as a way to welcome students, promote programs and services, and gain feedback from on-campus residents.

Staff attended various national, regional, and state conferences/workshops throughout the year and participated in educational sessions on diversity and inclusion.

Ensure photos and stories of diverse students were included in the new Campus Recreation Playbook.

Department organized the 4th Annual Sport Clubs Expo where 31 clubs participated to encourage membership to all students who have an interest in the diverse array of Sport Clubs offerings.

Policy wording and facility signage was altered on the Student Fitness Center Private Changing room to the “All-Gender” Private Changing room to create a more inclusive environment. Student team members, graduate assistants, and professional staff all volunteered for the American Red Cross and the Boys and Girls Club of Bloomington-Normal to install fire alarms in lower-income neighborhoods.

Student team members participated in a number of activities to support individuals in the Bloomington-Normal community including the wRECKing Hunger Food Drive for non-perishable items, Big Red Volleyball for Heart Health Awareness, Big Brothers/Big Sisters volunteer day, and participating in the Relay for Life. Each of these activities occurred as part of initiatives created and supported by team members for team members.

Innovative Strategies

Department provides learning opportunities for students of all backgrounds through practicums, internships, and in-house mentoring programs.

Group Fitness formalized a Fitness Instructor Training Course and American Council on Exercise Course to provide diverse opportunities for students interested in learning different skills to become a quality fitness instructor or personal trainer.

KNR classes continue to do ADA audits of the facility to address potential areas of concern for those with disabilities. It allows students to reinforce information learned in class and provides for a review of current ADA standards as they are changed.

Strengthen relationships with colleagues across campus and other universities to assist in future recruitment efforts.

DEAN OF STUDENTS OFFICE

Recruitment and Outreach

Diversity Advocacy staff attended Open House and recruitment events sponsored by the Office of Admissions to assist with the recruitment of underrepresented students. Recruited undergraduate students to share their stories with prospective students.

Dean of Students Office staff members advised, coordinated, or participated in ISU's affinity organizations (Organization of Latino Employees, Association of Black Academic Employees, Asian Connect, and Triangle Association).

Accomplishments

Dean of Students Office advised and hosted the 2015 Midwest Bisexual Lesbian Gay Transgender Ally College Conference (MBLGTACC) for 2300 attendees from throughout the nation. Collaborated with Division of Student Affairs to include some featured MBLGTACC speakers in Division's professional development series.

Diversity Advocacy hosted the annual Kick Off 'Que during Welcome Week. Over 450 students attended the event.

Diversity Advocacy collaborated with various departments/divisions (University Housing Services, Disability Concerns, Latin American/Latino/a Studies, Women's and Gender Studies, School of Social Work, College of Fine Arts) to connect diversity education and cultural awareness with the curriculum and faculty/staff professional development.

Diversity Advocacy continued to provide diversity programs focused on intersecting identities and cultural competency. Programs were delivered in a variety of methods/approaches to provide students with more engaging learning opportunities connect with different learning styles and complement the classroom experience.

Diversity Advocacy developed new curriculum for the Safe Zone ally program and promoted to the entire campus community.

Multi-Ethnic Cultural and Co-curricular Program Advisory Committee (MECCPAC) – A Dean of Students Diversity Initiative allocated \$15,000 in co-sponsorship dollars to support cultural and diversity programs across campus.

Two Dean of Students Office staff members served on the editorial board for the ISU Identity Newsletter.

Diversity Advocacy hosted the annual Black and Latino Male Summit to create an environment of camaraderie, discuss issues affecting the Black and Latino male communities, and maximize opportunities for coalition building. Approximately 60 students attended.

Diversity Advocacy Organizations (DAOs) sponsored programs and events for students in the ISU community, including weekly meetings, community service projects, co-sponsorships, conferences and special events).

Diversity Advocacy contracted Washington Consulting to facilitate a one-day Social Justice Institute for students.

Rick Lewis advised My Brotha's Keeper and My Sister's Keeper to assist in the retention of African-American male and female students through the creation of social and developmental programs along with peer and professional staff mentoring.

Coordinated Graduate Assistant recruitment efforts for the Division of Student Affairs and the Educational Administration and Foundations department by organizing Grad Days in February 2015.

Hosted the annual Diversity Advocacy Kick Off 'Que Block Party during Welcome Week. Over 500 students attended the event. This year student organizations representing historical African American and multicultural Sororities and Fraternities in addition to APAC, BSU, ALAS and ISU Pride hosted tables.

Diversity Advocacy continued to provide diversity programs focused on intersecting identities and cultural competency. Programs were delivered in a variety of methods/approaches to provide students with more engaging learning opportunities connect with different learning styles and complement the classroom experience.

John Davenport teaches a section of the University Success Skills course (Fall 2014). This course was created in response to the low retention and high percentages of minority, low income and first generation college students on academic probation. This 2 hour course gives students intensive 1 on 1 contact with staff in U-College, Admissions, Financial Aid, the Career Center and the Dean of Student Office to expose them to campus resources to address their

personal and academic transition to ISU. These students are also assigned peer mentors to assist with their academic, social and personal adjustment to ISU.

John Davenport serves on the Steering Committee for the Illinois Committee on Black Concerns in Higher Education a professional association designed to support African American Faculty and staff, recruit current graduate students into faculty positions in Higher Education and mentor undergraduate students into graduate programs.

Alternative Breaks leaders continued to explore themes in the area of diversity and social justice through the site selection process and the Trip Leader training curriculum.

Multi-Ethnic Cultural and Co-curricular Program Advisory Committee (MECCPAC) – A Dean of Students Diversity Initiative allocated \$15,000 in co-sponsorship dollars to support cultural and diversity programs across campus.

Harriett Steinbach serves on the Division of Student Affairs Diversity Task Council.

Diversity Advocacy hosted the third annual Black and Latino Male Summit to create an environment of camaraderie, discuss issues affecting the Black and Latino male communities, and maximize opportunities for coalition building.

MASAI mentoring program continues to recruit and serve students who identify as ethnic minority, low income and/or first generation. For the fall 2015 semester, 50 mentees were partnered with 10 mentors.

Rick Lewis and John Davenport co-advised My Brotha's Keeper and Rick Lewis advised My Sister's Keeper to assist in the retention of African-American male and female students through the creation of social and developmental programs along with peer and professional staff mentoring.

Rick Lewis is the staff advisor to AsiaConnect, the affinity group for Asian faculty and staff providing support and monthly programming on Asian cultures.

September 9, 2014

Color by Number diversity presentation by Art Munin
Dean of Students Office

January 5, 2015

Diversity, Leadership and Justice – training by Art Munin
Housing Services

Monday, April 20, 2015

7pm, Braden Auditorium

Film Screening: Dear White People

Tuesday, April 21, 2015

7pm, Braden Auditorium

Speaker: Tessa Thompson “A Talk About Race Through the Arts”

Tessa is the star of the film and has appeared in Selma.

Summer 2015

Created the Inclusive Community Response Team (ICRT) which is a group of administrators committed to proactively encouraging an open and accepting campus climate and responding to instances of hate and bias. The ICRT is charged with reviewing reported bias-related incidents, referring affected persons to appropriate University and community offices with responsibility to address such incidents, providing support for the affected persons including connecting persons with support services, and helping educate the campus community about the effects of hate and bias.

April 22, 2015

Examining Social Class presentation by Art Munin

May 6, 2015

Lavender Graduation

Innovative Strategies

The Dean of Students Office invited Office of Admissions and Graduate School to participate in MBLGTACC Vendor Fair free of charge, to promote ISU as a potential graduate or transfer institution to undergraduate MBLGTACC attendees.

The Dean of Students Office featured the Illinois State University President and Dean of Students in MBLGTACC Opening Ceremony to highlight ISU’s commitment to diversity and welcome to LGBTQIA individuals.

The MASAI mentoring program continues to recruit and serve students who identify as ethnic minority, low income and/or first generation.

Diversity Advocacy staff presented at the 2015 Minority High School Scholars Actuarial Academy on what to expect and how to prepare for college. This is an annual presentation.

The Dean of Students Office Cultural Competency Committee and Inclusion Practitioners continue to provide leadership and direction for staff development in diversity and social justice education.

The Dean of Students Office began a three-part environmental scan based on the Multicultural Organizational Development model.

Diversity Advocacy staff collaborated with University College and Admissions to forge relationships with two college prep networks/programs in the Chicago area (Noble Network of Charter Schools, OneGoal Program) for ongoing support of ISU students who come to us from those schools/programs.

DISABILITY CONCERNS

Recruitment and Outreach

- Diversified recruitment activities for potential employees of Disability Concerns targeting persons in underrepresented groups that potentially reflect the population of students being served. Employment advertisements are placed to target persons with disabilities in local, regional and national venues, i.e., Association for Higher Education and Disability (AHEAD) website, disability related list-serves, and conferences.
- Diversified recruitment activities for potential student clients of Disability Concerns targeting those persons in this underrepresented group. Information concerning the office services is promoted through various avenues to target students with disabilities in the promotion of Illinois State University.
- Published information concerning the accommodation services offered at Disability Concerns in the graduate and undergraduate catalogs, course catalog and syllabi
- Staff attended College Nights for high school students with disabilities
- Presentations at Regional High School Transition Fairs for students with disabilities
- Participation in ISU Open House events for potential incoming freshman students
- Participation in ISU Transfer Days events for potential incoming transfer students
- Participation in Festival ISU event to promote awareness of the services of Disability Concerns to students currently enrolled
- Provided the “Get that Job” employment exploration lunch
- Yearly collaboration with Career Center to assist students with resume writing and interviewing techniques

- Yearly participation in the U.S. Department of Labor Workforce Recruitment Program to provide internships and opportunities for full time employment for ISU students with disabilities
- 745 students self-identified and were provided accommodations

Accomplishments

- The Academic & Campus-Community Empowerment (A.C.E.) program continued this year to encourage and empower students with disabilities to receive maximum benefit and achievement in the academic, extracurricular, and social aspects of their experience at Illinois State University. Two components, the Mentor Program and the Campus Involvement Initiative, provide opportunities for students to gain knowledge of leadership and self-empowerment and the use of those skills to become engaged participants in the campus community.
- Disability Concerns awarded eight scholarships totaling \$15,000.
- Continued collaboration with the College of Arts and Sciences to promote the John Freed scholarship for students with disabilities
- Disability Concerns continued its partnership with the Illinois Registry of Interpreters for the Deaf to produce continuing education workshops for sign language interpreters employed by Disability Concerns. This partnership exemplifies the commitment of Disability Concerns at Illinois State University as a state-wide location for the promotion of continuing education for professional sign language interpreters
- Continued expansion and updating of the Text Conversion Lab equipment with newly developed technologies to support the captioning of all videos for coursework that ensures student access in the academic setting. Continued to provide educational events on mobile applications that will meet students' current accommodation needs, as well as, develop the long term ability for self -accommodation in the workforce.
- Disability Concerns is a forerunner for quality production of textbooks and course related materials in alternative format and conversion of video materials with closed captioning at the postsecondary level. More than 161,000 pages of text and 5,198 minutes of video were produced in FY15
- Hiring of two international student employees
- Continued assessment of restrooms on campus to install accessible doors. A set of accessible doors for both women's and men's restrooms was installed in a second classroom building
- Collaboration with Learning Spaces and Audio/Visual Technologies at Illinois State University to provide equipment support for the use of accessible formats in the classroom setting

Innovative Strategies

- Departmental involvement and membership in the Association for Higher Education and Disability (AHEAD)
- Sponsorship and participation in professional webinars to promote best practices in the field of disability, provide educational opportunities for the campus community, and create awareness and understanding in faculty and staff of appropriate methods of interacting with persons with disabilities
- Collaboration with Diversity Advocacy at Illinois State University to sponsor a Diversity Kickoff and Scholarships Award Reception for October Disability Awareness Month
- Daily collaboration between Disability Concerns and all departments of the University to provide accommodations through a procedural process to enhance the students' ability to achieve success in academic, extracurricular and personal goals in preparation for graduation and future employment
- Completion of the installation of Area of Safe Rescue signs in all University buildings in collaboration with Office of Environmental Health and Safety and the Office for Diversity and Affirmative Action at Illinois State University
- Continued collaboration with Facilities Management and Facilities Planning at Illinois State University to promote University access in the planning, construction and implementation phases of campus projects
- Continued recognition of the students who provide volunteer services to assist students with disabilities through Volunteer Appreciation Week activities
- Promoting the participation of students with disabilities on academic forums
- Disability Concerns continues as a member of the Access Text Exchange website founded and supported by the Association of American Publishers and Higher Education textbook publishers. This Exchange houses textbooks that have been converted to electronic format and made available through membership to offices at postsecondary institutions that produce alternative formats for students with disabilities. Use of this service is free to Disability Concerns through our donation to the Exchange of the textbooks that we produce electronically.

HEALTH PROMOTION AND WELLNESS

Recruitment and Outreach

Health Promotion and Wellness Staff members seek to recruit a diverse group of staff and student wellness ambassadors and staff and faculty wellness ambassadors. Wellness Ambassadors assist with providing outreach to the campus, therefore increasing access to

campus and community resources that enhance the well-being of the student, staff, and faculty of Illinois State.

Health Promotion and Wellness Staff members seek to hire full time and extra help staff, Graduate Assistants staff, and student workers from diverse backgrounds.

Staff members intentionally incorporate photos of diverse and underrepresented populations into Health Promotion and Wellness publications, video, and media tactics.

Inclusive language is intentionally used in publications, campaigns, resources, trainings, and all media forms utilized to communicate to and with the campus community.

Department letterhead and publications include a tagline on the back bottom that reads “An equal opportunity/affirmative action university encouraging diversity.”

Accomplishments

Health Promotion and Wellness has two inclusion practitioners within its staff. The IP’s aim to improve inclusivity practices at all levels within the department, creating a welcoming climate on campus is the main focus of the inclusion practitioner program within Division of Student Affairs.

All Health Promotion and Wellness were involved with the environmental scan of the physical department last year and adjustments to the physical environment were made based on the findings. Examples of adjustments are: the accommodation statement is included in all communications, a chair without arms is now placed in the main office, Safe zone and Friendly Faces materials are located in the main office so our campus community sees these before they enter the space.

New staff Inclusion trainings: All staff and graduate assistants attend Safe Zone, Friendly Faces, complete the Kognito trainings, and attend the Nursing Mothers Support session with the certified Lactation Specialist within the first 5 months of employment. Attending these sessions provides a foundation in several areas. Supporting our campus community in a variety of ways and providing new staff with a feeling of confidence in their ability to be more competent, compassionate, and caring are the intended goals.

Department Director serves on the Editorial Board for *Identity: Valuing our Diversity*. *Identity* is an electronic newsletter that broadcasts diversity-related events and programs on campus, and notes the endeavors and research of staff and faculty from underrepresented groups.

Department Director serves on the training committee that develops and implements sexual harassment training for students and employees.

Innovative Strategies

Health Promotion and Wellness leads the charge to establish a breastfeeding friendly environment by assisting with policy, identifying lactations spaces, and enhancing educational opportunities for the staff, students, and faculty of Illinois State University. 3 new lactation spaces were open in Schroeder, Turner Hall and Nelson Smith building. Staff members assist any new ISU staff, faculty member, or student with locating a space to express milk that complies with both Federal and State requirements. Spaces are located beyond the 6 identified lactation spaces. The long term goal is to identify a space within each building on ISU's campus for Nursing Mother's to access.

Maintain mission to provide opportunities to enhance the well-being of faculty and staff on campus. Examples: Health Status Survey behavioral health assessment, mindfulness stress management, ergonomics program, Lifestyle Enhancement classes for staff and faculty as the primary audience (classes: yoga, healthy spines, table tennis, and T'ai Chi).

STUDENT COUNSELING SERVICES

Recruitment and Outreach

Active representation and presentations at regional conference on Diversity Issues for Counseling Centers.

Active representation and presentations at national professional conferences.

Staff membership in a variety of diversity focused professional associations.

Sustained budgetary support for attendance and involvement in professional activities related to diversity and psychology.

Active involvement by staff in research and publication about diversity issues in psychology.

Active involvement by staff in research and scholarly work related to diversity issues in psychology, including extensive work on micro-aggressions, gender identity, stereotype threat and related issues.

Accomplishments

Successfully recruited externs and interns from diverse backgrounds, including East Indian and Nigerian American backgrounds.

Continued ongoing inservice professional training of staff at all levels, focusing this year on concerns of international students, implicit attitudes training, and multicultural competency development at an agency level.

Creation of an internal inclusion initiatives team who conducted an internal review of agency facilities, print materials and web sites to assess our efforts at creating a welcoming and inclusive environment.

Continued growth of the Voices of Discovery Program with a move toward expanding the program with involvement by the Diversity Advocacy office.

Representation on the new Inclusive Community Response Team for the Division of Student Affairs.

Strategies and Initiatives

Strengthened liaison relationships with the International Students' Office.

Provided representation on all Student Affairs diversity related committees and task groups.

Advocated for inclusive environments, policies and programs at all levels of the university.

STUDENT HEALTH SERVICES

Recruitment and Outreach

- Placement of employment advertisements, vacancy notices in venues that reach underutilized and/or traditionally underrepresented groups. Venues used include, Illinois African American and Latino Higher Education Alliance (IALHEA), Higher Ed Jobs, Linked In, Illinois Department of Employee Security
- Student Health Services provides services to underrepresented groups.
- Student Health Services provides immunization services to International and
- English as a Second Language participants.
- Linkages with Mennonite College of Nursing (MCN) and Department of Health Sciences as a resource for student internships, rotations and educational job opportunities.
- Continued support for Women's Health Services.
- SHS staff participated in "House Calls" by visiting students living on campus with Housing staff. This program welcomes students, promotes services and obtains feedback from on-campus students.

- SHS participated in outreach events including Open Houses, Transfer Days, Preview and Expo, to encourage diverse groups of students to consider Illinois State University for their education.
- SHS makes a concerted effort to utilize photos for all promotional materials and our website that represents the diverse population of students and staff.

Accomplishments

- Linda Young represents SHS on the Vice President of Student Affairs, Inclusion Change Team. This team was created to advance diversity and examine workplace issues impacting underutilized or traditionally underrepresented groups, including racial/ethnic minority groups, females, LGBTQ, individuals with disabilities and veterans.
- Continued collaboration with the English Language Institute for immunization compliance/scheduling.
- Student Health Services staff volunteered at the Community Health Care Clinic. This clinic provides quality healthcare to the medically underserved population of McLean County through the operation of a free medical clinic.
- The majority of newly hired staff has been female.
- Continued collaboration with the Office of Disability Concerns to provide services to students with disabilities.
- Student Health Services staff includes individuals with disabilities, females, Asians and Latinos.
- Search Committees include minority representation.
- Increased clinical provider and staff diversity continues to be a top priority for search committees. Efforts to promote vacancies at Student Health Services will continue to be placed in publications and employment materials to recruit diverse applicants.
- All SHS staff attended True Colors® training. This training is a model for understanding yourself and others based on personality temperaments. Identifying your personality and the personalities of others using True Colors provides you with insights into different motivations, actions and communication approaches.
- Disability Concerns staff provided training including an overview of the services the Office of Disability and Concerns provides to students and how their office can assist with the needs of a student with a disability. In addition, information regarding services available for students diagnosed with Autism Spectrum Disorder was provided.
- All SHS staff participated in a Common Language Draw activity and discussion designed to increase awareness of how we communicate, and the cultural influences on the way we develop common language.

- All SHS staff attended “Examining Social Class” at the Spring, 2015 in-service.
- Various environmental scans of the SHS facility and website were completed. Facility and website improvements were made as a result of the scans.
- Student Insurance reviewed insurance plans for international students & visiting scholars with J 1 visas to make sure plans met immigration and University insurance requirements.
- Laura Knoblauch, SHS Director, presented, *Programmatic Responsiveness to a Changing Generation*, at the Mid America College Health Association meeting.
- Contracted with Heartland Community College to provide medical services to international students.
- Presented at International Student Orientation to provide information about Student Health Services/Insurance.
- In order to provide quality healthcare, Student Health Services clinical staff ask first time patients, for applicable visits, about sexual orientation.
- SHS staff attended the following diversity events in 2015:
 - Dialogue as skill: Training a Health Professions Workforce that Can Talk about Race and Racism”, by Joan Murray Garcia
 - Working Across Departments to Create Inclusive Environments
 - Open-mindedness/Overcoming Stereotyping and Prejudice
 - Friendly Faces
 - The Other Wes Moore presentation
 - Being a Culturally Competent Host by Understanding Gender and Identity
 - ISU’s International Strategic Directions
 - Study Abroad Education Possibilities: Experiential Learning, Critical Thinking, and Global Citizenship
 - The Sweet Enchantment of Post Racial Racism in America
 - Becoming Cosmopolitan: Critical Cosmopolitanism as a New Paradigm for Global Learning
 - Laverne Cox presentation (Transgender-issues advocate and critically acclaimed actress)
 - International Seminar Series: “Diversity in the Classroom: How International Students and Scholars Contribute to Global Learning”
 - The City that Care Forgot: New Orleans and the Future of American Urbanism

- Higher Education in a Period of Rapid Transformation
- Advancing Social Justice Using the Space Between
- What High Impact Practices Can Do for our Students
- Cognitive Bias and Choice Architecture: Helping Students Help Themselves
- Cross Campus Collaborations to Assess Alcohol Alternative Programs at Illinois State University
- Mindfulness as a Student Affairs Practice
- It Takes a Village: Your Role in Promoting Mental Health
- Deconstructing the Gender Binary
- Tips for Navigating Conversations and Advocating for Non-Traditional Students
- MBLGTACC 2015: Stories of How a Campus Rallied and Students were Impacted
- Addressing Body Image and Eating Concerns on a College Campus
- Issues in Student-Athlete Mental Health: How Can Student Affairs Help?

Innovative Strategies

- Creation of a committee with International Studies and SHS staff to address improvements in immunization compliance for international students.
- Continue efforts to recruit underrepresented staff.
- Continue diversity outreach efforts through the clinic and other SHS departments.
- Continue to require diversity training for all SHS staff.

UNIVERSITY HOUSING SERVICES

Recruitment and Outreach

The RA Mentoring Program: Every member of the Residence Life professional staff is required to recruit and mentor students into the Resident and Community Assistant selection process in order to create a diverse pool of qualified candidates.

Minority and Friends Network: Each year, University Housing Services co-sponsors the Minority and Friends Network social held during the Oshkosh Placement Exchange, a recruitment conference for Housing professionals. UHS is also a co-founder and active member of the Network. Members of the Housing team meet and mentor candidates from diverse backgrounds while attending the conference in the Minority and Friends support booth.

University Housing Services Diversity Statement: At the beginning of each academic year, all full-time staff, Resident Assistants, Community Assistants, and service area student employees

read, review, and discuss the department's Diversity Statement. Afterwards, they are asked to sign a copy of the statement as a declaration of their commitment to uphold UHS's diversity standards for the upcoming year. The statement is placed in the lobby of the Office of Residential Life building where university guests can read the statement and confirm our commitment as a staff.

Recruitment efforts for open full-time staff positions include outreach to current and former colleagues, alumni for recommendations of qualified candidates. The positions are posted on social media, listservs, and housing organization newsletters.

Community participation: Several members of the University Housing Services staff support and/or are members of affinity groups in the Illinois State University and Bloomington-Normal community (ex. Association of Black Academic Employees, Organization of Latino Employees, Women's Mentoring network). Their participation also provides opportunities for community outreach when employment opportunities become available.

Community Service Programs: UHS staff members participate in over 200 hours of community service each year. Many of these efforts directly serve underrepresented groups in Bloomington-Normal, which helps to connect ISU and UHS to the local community while also providing UHS staff the opportunity to practice good citizenship. Additionally, several programs sponsored by student leaders, support a variety of philanthropic organizations nationally.

Alumni Connections: Alumni of the UHS Residential Life area are sent birthday cards each year and updated on current Illinois State University news. This annual contact has helped with recruitment, created opportunities to give back to Illinois State University and overall friend-raising efforts.

Resident Assistant/Community Assistant Recruitment: The Selection committee contacts several Registered Student Organizations as part of their recruitment efforts.

Diversity Advocacy Student Organization Liaison: Members of the Residential Life Team serve as liaisons to the Diversity Advocacy Student organizations, which include; the Asian Pacific American Coalition (APAC), Black Student Union (BSU), Pride, and the Association of Latin American Students (ALAS). Liaisons attend general assembly meetings, listen to student concerns, and discuss leadership positions and job openings available within University Housing Services.

Alumni contacts: Residence Life staff members who leave the organization are contacted regularly. From time to time, former staff members are asked to come back and present to current students and staff. These connections can create opportunities to recruit new students, and demonstrate how involvement with UHS can impact a student's future. UHS alumni have participated in Homecoming receptions/reunions and as keynote speakers Resident Assistant/Community Assistant training events and last lectures for the housing staff.

University Housing Services conference rooms: In each of the Residence Hall areas, there is a conference room dedicated to a specific underrated group. These rooms include the Rose Parks Room in Watterson Commons, The Shawnee Room in West Campus, and the Kong Room in East Campus. Most recently the Rosa Parks room was updated to include a civil rights timeline mural.

Accomplishments

Presentations/Publications/Affiliations

- Dana Tuttle is a member of the Women's Mentoring Network.
- Lupe Montalvo is a member of OLE (Organization of Latino Employees)
- Jamie Neville is a SafeZone facilitator.
- UHS, in partnership with several campus and community groups and organizations, successfully facilitated three cultural dinners this past year. Speakers included: J.R. Martinez: U.S. Army veteran, actor, and author. Marlee Matlin: actress and activist.
- Staff presents diversity training sessions to student leaders at the annual Residence Hall Government and Diversity Coalition Retreat.
- Tristen Johnson, Krystal Muckle, David Speiser, and Donald Reed served as facilitators for ISU's On Common Ground event in January.
- Bridget Reeland and Donald Reed serve as Inclusion Practitioners with the Division of Student Affairs. In these roles they have completed a departmental diversity scan.
- We had several typical staff gatherings where we challenged the concept of gender binary by asking staff what their preferred pronouns would be. Staff members were empowered to state their preferred pronouns in their e-mail signatures.
- Gender neutral bathrooms signage was posted next to several common area restrooms within our central office facilities and residence halls to welcome any gender use of these facilities.
- Illinois State University hosted the Midwest Bisexual, Lesbian, Gay, Transgender and Ally College Conference (MBLGTACC) the nation's largest LGBTQ college conference in February 2015. Our department was proud to co-sponsor this event at the "Silver" donor level with a donation of \$3,000.

Innovative Strategies

- Continue to foster residential and academic environments in which all people can be successful. To maintain this environment, the following activities routinely take place:
 - Department-wide diversity training
 - Use of inclusive language in all materials and in all forms of communication

- Facilitating activities and celebrations that focus on diversity and inclusiveness
- Establishing and maintaining relationships with underrepresented groups on campus
- Recruitment and retention of staff from various backgrounds
- Inclusive policies, procedures and practices
- Providing resources for programming, self-reflection, and training.
- Continue to use various avenues to recruit full-time professional staff from underrepresented groups.
- Continually review department policies to ensure that they are inclusive, fair, unbiased, and in line with ISU's and UHS's mission and diversity statements.
- Regularly reflect on departmental culture and practices in order to ensure that UHS is an inclusive and multicultural organization.

During staff searches, we request the diversity of our search pools at several points in the application process.

DIVISION OF FINANCE & PLANNING

FACILITIES MANAGEMENT

Recruitment and Outreach

Facilities Management continues to provide an ongoing Leadership Training Program for frontline employees to perform job duties and functions of their supervisors while supervisors are on vacation or sick leave. This provides opportunities for all employees, including many in underrepresented classes, to develop skills necessary for advancement within Facilities Management.

Facilities Management advertised for positions in local and area newspapers in an effort to increase exposure to underrepresented individuals.

Accomplishments

Facilities Management has hired several frontline employees who are members of underrepresented groups. We have created opportunities for underrepresented groups through extra help positions, to enable them to better qualify for full-time positions, and through the use of the Civil Service Intern Program.

Facilities Management filled supervisory positions with individuals from underrepresented groups.

Facilities Management continues the professional development of our staff, including supervisory staff members that are of underrepresented classes. Several employees from underrepresented groups are participating in four-year programs in the APPA Institute and the APPA Leadership Academy, a professional organization for facilities administrators.

Facilities Management serves on a committee that reviews the ADA needs for campus and supports projects and initiatives to be carried out. This year, improvements in accessibility include sidewalk upgrades, reconfiguration of non-compliant restrooms, an addition of ADA door operators and upgrades of ADA lifts across campus.

Innovative Strategies

A senior staff member served in leadership roles in a number of minority organizations including: President of the Bloomington/Normal Chapter of the NAACP, Faculty/Staff advisor to the Noir Dance Troupe, Executive Board Member of the ABAE and Faculty/Staff advisor to the ISU student chapter of NAACP.

A senior staff member is the liaison for the NAACP's Afro-Academic, Cultural, Technological and Scientific Olympics (ACT-SO) Program. Other staff members support the program through volunteerism, participation in the enrichment sessions, competition and banquet.

A senior staff member is the Faculty/Staff advisor for the student National Revolutionized Health & Wellness Coalition.

Some staff members are members of Safe Zone, providing support and advocacy to gay, lesbian, bisexual and transgender (GLBT) persons.

Several staff members are members of the Association of Black Academic Employees (ABAE) and NAACP. One senior staff member serves on the ABAE Membership Committee.

Staff members participated in the 100 Black Men of Central Illinois Excellence in Mentoring Gala.

Facilities Management employs approximately 52 student workers. We gain a lot from these student workers in learning from their different perspectives, knowledge and skills. The students, who represent underrepresented groups, increase the diversity in the workplace.

Facilities Management supervisors have networked with colleagues in an effort to expand community outreach and to reach others in neighboring communities where the underrepresented populations are greater, in an effort to attract candidates for positions.

OFFICE OF PARKING AND TRANSPORTATION SERVICES

Recruitment and Outreach

Parking and Transportation publicizes Illinois State University and the Office of Parking and Transportation as an equal opportunity employer by placing such language on its Rules and Regulations which are distributed (or at a minimum offered) to every permit holder. This language is placed on the department web page and on our Redbird Ride Transit publications.

Internal efforts are made by the Office of Parking and Transportation to diversify the departmental workforce aimed at hiring, promoting and retaining individuals from underrepresented groups, including advertising for openings this past year in local papers to increase exposure to underrepresented groups.

Accomplishments

The Office of Parking and Transportation and some of its employees belong to Women in Parking, an organization aimed at supporting and advancing that traditionally underrepresented group.

Office of Parking and Transportation employees enrolled in Temporary Foreman Training to increase skills of underrepresented groups.

Office of Parking and Transportation staff member participates in Women's Mentoring Network as outreach to underrepresented groups.

Office of Parking and Transportation staff member enrolled in the McLean County Chamber of Commerce, Leadership McLean County program to promote leadership skills of underrepresented groups.

Innovative Strategies

The Office of Parking and Transportation hires student employees year round and utilizes this as an opportunity to increase diversity in the workforce and bring a unique perspective, knowledge and skill base to the department.

ADMINISTRATIVE TECHNOLOGIES

Recruitment and Outreach

- We utilize the following advertising methods when we post job openings:
 - IALHEA – Illinois African American and Latino Higher Education Alliance
 - Monster.com
 - Hire-a-Redbird (ISU Career Center)

- Illinois Department of Employment Security (IDES)
 - Chronicle of Higher Ed
 - Inside Higher Ed
 - Pantagraph
 - Facebook
 - Twitter
 - LinkedIn
 - Dice.com
 - Local papers
 - HigherEdJobs.com
 - Colleges
 - Bradley
 - University of Illinois
 - Heartland
 - Parkland
- In FY15 AT attended the following job fair/recruiting event:
 - ISU IT Internship Fair September 2014
 - Internal efforts to diversify the departmental workforce
 - The department encouraged hiring managers to diversify Administrative Technologies.

Accomplishments

- Utilizes the department website as a recruiting tool to generate interest in ISU and jobs currently available. www.at.illinoisstate.edu/careers
- Active involvement in professional organizations aimed at supporting and advancing traditionally underrepresented groups, advising a student organization aimed at supporting and advancing traditionally underrepresented groups, participating in University diversity-related committees, representing the University in community-based diversity committees, events, programs, etc.
- Hosting a speaker, program, or activity focused on educating, supporting, or advancing traditionally underrepresented groups.

Innovative Strategies

Administrative Technologies continues to do everything it can to recruit the very best. AT is always looking for new job fairs and recruiting events, and encourages employees to recruit professionals within their network and attend professional organizations/conferences in search of talent.

OFFICE OF THE COMPTROLLER

The University Purchasing Office supports and is required to comply with State of Illinois procurement goals related to minority, female, persons with disabilities and veteran business contracts.

HUMAN RESOURCES

Recruitment and Outreach

Hiring authorities are responsible for identifying advertising options that will identify a broad pool of qualified applicants. In support of this effort, hiring authorities are provided with information on the University's placement goals and areas of underutilization so they may consider those needs when reviewing outreach options. Human Resources assisted hiring authorities in placing advertisements for faculty and staff vacancies in a variety of local, regional, and national media. Additionally, many vacancies were advertised by hiring authorities through community organizations and discipline-specific sources such as professional organizations, interest groups, and institutions of higher education.

In the past year Human Resources assisted in advertising faculty and staff vacancies with the following sources:

- Chronicle of Higher Education
- HigherEdJobs.com
- IASA-Illinois Education in Job Bank
- Illinois African American and Latino Higher Education Alliance (IALHEA)
- INSIGHT Into Diversity
- Diversejobs.net
- Local and Regional Newspapers/websites
- Professional publications and organizations
- Monster.com (this includes multiple Diversity and Veteran's websites)
- State Universities Civil Service System Employment Opportunities website
- Community/church groups
- IBHE Diversifying Faculty in Illinois website
- Illinois State University Job Posting website
- LinkedIn

- Illinois Department of Employment Security
- Various State and Public Universities/Junior Colleges

Job Fairs/Recruiting efforts:

- Preview (2015)
- Bridges to Employment (3/2015)

The Office of Human Resources encourages hiring managers to utilize the Intern Program approved by the State Universities Civil Service System to create opportunities for underrepresented groups.

Human Resources supplied applicant tracking information and reporting to the Office of Equal Opportunity, Ethics and Access specifically for candidate sourcing and ethnicity including total numbers and placements.

Members from the Human Resources employment staff attended the following workshops, webinars and training programs:

- 2015 Diversity Affinity Group Meeting (ISU participated with other State Universities)
- Cultural Literacy in the Workplace
- Cultural Literacy in the Classroom
- Strategies in Recruiting Minority Faculty and Staff
- Veteran and Disability Hiring under the New OFCCP (Office of Federal Contract Compliance Programs)
- OFCCP's New Agenda: Tipping the Balance in Your Favor webinar
- Deliver Organizational Effectiveness Through Cultural webinar
- Bloomington/Normal Human Resource Council - Unity in Diversity

Accomplishments

Individual Human Resource staff members participate in Safe Zone, providing support and advocacy to gay, lesbian, bisexual and transgender (GLBT) persons.

The Search Committee Training for Administrative/Professional and Faculty was updated by including new slides on mitigating unconscious bias, responsible use of Google and social media searches, and organizational fit.

Selection Process Training for Civil Service Supervisors was created. This includes slides on the hiring process, conducting interviews, responsible use of Google and social media searches, consistency and professionalism.

Human Resources translated the Police Officer recruitment flyer into Spanish for distribution in the local community.

Human Resources implemented the “All About ISU” new employee orientation which highlights Affinity Groups on campus and shares our philosophy/strategy/plan about diversity.

Human Resources assisted other areas on campus with enhanced diversity reporting efforts.

Innovative Strategies

Human Resources created a database to better track responses from an applicant on where they learned about a posted vacancy. The database will also help the Human Resource Employment Consultant and the hiring department know what recruiting resource the successful candidate was hired from.

DIVISION OF UNIVERSITY ADVANCEMENT

Recruitment and Outreach

- University recruitment via LinkedIn. University Marketing and Communications regularly posts job opportunities and other employment content to our LinkedIn Illinois State Page, which has nearly 11,500 followers. LinkedIn is a popular social networking site for underrepresented candidates. Around 28 percent of black Internet users regularly use LinkedIn, and 18 percent of Hispanic Internet users do the same, according to the Pew Research Center.
- UMC uses social media platforms like Adobe Behance and LinkedIn to find and recruit candidates from underutilized groups to fill job vacancies in University Advancement. Searching job titles and geographic area allows managers to find potential candidates and contact them encouraging them to apply. For each position open, an effort is made to search, identify, and contact underrepresented candidates via social media.
- Postings for AP and CS staff openings were advertised in a number of noted affirmative action publications and posted to websites such as the Illinois Committee on Black Concerns in Higher Education and the Illinois Latino Council on Higher Education and MCLP.
- University publications include a tagline on the back bottom that reads “An equal opportunity/affirmative action university encouraging diversity.”

- Postings for AP and CS staff openings were advertised in a number of noted affirmative action publications and posted to websites such as the Illinois Committee on Black Concerns in Higher Education and the Illinois Latino Council on Higher Education.
- Job descriptions were widely circulated throughout the country to professionals from underrepresented groups and other professional organizations.

Accomplishments

- The Illinois State University Black Colleagues Association (ISUBCA), an alumni affinity organization, is very involved in recruitment of new students and outreach that seeks to support and advance traditionally underrepresented groups in higher education. For example, at ISUBCA Meet & Greets, members of ISUBCA meet with African-American students who have been admitted to the University to share information about the University and their experiences as alumni, and to encourage the pursuit of a college education. They then serve in a mentoring role to students and parents who might seek them out for additional information or guidance. Additionally, ISUBCA financially supports underrepresented students through scholarship programs including the Judge Russell De Bow Scholarships and the Commemorative Public Service Scholarships.
- The Latin@ Alumni Network was established in FY15 with its mission to establish, maintain and promote a network for the empowerment and advancement of Latin@ alumni, students, faculty and staff at Illinois State University. This group plans to establish scholarship opportunities primarily aimed at supporting deserving Latin@ students.
- Also established in FY16 is the LGBTQA (Lesbian, Gay, Bi-sexual, Transgender, Queer, Ally) Alumni Network. Involvement in this network encourage alumni to remain connected to Illinois State University through social, professional and educational opportunities. The LGBTQA Alumni Network seeks to assist alumni in expanding their network of professional contacts.
- University Marketing and Communications received the Commitment to Diversity Award, Honorable Mention, in April 2013 for Student Model Recruitment.
- The Multicultural Leadership Program (MCLP)
This program is an intense professional development curriculum that provides a framework to those with an interest and potential to step into leadership roles within our communities. At the core of MCLP's purpose is the goal to focus on diversity, based on a multitude of factors in order to help support the emerging complexity of our communities and future social and business infrastructures. Staff members are advisors to or participants in this program.

- The Illinois State University Black Colleagues Association (ISUBCA), an alumni affinity organization, is very involved in recruitment of new students and outreach that seeks to support and advance traditionally underrepresented groups in higher education. The staff and alumni in this organization are involved in the following events and activities:
 - ISUBCA Meet & Greets -- Members of ISUBCA meet with African-American students who have been admitted to the University to share information about the University and their experiences as alumni, and to encourage the pursuit of a college education. They then serve in a mentoring role to students and parents who might seek them out for additional information or guidance.
 - Redbird Welcome Parties -- Members of ISUBCA meet with admitted underrepresented students at these events which take place immediately before the beginning of the academic year. These events are focused on easing the transition for new students into the college environment.
 - ISUBCA financially supports underrepresented students through scholarship programs including the Judge Russell De Bow Scholarships and the Commemorative Public Service Scholarships.
- Secured one-year grant from State Farm Companies Foundation to provide funding for the Little Village project through the College of Education. The Chicago Teacher Education Pipeline fosters the development of quality teaching and professional education practices that promote diversity, equity, and global perspectives, with specific focus on increasing urban teacher recruitment and improving preparation, and retention of teachers in hard-to-staff inner-city schools.
- Secured one-year grant from State Farm Companies Foundation to provide funding for Mennonite College of Nursing undergraduate nursing students to work in targeted schools with higher than average levels of poverty and diversity in the student body to assist with teaching oral health, healthy eating, and activity.
- Secured one-year grant from State Farm Companies Foundation to provide funding for the Minority Achievement Program which has positively impacted the recruitment and retention of students from underrepresented populations.
- Secured grant from the Caterpillar Foundation to award a scholarship to a diverse student majoring in business for the 2014/2015 academic year. This scholarship is targeted for an undergraduate student and is utilized as a retention tool.
- Secured ongoing funding from Dr. Robert and Mary English for the English Scholars Program. This program provides economically disadvantaged education students with a laptop computer, printer, as well as training and technical support.

- Omega Psi Phi Fraternity, Inc.
This historically black Greek letter organization seeks to help improve the lives of underrepresented groups and the communities in which we live. Efforts focus on scholarship activities on youth mentorship, fundraising activities, health and wellness promotions, voter registration, education, and mobilization efforts. A staff member serves as the current faculty advisor to the undergraduate chapter of the organization and helps support local initiatives through involvement with the local graduate chapter.
- Delta Sigma Theta Sorority, Inc.
This historically black Greek letter organization provides an extensive array of public service initiatives through its Five-Point Program Thrust of Economic Development, Educational Development, International Awareness and Involvement, Physical and Mental Health, and Political Awareness and Involvement. A staff member regularly participates in their local initiative called “Delta Academy” and teaches girls aged 11-14 about various topics in science, technology, and math.
- The Black and Latino Male Summit
The inaugural Black and Latino Male Summit in April 2013 was a day-long workshop coordinated by the Dean of Students Office, which created an environment of camaraderie among participants through educational sessions, keynote speakers and discussion of issues affecting the Black and Latino male communities. The Summit maximized opportunities for coalition building, education, and workforce readiness. A UA staff member helps facilitate this program.
- Management staff is encouraged to participate in campus and community organizations that support and encourage mentoring or development of individuals from underrepresented groups. Staff members have been involved in meeting with prospective students interested in the community and campus environment as it relates to supporting diversity initiatives. In addition, staff members actively participate in supporting community based organizations and programs involved in mentoring efforts to underrepresented groups.
- Staff members support diversity through participation in the Safe Zone project.

Innovative strategies

- To express the Educating Illinois value of Diversity, an affirmative action statement is included on every University publication that is created by UMC that reads “An equal opportunity/affirmative action university encouraging diversity.”
- Model recruitment. It is important for images of the University reproduced in print or online to reflect traditionally underrepresented groups. Staff photographers and video specialists recruit students online, through the Facebook Group: [Photo Shoots at Illinois](#)

[State](#). When staffers encounter potential student talent in the field they give the student a card and ask if they are interested in modeling for photos or video. If the student responds they are asked to join this Facebook Group. Staff will send out notices to the group and individuals when they are looking for participation from specific underrepresented groups.

- Publications. UMC staff members work with a constant and conscious effort to consistently incorporate diverse and underrepresented populations into all print products that come through the office. There are approximately 1,700 jobs created on behalf of the University by UMC annually. Each project is designed so that the vast variety of individuals represented at ISU are showcased. Examples from the pages of *Illinois State* alumni magazine this past year include features on an African-American alum named Teacher of the Year, an alum living with HIV, the artwork done by ISU's Rick Lewis to break stereotypes of African-American men, and an alum removing barriers in her work at a nationally recognized school for the deaf and blind.
- Online stories. UMC strives to include underrepresented groups in several online story series used for recruitment and outreach purposes. In August, the students featured in our five-part series about our new freshman class were selected specifically with ethnic, socioeconomic, and geographic diversity in mind. Our ongoing video series for the Office of Admissions, called #BirdofMouth, is planned with the same balance. UMC's storytelling has also supported innovative strategies across campus. In March 2015, for example, we produced a recruitment video about the [Louis Stokes Alliance for Minority Participation](#), a STEM program.
- Veterans features. UMC makes a concerted effort to publicize the role of veterans on campus through online and print media. Here are a few examples of stories from the previous year that feature veterans. [Iraq War vet turns tragedy into comedy](#), [ISU takes part in Student Veterans Leadership Day](#), [After ISU, strength coach finds his way to NFL's Rams](#)
- Staff members intentionally incorporate diverse and underrepresented populations into University publications, including *Illinois State* magazine, a publication with circulation of over 150,000. The magazine showcases alumni, faculty, and staff members from a variety of backgrounds and culture. Examples of these features include a story on disabled veterans, minority representation in the Sports Medicine and Rehabilitation Therapy (SMART) Clinic photo, and various stories on minority athletes, graduates, and scholarship winners.
- Staff members recruit student callers each year and seek to hire a diverse student population that represents the population of our students and alumni. In addition, our solicitations follow University standards of equal representation.

- Staff members will continue to submit funding proposals to foundations and corporations that provide financial support for students from diverse and underrepresented groups in alignment with the University's goals.