

DIVERSITY AND INCLUSION STRATEGIC PLAN



SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

INSTITUTIONAL
DIVERSITY & INCLUSION



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ACKNOWLEDGEMENTS

The development of this SIUE Diversity and Inclusion Strategic Plan (interchangeably referred to hereafter as the plan) would not have been possible without the leadership provided by Chancellor Randy Pembrook; Associate Chancellor and Chief Diversity Officer Venessa A. Brown; Provost and Vice Chancellor for Academic Affairs, Denise Cobb; Vice Chancellor for Student Affairs, Jeffrey Waple; and the commitment and hard work of the University Diversity Council.

The commitment to living our values is the driving force for SIUE to become an Inclusive Excellence community. A number of individuals and groups have contributed over the years to the efforts of integrating diversity and inclusion into the fabric of SIUE. We have a strong enrollment management team, along with other members in this community who continue to be committed to diversifying our campus. The members of the 2016-17 and 2017-18 University Diversity Council have listened to our campus community and worked to ensure that this plan represents the voices of all in this community.

2017-18 University Diversity Council Membership

Chair

Venessa A. Brown, Professor and Associate Chancellor,
Institutional Diversity and Inclusion

Faculty

Marcus Agustin, President, 2017-18 Faculty Senate

Jerrica Ampadu, Assistant Professor, School of Nursing

Scott Belobrajdic, Associate Vice Chancellor, Enrollment Management

Lakesha Butler, Clinical Associate Professor, School of Pharmacy

Anthony Denkyirah, Associate Professor,
School of Education, Health and Human Behavior

Gunes Ercal, Associate Professor, School of Engineering

Gertrude Pannirselvam, Associate Professor, School of Business

Cornell Thomas, Assistant Dean of Students, School of Dental Medicine

Mary Weishaar, Executive Director, Office of International Affairs

Prince Wells III, Associate Professor, College of Arts and Sciences

Sonia Zamanou-Erickson, Associate Professor,
College of Arts and Sciences

Professional Staff

James Boyle, Interim Director, Disability Support Services

Terra Cole Brown, Member, Black Faculty and Staff Association

Jesse Dixon, Director, SIUE East St. Louis Center

Gretchen Fricke, President, 2017-18 Staff Senate

Gina Jeffries, Director, SIUE East St. Louis Charter High School

Tamika Johnson, Human Resource Manager, Human Resources

Chad Martinez, Director, Office of Equal Opportunity,
Access and Title IX Coordination

Undergraduate Students

Kelsi Delgado, Student Diversity Officer, 2017-18 Student Government

Ramón DeShazer, Student Body President, 2017-18 Student Government

2016-2017 University Diversity Council Members (Not Previously Listed)

Faculty

Jeffrey Sabby, President, 2016-17 Faculty Senate

Prince Wells III, President, 2016-17 Black Faculty and Staff Association

Tian Yu, Professor, School of Education, Health and Human Behavior

Professional Staff

Kirt Ormesher, President, 2016-17 Staff Senate

Undergraduate Students

Luke Jansen, Student Body President, 2016-17 Student Government





SIUE STATEMENT ON DIVERSITY

The SIUE Statement on Diversity reflects SIUE’s commitment to recognizing and valuing the contributions of the breadth of humankind. This statement, adopted in April 2013, replaces an earlier version:

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice and the development of full human potential, we must build on this diversity and inclusion.

- Southern Illinois University Edwardsville nurtures an open, respectful, and welcoming climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.
- Southern Illinois University Edwardsville is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future.
- Integral to this commitment, Southern Illinois University Edwardsville strives for a student body and a workforce that is both diverse and inclusive.

Adopted April 2013



SIUE MISSION, VISION AND VALUES

Mission

Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world.

Vision

Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

Values

Citizenship

- Social, civic and political responsibility — globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among students, faculty, staff, alumni and the larger community
- Sustainable practices in environmental, financial and social endeavors

Excellence

- High-quality learning within and beyond the classroom
- Continuous improvement and innovation
- Outstanding scholarship and public service

Inclusion

- A welcoming and supportive environment
- Openness to the rich diversity of humankind in all aspects of University life
- Respect for individuals, differences, and cultures
- Intellectual freedom and diversity of thought

Integrity

- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions

Wisdom

- Creation, preservation and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

Message from the CHANCELLOR



Welcome to the pages of what is one of the most important and defining living documents of Southern Illinois University Edwardsville, a testament to our commitment to diversity, inclusion and respect for the

individual. SIUE is dedicated to the pursuit and promotion of a diverse campus population. Diversity is vital to societal well-being and, within higher education, is critical to student success.

The SIUE campus community is a rich collection of human perspectives, backgrounds and ethnic and cultural heritage. We are stronger for it and that strength leads to healthy dialogue and the ability to shape the world around us. It also prepares students to better navigate the world and to make important decisions based on the greater good. Please join us in our quest to set the example for an open and inclusive environment where each community member is valued for individuality and contributions to the welfare of the whole.

On behalf of the faculty, staff and students of SIUE, I extend my thanks to Dr. Venessa Brown and the University Diversity Council for their efforts in developing SIUE's first Diversity and Inclusion Strategic Plan. I embrace this renewed commitment to inclusion and respect and look forward to future updates regarding successes in this area.

A handwritten signature in black ink, reading "Randall G. Pembroke".

Dr. Randall G. Pembroke
SIUE Chancellor



Message from the ASSOCIATE CHANCELLOR AND CHIEF DIVERSITY OFFICER



The SIUE Diversity and Inclusion Strategic Plan continues the work of the previous Diversity Plan and supports SIUE in “Living Our Values.” SIUE has made great strides in diversifying the campus in so many ways, and our faculty, staff and student diversity will be prominent among our peer institutions. As we worked toward the development of the SIUE Diversity and Inclusion Strategic Plan, a continuous theme was that our faculty, staff, students and community must benefit from diversity

in ways that go beyond being harmonious and welcoming. The new plan challenges us to go beyond the numbers, and embrace diversity and inclusion as central to every decision and outcome associated with education and our interaction with external communities.

The SIUE Diversity and Inclusion Strategic Plan is the product of a process that included all members of this community. This plan expects the campus leadership to take ownership of the implementation of the diversity and inclusion efforts at SIUE. This plan was developed with input from the SIUE Diversity Summit held in the spring of 2017, which included our governance groups and the surrounding community. It is our hope that the ultimate success of this plan will continue to be shaped by ongoing dialogue, diversity and inclusion activities, and enhanced policies to address social justice and equality. This SIUE Diversity and Inclusion Strategic Plan is being presented to a different University than the SIUE that existed when the planning process began. SIUE is being transformed by our new leadership and a desire for diversity and inclusion.

As we implement the objectives of this plan—and much has already begun—it is important for us to assess the ongoing impact of our actions and be mindful of the change in SIUE that will result from our collective efforts. We must be flexible and responsive to both an ever-changing campus and society.

I look forward to celebrating the success of this plan through our commitment and dedication over the next few years.

Respectfully,

A handwritten signature in black ink, reading "Venessa A. Brown".

Venessa A. Brown, PhD
Associate Chancellor for Institutional Diversity and Inclusion
Chief Diversity Officer

PROGRESS REPORT (2013-2016)

Southern Illinois University Edwardsville (SIUE) commits to live its values of citizenship, excellence, inclusion, integrity and wisdom. Increasing the diversity of our faculty, staff and students is key to that commitment. The SIUE vision states that SIUE “will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.” Achieving this recognition cannot be accomplished without living our mission as “a student-centered educational community dedicated to communicating, expanding and integrating knowledge.” The mission continues by stating, “In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world.” SIUE students develop into productive citizens with integrity who value inclusion by studying and learning on an inclusive campus. SIUE faculty and staff from the rich diversity of humankind create a high-quality learning environment that is attractive to future employees and potential donors.

This SIUE Diversity and Inclusion Strategic Plan builds on the previous “We Are One” Diversity Plan (2013-2016) which included three broad goals, eight objectives, and a variety of suggested strategies. SIUE met or exceeded the goals and objectives set forth in the plan. These milestones attest to the fact that we are continually striving for a more diverse and inclusive campus community.

The following are some of our most significant accomplishments in the last three years, as they relate to each of the goals:



GOAL 1 INSTITUTIONAL LEADERSHIP

Campus Administration will provide leadership and support, as well as oversight, for all diversity and inclusion initiatives.

In 2014, Chancellor Julie Furst-Bowe charged the Associate Chancellor and Chief Diversity Officer with leading the revamping of the Meridian Scholars Program selection process to ensure a diverse pool of students.

In 2015, the Faculty Strategic Hiring Initiative was developed and Interim Chancellor Steve Hansen committed approximately three million dollars for the next five years to diversify the faculty.

Enrollment Management recruited the largest number of African American and Latino students in the history of the University.

GOAL 2 CURRICULAR AND CO-CURRICULAR TRANSFORMATION

Curricular and co-curricular activities will incorporate diversity and inclusion into instructional materials, classroom discussions, and student assignments, activities and University events.

The Office of Institutional Diversity and Inclusion developed a campus-wide Mentoring Resource Booklet that summarizes all mentoring opportunities available to students, faculty and staff across the entire campus.

The Office of Institutional Diversity and Inclusion hosted six new book clubs for faculty, staff and students.

Through the Office of International Affairs, the number of participants in study abroad programs increased from 127 (FY15) to 200 (FY 16).

The Office of International Affairs provided leadership for the organization, planning and implementation of support services, and clear communication for international students, faculty

and staff following the January 27 Presidential Executive Order (and subsequent orders) affecting immigration.

The Office of International Affairs collaboratively planned and implemented (with the Provost's Office and Chancellor's Office) the international student graduation celebration.

The Office of International Affairs planned the launch of a successful Peace Corps Prep program (non-credit, budget-neutral curriculum map to assist students who want to strengthen viability for the Peace Corps program).

Student Government created a Diversity Week celebrating diversity.



GOAL 3 CAMPUS CLIMATE

Southern Illinois University Edwardsville will be a welcoming and inclusive climate for all faculty, staff, students and visitors both in the classroom and the work environment.

SIUE was a recipient of the Higher Education Excellence in Diversity (HEED) Award for five years (2014, 2015, 2016, 2017 and 2018) from *INSIGHT Into Diversity*. The HEED Award is a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. It “measures an institution’s level of achievement and intensity of commitment in regard to broadening diversity and inclusion on campus through initiatives, programs and outreach; student recruitment, retention and completion; and hiring practices for faculty and staff.” (insightintodiversity.com)

In August 2014, the Office of Institutional Diversity and Inclusion held a Town Hall Meeting regarding the death of Michael Brown and the events in Ferguson, Mo., which led to a drive for non-perishables, among other initiatives.

In fall 2014, SIUE opened its first Multicultural Center, which has been instrumental in ensuring a major increase in diverse and inclusive campus programming.

In 2016, the Office of Institutional Diversity and Inclusion hosted three Black Lives Matter Conferences that were open to the entire campus community and the region. The conferences facilitated open dialogue on the Black Lives Matter movement, microaggressions and understanding white privilege. SIUE welcomed nearly 300

participants in the first conference and close to 400 participants in the third conference.

In the summer of 2016, the Office of Institutional Diversity and Inclusion developed a handbook on the History of Diversity and Inclusion at SIUE.

SIUE has taken steps to improve our campus for LGBTQ+ students, faculty and staff, with initiatives like the installation of gender neutral restrooms. Our commitment resulted in SIUE’s Campus Climate/ Campus Pride Index increasing to 4.5 in 2016, from 3 in 2013.

An increase in campus-wide coverage of diversity and inclusion initiatives is evident. Our Marketing and Communications unit promoted specific programs to ensure that our diverse initiatives are visible on all three campuses. The *Alestle* has increased its coverage of diverse and inclusive stories during the past three years.

The Faculty Mentoring Student-Athletes Program was extended to include staff who wanted to mentor student-athletes. The program has grown since its inception to include men’s and women’s basketball, and now softball.

Bridging Universal Inclusion and Leadership Development (BUILD), a faculty-student mentoring program, was and has served as a model of consistent support and a way to foster one-on-one relationships with individuals of varying backgrounds.

Overview of the 2018-2025 SIUE DIVERSITY AND INCLUSION STRATEGIC PLAN

Building on the work of the previous plan, we accomplished the following in 2017 as we anticipate the new 2018-2025 SIUE Diversity and Inclusion Strategic Plan:

In January 2017, the Office of Institutional Diversity and Inclusion hosted the Inaugural Diversity Strategic Plan Summit to gather input from the entire campus community on the new SIUE Diversity and Inclusion Strategic Plan.

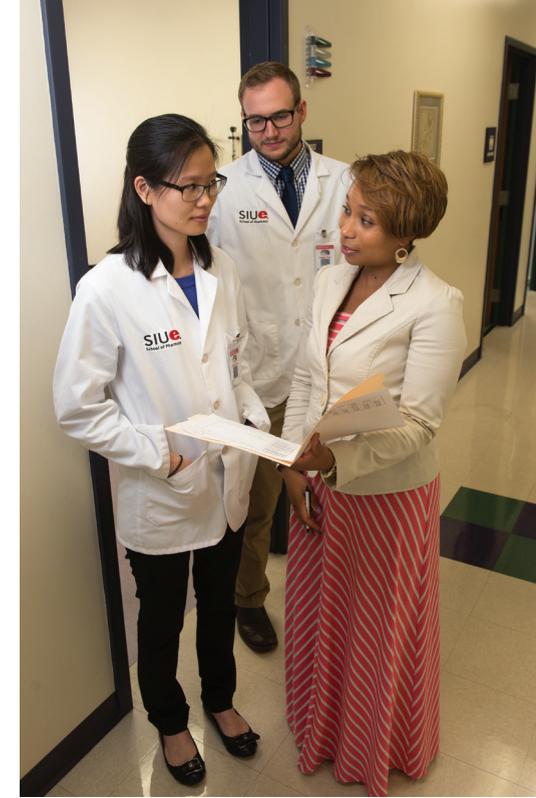
In spring 2017, Student Government created a new position of Diversity Officer. The purpose of the position is to work with all students to coordinate diverse and inclusive programming with student organizations, and to ensure that their issues and concerns about diversity and inclusion are addressed.

The Office of International Affairs collaboratively planned and implemented (with CAS and the Provost’s Office) a celebration honoring international faculty, staff and students.

The Office of Institutional Diversity and Inclusion established the inaugural Educational Cultural Tour Initiative to highlight the rich cultural heritage of our region. A group of students, faculty and staff traveled on April 20, 2017 to visit the Abraham Lincoln Presidential Museum in Springfield, IL.

SIUE participated in St. Louis Pride Festival and Parade for the past four consecutive years, and in 2017 was the only university with both an informational booth and parade walkers at the festival.

As mentioned previously, SIUE received the Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* in 2014, 2015, 2016 and 2017. In recognition of our commitment to diversity and inclusion, SIUE received the HEED Award once again in 2018.





INTRODUCTION

A supportive and welcoming environment for all members in the SIUE community allows us to continually improve, be innovative, create high-quality experiences within and beyond the classroom, and create an environment that is respectful, embraces differences and culture, and promotes life-long learning. SIUE values excellence in learning and innovation within the campus community. Diversity, inclusion and social justice together form a key foundation to support excellence. High quality scholarship, creative activities and high impact learning practices characterize accomplishments by faculty and students.

All individuals in the SIUE community can benefit by working together to improve learning and innovation. We must first start by acknowledging and respecting our differences. We must learn from the perceptions on daily operations of our students, faculty and staff. Then, we need to build on this feedback to enhance our campus community. We must acknowledge our differences, embrace them and celebrate them as they are what make us unique. We must create an environment where all underrepresented groups have a voice and feel included. Every member of our community should feel respected, appreciated and welcome to engage in every aspect of learning.

The foundation for excellence in diversity and inclusion requires institutional commitment and leadership that drives an ever-changing university. Wisdom and Integrity are two key SIUE values that allow us to remain committed to ensuring that our students, faculty and staff leave SIUE with a commitment to shape a changing world. Our institution thrives on honesty in communication and actions. SIUE is accountable to those we serve and from whom we receive support. Alumni, private donors, community organizations, funding agencies, and corporate partners are also a part of the SIUE community. These entities can be both influential and be persuaded by our efforts to create a more diverse and inclusive campus. Social media has allowed our students to interact even more in a global environment, and each day our campus looks more like the world. Our internal and external relationships should reflect our commitment to diversity and inclusion. This SIUE Diversity and Inclusion Strategic Plan details our next seven-year commitment to an inclusive campus community at SIUE.

INCLUSIVE EXCELLENCE FRAMEWORK OVERVIEW

Inclusive Excellence is a framework designed to help campuses integrate diversity and quality efforts. As a model, Inclusive Excellence assimilates diversity efforts into the core of institutional functioning to realize the educational benefits of diversity. Applying Inclusive Excellence concepts leads to infusing diversity into an institution's recruiting, admissions and hiring processes; into its curriculum and co-curriculum; and into its administrative structures and practices. Inclusive Excellence means an institution has adopted means for the cohesive, coherent and collaborative integration of diversity and inclusion into the institutional pursuit of excellence. Accepting the Inclusive Excellence model reflects the understanding that diversity and inclusion are catalysts for institutional and educational excellence, are to be invited and integrated into the very core of the educational enterprise, and are not isolated initiatives. The Inclusive Excellence framework

provides specific definitions for the terms diversity and inclusion. Throughout this document, the term **diversity** is used to describe individual differences (e.g., personality, learning styles and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability, as well as cultural, political, religious or other affiliations) that can be engaged in the service of learning and working together. The term **inclusion** is used to describe the active, intentional and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural and geographical) with which individuals might connect in ways that increase one's awareness, content knowledge, cognitive sophistication, and emphatic understanding of the complex ways individuals interact within systems and institutions.

What is Inclusive Excellence?

Inclusive Excellence is a planning process intended to help each SIUE school, college, department and unit establish a comprehensive and highly-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion and accountability at every level of University life. The central premise of Inclusive Excellence holds that SIUE needs to intentionally integrate its diversity efforts into the core aspects of department and unit goals—such as their academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations and organizational cultures—in order to maximize their success.

¹ "Diversity, Equity, & Inclusive Excellence." AAC&U. http://www.aacu.org/inclusive_excellence/index.cfm.





Why Inclusive Excellence for SIUE?

In many respects, Inclusive Excellence represents the next necessary step in our evolution as a campus community committed to creating those diverse learning environments that we know are so vital to our students' growth, learning and achievement. Our recruitment and retention efforts, as well as our engagement in such initiatives as the campus climate surveys and our recruitment initiatives with pipeline programs with Historically Black Colleges and Universities, have taught us that our pursuit of diversity has to be a far more multidimensional, integrative and student-centered process if it is to produce the kinds of institutional transformation we seek. Inclusive Excellence is a change-oriented planning process that encourages us to continue in our diversification efforts, albeit with greater intentionality and attentiveness of how they serve the needs of our students. Informed by a well-established body of empirical research as to the institutional contexts, practices and cultures that contribute to the establishment of a diverse learning environment, Inclusive Excellence represents a shift not in the essence of our work, but how we approach it and carry it out. Above all, Inclusive Excellence asks us to actively manage diversity as a vital and necessary asset of collegiate life, rather than as an external problem.

How does Inclusive Excellence work?

Inclusive Excellence offers an approach for organizing our work in a deliberate, intentional and coordinated manner. This approach:

- Employs a dual focus in diversity efforts, concentrating on both increasing compositional diversity, and creating learning environments in which students of all backgrounds can thrive
- Requires a more comprehensive, widespread level of engagement and commitment ensuring that every student fulfills their educational potential
- Places the mission of diversity at the center of institutional life, so that it becomes a core organizing principle, around which institutional decisions are made
- Calls for a close attentiveness to the student experience itself, including the impact of race and ethnicity, and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, and first-generation status on their learning experiences
- Demands that the ideals of diversity and excellence be pursued as the interconnected and interdependent goals they are



The model for Inclusive Excellence at SIUE has four dimensions:

1. Student Recruitment and Retention
2. Administrator, Faculty, and Staff Recruitment and Retention
3. Education and Scholarship
4. Campus Climate

This framework should be conceptualized as a matrix of integrated initiatives designed to achieve institutional excellence infused with evidence of diversity and inclusion. Each dimension of the model represents an area in which initiatives are designed to achieve excellence. For planning and implementation purposes, information needs to be collected and analyzed, and programs and policies need to be modified or developed to address deficiencies within each dimension. The dimensions create a framework that helps the institution monitor the progress of diversity and inclusion efforts to ensure that they remain integrated, intentional and central to the core mission of the University.

The goals, objectives, strategies and indicators of success outlined below are intended to guide the actions of appropriate University units, including senior leadership areas, schools, colleges, departments, and programs, in the delivery of initiatives, policies, and practices that advance diversity and inclusion. As this framework is implemented, the creation of indicators for each of

the four dimensions will result in an annual report to the University community and to the SIU Board of Trustees that will include accomplishments, challenges and plans for adjustments of efforts. The report associated with this plan will be presented annually, beginning in May 2019, to the Board of Trustees. (The annual census dates for students and employees occur in the fall, and an April reporting deadline would provide time for proper data collection and analysis.) Indicators included in this plan draw on existing datasets wherever possible, especially those reports submitted to state or federal authorities that use standardized definitions and may allow cross-institutional comparisons. Institutional and national surveys of faculty, staff and students provide important information for monitoring progress, guiding continuous improvement and benchmarking against others when possible. Many units on campus participate in collecting and analyzing data cited below, including Institutional Research, Academic Affairs, Enrollment Management, Human Resources and Graduate Studies, as well as the Office of Institutional Diversity and Inclusion.

¹ Office of Equity, Diversity, and Inclusion (2011). *Inclusive Excellence FAQ*. Madison, WI: University of Wisconsin System Administration.

Inclusive Excellence Definitions and Terms

Inclusive Excellence brings together a comprehensive knowledge base—research and theory—from a variety of sources. Within this framework, there are some concepts and terms that are fundamentally linked to the educational mission and institutional practice, and thus deserve to be highlighted. The definitions have been categorized by four essential pillars of Inclusive Excellence—Diversity, Equity, Inclusion and Excellence.

Diversity

Diversity: Individual differences (e.g. personality, learning styles and life experiences) and group/ social differences (e.g. race/ethnicity, gender, sexual orientation, gender identity or expression, country of origin, and ability as well as cultural, political, religious or other affiliations) that can be engaged in the service of learning.

Compositional Diversity: The numerical and proportional representation of various racial and ethnic groups on a campus. (Milem, Chang and Antonio, 2005)

Critical Mass: Meaningful representation. Refers to a number that encourages underrepresented minority students to participate in the classroom and not feel isolated.

Equity

Equity Mindedness: Refers to the outlook, perspective or mode of thinking exhibited by practitioners and others who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity. This includes being “color conscious,” noticing differences in experience among racial-ethnic groups, and being willing to talk about race and ethnicity as an aspect of equity. Equity perspectives are evident in actions, language, problem-framing, problem-solving and cultural practices. (Bensimon, 2008)

Deficit Mindedness: Deficit thinking “posits that students who fail in school do so because of alleged internal deficits (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familiar deficits and dysfunctions” (Valencia, 1997). In other words, deficit thinking “blames the student” for unequal outcomes.

Representational Equity: Proportional participation of historically underrepresented racial-ethnic groups at all levels of an institution, including high status special programs, high-demand majors and in the distribution of grades. (Bensimon, 2008)

Inclusion

Inclusion: The active, intentional and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication and empathetic understanding of the complex ways individuals interact within systems and institutions.

Excellence

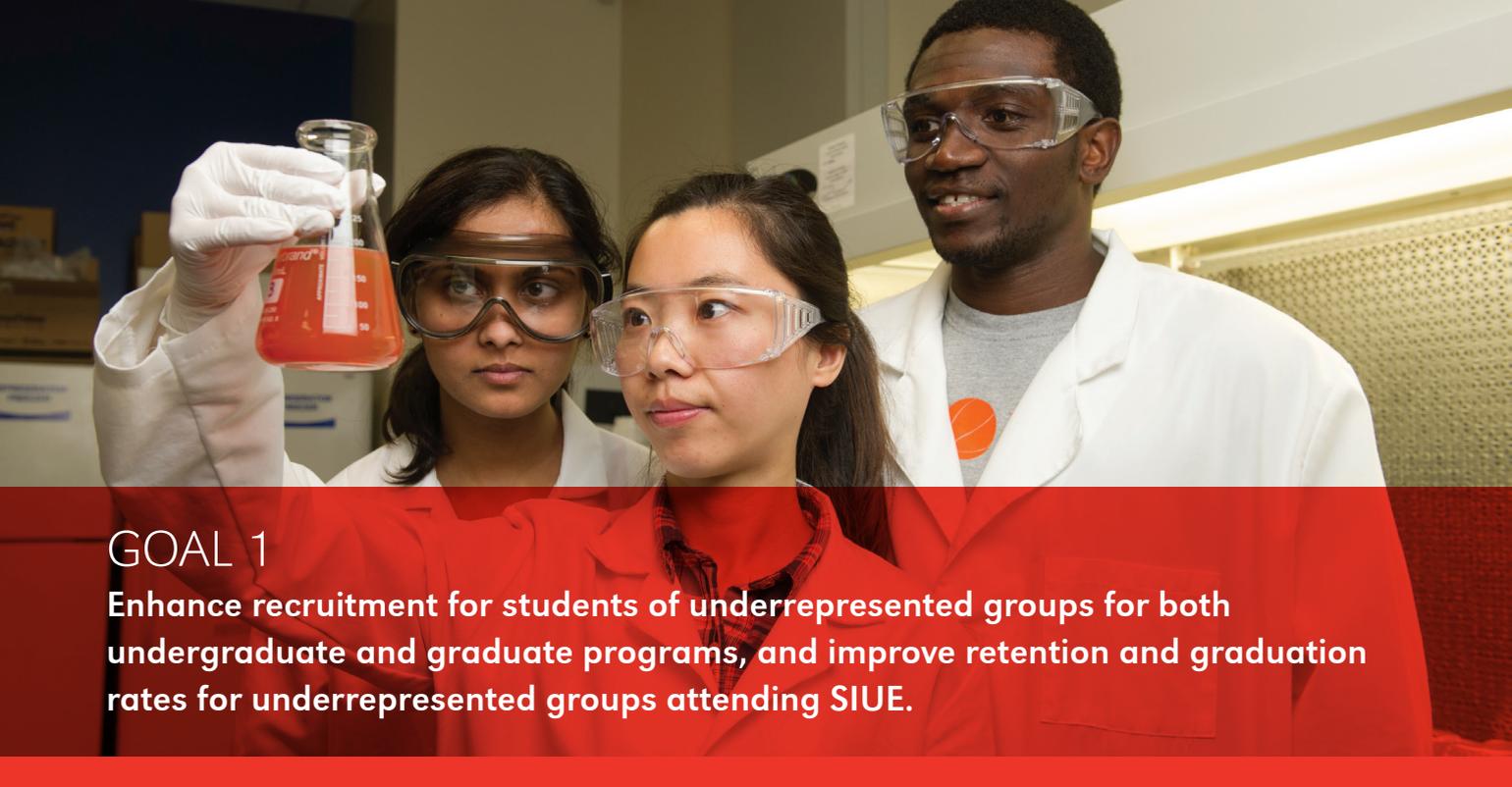
Excellence: The quality of being excellent; state of possessing good qualities in an eminent degree; exalted merit; superiority in virtue.

Inclusive Excellence

Inclusive Excellence is a framework designed to help campuses integrate diversity and quality efforts.



¹ Office of Equity, Diversity, and Inclusion (2011). *Inclusive Excellence FAQ*. Madison, WI: University of Wisconsin System Administration.



GOAL 1

Enhance recruitment for students of underrepresented groups for both undergraduate and graduate programs, and improve retention and graduation rates for underrepresented groups attending SIUE.

Objective 1:

Achieve increased enrollment (recruitment) of students who are underrepresented relative to the available population in the state and region, as part of an institutional enrollment management plan.

Strategy for Success 1.1.1: Develop and implement an enrollment management plan that includes strategies to increase applications, admissions and enrollment percentages for admissible freshmen and transfer students from groups historically underrepresented in higher education.

Indicator of success: Outperform expected state and regional market share application, admission, and enrollment ratios for admissible freshmen and transfer students from underrepresented backgrounds.

Assigned to: Enrollment Management.

Strategy for Success 1.1.2: Invest in the development of additional pipelines and leverage existing outreach efforts to facilitate access and opportunity to higher education (e.g., SIUE-ESL Charter H.S.; Historically Black Colleges and Universities, Hispanic Serving Institutions, Hispanic Chambers of Commerce High School Hispanic Leadership Institute, Community Colleges, Healthcare Diversity Camp).

Indicator of success: Increase the yield rate (admit to enrolled percentage) for admitted students from underrepresented races and ethnicities, particularly African American and Latino groups.

Assigned to: Enrollment Management, Graduate School Admissions, Office of Institutional Diversity and Inclusion, Professional Schools, Academic Affairs.

Strategy for Success 1.1.3: Continue to formally analyze and establish routine reporting of Student Tracker and Admitted Student Questionnaire data to the University Diversity Council, Chancellor's Council and Deans' Council for all admitted freshmen, including underrepresented students to demonstrate patterns among those accepting or declining offers of admission to SIUE.

Indicator of success: Data reviewed by the University Diversity Council, Chancellor's Council and Deans' Council as a formal agenda item twice annually and suggestions forwarded to Enrollment Management. For areas of concern, Enrollment Management to develop and execute expedited actions to address each concern.

Assigned to: Enrollment Management, University Diversity Council, Chancellor's Council, Deans' Council.

Objective 2:

Increase the academic success (retention and graduation) of diverse and underrepresented students as a part of an overall institutional plan to make excellence inclusive.

Strategy for Success 1.2.1: Develop a summer bridge program for 100 first generation, low income students admitted under the academic review committee and inclusive of underrepresented groups.

Indicator of success: Increase first-to-second year retention for this group relative to historic performance for similarly positioned groups.

Assigned to: Enrollment Management, Office of the Provost.

Strategy for Success 1.2.2: Continue to decrease the percentage of unmet need for our students with the lowest expected family contributions. Determine appropriate institutional aid levels required to maximize enrollment and retention while maintaining institutional net revenue goals.

Indicator of success: A decrease in the percentage of unmet need for our neediest students.

Assigned to: Enrollment Management.

Strategy for Success 1.2.3: Align and coordinate current efforts in place to support underrepresented student persistence and completion rates.

Indicator of success: Set targets for performance relative to peer institutions to ensure that SIUE is performing above the median within three years. (See IBHE, IPEDS or US News.) Align ourselves with schools having similar entrance requirements and freshman cohort diversity. Set a long-term goal of performing in the top 10 percent of peers.

Assigned to: Enrollment Management.

Strategy for Success 1.2.4: Create and expand mentoring programs for students to improve student success and retention.

Indicator of success: Increase in retention rates of students.

Assigned to: Student Affairs.



**SIUE Student-Athlete
Graduation Rate 92%**



GOAL 2
Increase and retain the number of faculty, staff and administrators from underrepresented groups.

Objective 1:
 Enhance and improve recruiting processes (hiring policies, search committee training and search processes).

Strategy for Success 2.1.1: Develop a University-wide hiring policy that is followed by all hiring units, that ensures an equitable search process and conforms to external requirements (example: civil service).

Indicator of success: New faculty and staff hires from underrepresented groups, as reported by the Office of Institutional Research.

Assigned to: Office of Equal Opportunity, Access and Title IX, Human Resources, Academic Affairs.

Strategy for Success 2.1.2: All search committee chairs will complete training related to diversity recruitment processes.

Indicator of success: The number of training sessions and the number of people trained on how to develop action oriented plans.

Assigned to: Office of Equal Opportunity, Access and Title IX, Center for Faculty Development and Innovation, Human Resources.

Strategy for Success 2.1.3: Confirm that all SIUE job descriptions include language regarding the importance of diversity and inclusion.

Indicator of success: Increase in the number of people applying, interviewing, and hired for faculty and staff, from underrepresented groups, as reported in the University's Affirmative Action Plan relative to the available national pool.

Assigned to: Human Resources, Office of Equal Opportunity, Access and Title IX, Department Chairs, Deans, Directors.

Objective 2:
 Create pathways for faculty and staff from underrepresented groups to advance at SIUE as staff, faculty and administrators by enhancing and retaining retention processes (Development Workshops such as resumes, testing and interviewing, Mentoring).

Strategy for Success 2.2.1: Create and expand workshops on career development, effective interviewing techniques and inform the University community on these opportunities.

Indicator of success: Growth in the number of faculty, staff and administrators from underrepresented groups who achieve tenure, promotion and career advancement as reported by the Office of Institutional Research.

Assigned to: Career Development, Center for Faculty Development and Innovation, Human Resources.

Strategy for Success 2.2.2: Create and expand mentoring programs for faculty and staff.

Indicator of success: Decrease in voluntary and involuntary departure rates or turnover rates of faculty, staff and administrators.

Assigned to: Center for Faculty Development and Innovation, Office of Institutional Diversity and Inclusion, Deans, Directors.

Strategy for Success 2.2.3: Conduct exit interviews or exit surveys to find out why people leave SIUE.

Indicator of success: Compilation of data as collected through units, schools and departments reflecting improvement in retention and success to determine whether retention strategies are working.

Assigned to: Department Chairs, Deans, Directors, Human Resources.

GOAL 3

Build a community that fosters learning, scholarship, and creative activities that reflect understanding of global diversity and a commitment to inclusion and social justice.



Objective 1:

Work with Faculty Senate and Student Affairs to identify ways to strengthen the University curriculum and enhance co-curricular activities to increase learning.

Strategy for Success 3.1.1: Assess learning outcomes related to SIUE's Objective for the Baccalaureate Degree which states, "All students will gain an understanding of the traditions that influence individuals and communities in order to develop a respect for and a sensitivity to human diversity. Students will gain a deeper understanding of global interdependence."

Indicator of success: The general education assessment committee will provide baseline data on this outcome, and the Office of the Provost will work with stakeholders to establish targets.

Assigned to: Office of the Provost, Faculty Senate.

Strategy for Success 3.1.2: Implement the Sustained Dialogue (SD) Pilot, and determine how SD can become part of the curricular and/or co-curricular experience for students.

Indicator of success: Students, staff and faculty will complete SD training, and the SD pilots will be implemented in Honors and in co-curricular opportunities. Faculty Senate will consider whether SD can become a requirement.

Assigned to: Office of the Provost, Student Affairs.

Strategy for Success 3.1.3: Faculty will work with Faculty Senate and the Office of the Provost to determine how to strengthen the Lincoln Program or the SIUE Experience to address diversity, equity and inclusion.

Indicator of success: A completed pilot or a curricular proposal could be a result of these efforts.

Assigned to: Office of the Provost, Student Affairs, Faculty Senate.

Objective 2:

Increase awareness, competencies, and capacities of faculty and staff to effectively address issues of diversity and inclusion.

Strategy for Success 3.2.1: Enhance professional development opportunities through increased programming in support of inclusive excellence.

Indicator of Success: Plan and implement professional development activities related to diversity and inclusion at least two times annually for faculty and staff.

Assigned to: Vice Chancellors, Office of Institutional Diversity and Inclusion.

Strategy for Success 3.2.2: Provide support for faculty to transform or create courses that achieve diversity and inclusion-related learning outcomes.

Indicator of success: Increase the number of faculty engaging in course redesigns and/or new courses to integrate inclusive pedagogies or to enhance diversity and inclusion content.

Assigned to: Academic Affairs.

Strategy for Success 3.2.3: Develop specific outreach strategies to encourage underrepresented and diverse faculty and students to participate in URCA and other high-impact practices.

Indicator of success: Increased number of underrepresented students in URCA and increased percentage of underrepresented students completing a high impact practice prior to Senior Assignment.

Assigned to: Office of the Provost.

Objective 3:

Provide opportunities for student participation in high-impact learning experiences that promote learning related to global citizenship, diversity and inclusion, including study abroad, service learning, etc.

Strategy for Success 3.3.1: Increase opportunities for study abroad opportunities and improve funding to support study abroad experiences.

Indicator of success: Increase number of students studying abroad, and provide greater array of study abroad opportunities across academic units and programs.

Assigned to: Academic Affairs (Academic Advising, International Affairs) and Advancement.

Strategy for Success 3.3.2: Develop and implement plans to enhance student participation in intentionally designed high impact learning experiences, whether in general education, major programs or co-curricular experiences.

Indicator of Success: Increased numbers of students participating in high impact learning experiences, whether in general education, major programs or co-curricular experiences.

Assigned to: Academic Affairs.

Strategy for Success 3.3.3: Develop plans that will strengthen the relationship between Academic Affairs and the community engagement activities of the East St. Louis Center and SIUE-ESL Charter High School.

Indicator of Success: Increased numbers of students and faculty participating in high impact learning experiences, whether in general education, major programs or co-curricular experiences.

Assigned to: Academic Affairs whether in general education, major programs, co-curricular experiences.





GOAL 4

Develop and maintain a campus climate that acknowledges, embraces, and celebrates diversity and inclusion as a core value of the SIUE community.

Objective 1:

Create a campus climate that is civil, supportive, and respectful, and that values differing perspectives and experiences.

Strategy for Success 4.1.1: Develop an annual diversity and inclusion training for all students, faculty and staff.

Indicator of success: Decreased number of reported racial and bias incidents.

Assigned to: Office of Institutional Diversity and Inclusion.

Strategy for Success 4.1.2: Expand efforts for ongoing town halls, University workshops, and open dialogue sessions focusing on diversity and inclusion that help to prevent harassment, retaliation, discrimination, and provide productive ways to resolve conflict.

Indicator of success: Faculty, staff and students will report a decrease in harassment, retaliation and discrimination reports as reflected in the campus climate survey.

Assigned to: Office of Institutional Diversity and Inclusion, Office of Equal Opportunity, Access and Title IX, Human Resources.

Strategy for Success 4.1.3: Create an annual Diversity and Inclusion Day at SIUE that includes reviewing the dashboards, guest speakers, student presentations, learning assessment outcomes, and presentations by internal and external leaders focusing on diversity and inclusion.

Indicator of success: Broad representation from students, faculty, staff and administrators across all units attend the meeting.

Assigned to: Office of Institutional Diversity and Inclusion, Student Affairs.

Strategy for Success 4.1.4: Increase connections between the Chancellor's Council and the University Diversity Council.

Indicator of success: Chancellor's Council and University Diversity Council hold annual joint meeting focused on diversity and inclusion; each member from the Chancellor's Council will attend one University Diversity Council meeting annually.

Assigned to: Chancellor's Council, University Diversity Council.

Objective 2:

Review campus culture data.

Strategy for Success 4.2.1: Conduct campus climate surveys every three years.

Indicator of success: Improvement in results of diversity and climate-related perceptions as measured by the campus climate surveys that will be conducted every three years by the University Diversity Council and other surveys conducted by the Office of Institutional Research.

Assigned to: University Diversity Council, Institutional Research.

Strategy for Success 4.2.2: Develop and implement a process for regular review of the SIUE Diversity and Inclusion Strategic Plan.

Indicator of Success: An annual report to the University community.

Assigned to: University Diversity Council.

Objective 3:

Enhance communications projecting diversity and inclusion.

Strategy for Success 4.3.1: Create a Board of Trustees (BOT) report section focusing on diversity and inclusion to be covered at each meeting.

Indicator of Success: Reports are prepared at each meeting during the year.

Assigned to: Chancellor, University Diversity Council.

Strategy for Success 4.3.2: Review web-based material to assure that diversity and inclusion is reflected.

Indicator of success: Web-based material reflects diversity and inclusion at SIUE.

Assigned to: Marketing and Communications, University Diversity Council.

Objective 4:

Review policies and procedures pertaining to diversity, inclusion and equity.

Strategy for Success 4.4.1: Develop an Americans with Disabilities Act committee as reflected in our Affirmative Action Plans.

Indicator of success: An Americans with Disabilities Act Committee.

Assigned to: Office of Equal Opportunity, Access and Title IX.

Strategy for Success 4.4.2: Review University policies prohibiting discrimination, harassment and related retaliation through the University's compliance process and student conduct process.

Indicator of success: Updated policies, procedures and changes disseminated to University community.

Assigned to: Office of Equal Opportunity, Access and Title IX, Student Affairs, University Diversity Council.

Objective 5:

Increase, enhance, and showcase our campus-wide community engagement diversity and inclusion initiatives.

Strategy for Success 4.5.1: Compile current campus-wide community engagement initiatives from all units.

Indicator of success: Annually, campus-wide engagement activities are published on the Institutional Diversity and Inclusion website and the University calendar. Activities are also distributed to appropriate constituent groups.

Assigned to: Office of Institutional Diversity and Inclusion.

Strategy for Success 4.5.2: Develop research projects around the University connection to the Metro East communities and showcase during Diversity Day.

Indicator of success: At least one new research project is shared during Diversity Day.

Assigned to: Academic Affairs.

Objective 6:

Enhance environments supporting diversity and inclusion.

Strategy for Success 4.6.1: Expand programs, services and staffing to support the Multicultural Center.

Indicator of success: Increase in staff, programming and support resources to carry out our commitment to a diverse and inclusive campus community.

Assigned to: Student Affairs.

Objective 7:

Create and sustain an institutional infrastructure that effectively supports progress in achieving goals in the SIUE Diversity and Inclusion Strategic Plan.

Strategy for Success 4.7.1: Each academic and student services unit assigns a diversity coordinator to promote diversity activities. Diversity coordinators meet annually to discuss activities.

Indicator of Success: All academic and student service units actively participate in annual dialogue meetings and Diversity Day.

Assigned to: Chancellor's Council.

APPENDIX A

Diversity and Inclusion Strategic Plan 2018-2025 Office Assignments Chancellor's Council

	Enrollment Management	Office of Institutional Diversity and Inclusion	Professional Schools	University Diversity Council	Chancellor's Council	Human Resources
Goal 1	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3	1.1.2	1.1.2	1.1.3	1.1.3	
Goal 2		2.2.2				2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.3
Goal 3		3.2.1				
Goal 4		4.1.1, 4.1.2, 4.1.3, 4.5.1		4.1.4, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.2	4.1.4, 4.7.1	4.1.2

	Directors	Office of Equal Opportunity, Access and Title IX	Vice Chancellors	Advancement	Marketing and Communications	Chancellor
Goal 1						
Goal 2	2.1.3, 2.2.2, 2.2.3	2.1.1, 2.1.2, 2.1.3				
Goal 3			3.2.1	3.3.1		
Goal 4		4.1.2, 4.4.1, 4.4.2			4.3.2	4.3.1

APPENDIX B

Diversity and Inclusion Strategic Plan 2018-2025 Office Assignments Academic Affairs

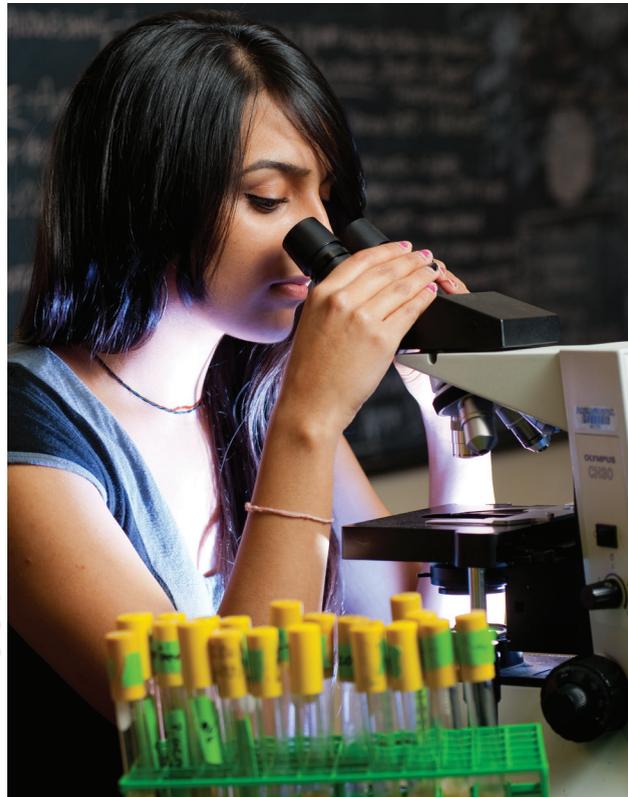
	Graduate School Admissions	Academic Affairs	Deans' Council	Office of the Provost	Center for Faculty Development and Innovation
Goal 1	1.1.2	1.1.2	1.1.3	1.2.1	
Goal 2		2.1.1			2.1.2, 2.2.1, 2.2.2
Goal 3		3.2.2, 3.3.1, 3.3.2, 3.3.3		3.1.1, 3.1.2, 3.1.3, 3.2.3	
Goal 4		4.5.2			

	Department Chairs	Deans	Directors	Faculty Senate	Institutional Research
Goal 1					
Goal 2	2.1.3, 2.2.3	2.1.3, 2.2.2, 2.2.3	2.1.3, 2.2.2, 2.2.3		
Goal 3				3.1.1, 3.1.3	
Goal 4					4.2.1

APPENDIX C

Diversity and Inclusion Strategic Plan 2018-2025 Office Assignments Student Affairs

	Student Affairs	Directors	Career Development
Goal 1	1.2.4		
Goal 2		2.1.3, 2.2.2, 2.2.3	2.2.1
Goal 3	3.1.2, 3.1.3		
Goal 4	4.1.3, 4.4.2, 4.6.1		



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Printed by authority of the State of Illinois, 10/18, 2,500, 19070054