We Are One University Diversity Plan

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Southern Illinois University Edwardsville has long maintained the pursuit and promotion of a diverse campus population. Diversity enhances the strength and vitality of society and, within higher education, it is critical to growth and success. The attached Diversity Plan represents the first of its kind at SIUE and I am extremely pleased to support its goals and objectives, announcing our formal commitment to a model of inclusion and respect.

A diverse campus climate prepares students for engagement in and outside of the classroom. The more opportunities a student has to interact with a diverse population at home, the more they are prepared to navigate the world and make life decisions based on the greater good.

SIUE is uniquely suited to serving as a model for inclusion due to both our location and the tenets upon which the University was based—serving various communities and offering expanded access. The rich diversity of humankind is what makes us stronger as a University, a community, indeed, a global partner.

At SIUE, we also live our values through international partnerships that further enhance our inclusion efforts. Agreements with educational institutions around the world serve to strengthen our impact on the global frontier.

On behalf of the faculty, staff and students of SIUE, I extend my thanks to Dr. Venessa Brown and the University Diversity Plan development committee. Their efforts have brought distinction to the University and I look forward to the benefits of a renewed commitment to inclusion and respect as well as to future updates regarding successes in this area.

Sincerely,

[Signature]

Julie Furst-Bowe
Chancellor

Office of the Chancellor, Rendleman Hall, Room 3316, Box 1151, Edwardsville, Illinois 62026-1151, 618/650-2475
SIUE is an institution with a set of values that clearly express our expectations for our faculty, staff and our students. Particularly important to us is creating a campus environment where inclusion, respect, and civility are integral parts of our community culture both inside and outside of the classroom. Therefore, I am both pleased and proud to invite you to read our SIUE Diversity Plan, which provides guidance, strategies, goals and measurable outcomes for us as we continue to cultivate a welcoming, supportive environment for all. That environment is essential to our success as an educational institution.

When we can work together in the classroom, the research lab, the field school, or the service learning project with individuals of different races, ethnicities, socioeconomic status, gender identities, physical capabilities and beliefs, then learning, discovery, understanding, and empathy are all enhanced. Different and more creative solutions to problems can be fostered and supported by the diversity of thought that can occur in an inclusive environment. Diversity becomes an asset that supports academic excellence and prepares our students to be productive and successful in a future where converging cultures can foster innovation, prosperity and quality of life for the communities we serve. The Diversity Plan will be instrumental in formally measuring our progress toward that future.

In closing I must acknowledge the time and effort of the members of the Diversity Council and Dr. Venessa Brown, who have created a well-conceived and well-expressed plan for our University to follow.

Sincerely,

Ann M. Boyle, Interim Provost and Vice Chancellor for Academic Affairs
Introduction

Southern Illinois University Edwardsville (SIUE) recognizes and values the contributions made by diverse populations and seeks to make the University an even more attractive and inclusive place for people of all races, ethnicities, sexes, gender identities, sexual orientations, socio-economic statuses, ages, abilities, religious beliefs, political beliefs, or other ideologies to study and work in a supportive, diverse environment. The purpose of this Diversity Plan is to define and clearly identify goals and measurable outcomes for diversity and inclusion.

SIUE was established in 1957 and now has more than 14,200 students on its academic campuses in Edwardsville, Alton, and East St. Louis. As one of the largest employers in Madison County, SIUE employs more than 3,500 people. With more than sixty percent of SIUE alumni living within 50 miles of campus, our graduates contribute their knowledge, skills and leadership toward the enrichment of their communities and our region.

The University’s environment encourages and fosters the qualities expected of good citizens, such as integrity, service, stewardship, involvement and respect for individuals as well as an appreciation for diversity. In order to continue advancing the development of full human potential, we must build on this diversity. To focus and enhance SIUE’s efforts at increasing diversity and promoting inclusion, the University established the “We Are One” Campaign. This initiative was conceived to celebrate differences on the SIUE community and showcase the campus as a safe and welcoming place for students, faculty, staff and visitors. The campaign’s goal is to cultivate a community of citizens dedicated to enrichment through encouraging race and international relations, as well as socioeconomic, sexual orientation, disability, and age diversity on campus. This diversity plan is developed in the spirit of that campaign, and all our efforts are to ensure a diverse and inclusive campus community.

Diversity and inclusion are central to the mission, vision and goals that have been set for Southern Illinois University Edwardsville. While SIUE has prided itself as being a harmonious and open campus, the University has not consistently focused on diversity and inclusion as major areas for improvement. This plan provides a guideline within which diversity and inclusion can become a central part of the University’s strategic goals.

The University Diversity Council was charged to develop a comprehensive, institution-wide Diversity Plan. The Plan identifies and implements strategies for searching, hiring and retaining a diverse faculty and staff, recruiting and retaining a diverse student body, creating a diverse campus climate through program development and other university initiatives. In developing this Plan, the Council reviewed and assessed existing diversity plans at peer institutions and other institutions known for their commitment to diversity and inclusion. Faculty and administrators providing diversity-related services and programs were asked to present information and facts to the Council or its sub-committees for discussion and recommendations as the plan was developed.

The Diversity Council encourages the University to publicly embrace this plan and review all of its policies and practices to ensure we are adhering to SIUE’s commitment.
to diversity and inclusion. The Council looks to the Chancellor and Vice Chancellors to lead this effort.

**SIUE Statement on Diversity**

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.

**Higher Learning Commission Statement on Diversity**

“The Commission recognizes that much of the vitality that characterizes the higher education system in the United States is derived from the diversity found within the universe of organizations that comprise it. The commission further recognizes that the diversity inherent among the people of the United States enriches American higher education and contributes to the capacity that students develop for living in a culturally pluralistic and interdependent world.

Diversity is represented in many forms, ranging from differences in organizational mission and educational levels to differences in the ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, and ethnicity of those who attend and work in the organizations. Individual and group differences add richness to teaching and learning and also challenge them. People become more aware of the differences and similarities in a variety of ways, including through the processes of discovery and exploration, interaction, collaboration, and partnering. In this context, the commission champions diversity as a value to be upheld, and it looks to its member organizations to promote diversity in both concept and practice as they realize their respective missions.

Recognizing diversity is one of the values embraced by the commission in its overall statement of mission and its new Criteria for Accreditation. Therefore, member organizations are encouraged to evaluate their respective missions, visions, values, and character to determine how well they address issues of diversity when providing enriching educational experiences and services for their constituencies. Organizations teach by example; they model approaches to diversity by conducting their operations in an equitable and just manner.
An organization that provides diverse experiences for its constituencies establishes an environment in which greater intellectual development can occur, and from which its constituencies can learn that focusing on commonalities, while understanding differences, binds peoples and cultures. Valuing diversity relates to experiencing it; thus, people in an environment that encourages inclusiveness and discourages acts of insensitivity and disrespect can become more enlightened. The commission urges its member organizations to create and maintain teaching and learning environments that provide educational opportunities for diverse individuals and groups. In addition, the commission urges its member organizations to provide learning environments, larger than its classroom settings, in which students can contribute to and learn from the diversity that broad life exposure offers.

The commission recognizes the value that member organizations place on their histories, traditions, and missions and the effect of such factors on their policies and practices. Therefore, the Commission does not prescribe a set of actions to address issues of diversity. However, through its Criteria, the Commission does expect its member organizations to evidence positive responses to issues of diversity and to show the relationship of those responses to the integrity of their operations.”

**Studies Supporting the Value of a Diverse Campus Environment**

In 1998, a public opinion poll, conducted by Daniel Yankelovich, showed that Americans support diversity in higher education and recognize that diversity is important to student success (Elgass, 1998). According to the results, two in three Americans say it is very important that college and universities prepare people to function in a diverse society. Given our multicultural society and the global economy within which we compete, fifty-five percent of those surveyed say that every college student should have to study different cultures in order to graduate from college. Overall, a clear majority believes having a diverse student body has a more positive (75 percent) than negative (18 percent) effect on the education of students.

The US Supreme Court has weighed in on the issue of diversity in education at many levels and at different points in time. *Brown vs. Board of Education*, 1954 went beyond saying it was wrong to officially segregate students, indicating instead that all students would benefit from an integrated education. In *Grutter et al. v. Bolinger et al.*, 2003, Justice Sandra Day O’Connor reinforced the “educational benefits of diversity” and argued for the compelling need to have a diverse student body as part of a greater educational and civic initiative on college campuses. This is consistent with the findings of several diversity and learning studies (Gurin, Dey et al., 2002; Hurtado, Dey, Gurin & Gurin, 2003) that the goal of liberal education – to move students from their provincial worldviews – can best be served through diversity in the student body.

A 2000 report published by the American Council on Education (ACE) and the American Association of University Professors (AAUP), “Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms," is a compilation of data that supports the contention that campus diversity provides
educational benefits for all students. The report is based on faculty surveys and case studies of classroom interactions and demonstrates that multi-ethnic classrooms challenge stereotypes, broaden students' perspective and sharpen critical thinking skills, which in turn has a positive impact on all students' learning. Faculty members surveyed state their institutions believe a diverse campus environment is an important institutional value.

Hurtado’s (2007) research has shown that students who have positive, informal interactions with diverse peers have higher scores on measures of more complex thinking about people and their behavior, cultural and social awareness, and perspective-taking skills (seeing the world from another’s perspective). Hurtado further argues that educators need to assist students in understanding and developing constructive paths from intergroup conflict so they may be better able to function in a diverse and global world. Research by Gladwell (2005; pg 97) also states the following:

“Our first impressions are generated by our experiences and our environment, which means that we can change our first impressions – we can alter the way we thin-slice – by changing the experiences that comprise those impressions. If you are a white person who would like to treat black people as equals in every way – who would like to have a set of associations with blacks that are as positive as those that you have with whites – it requires more than a simple commitment to equality. It requires that you change your life so that you are exposed to minorities on a regular basis and become comfortable with them and familiar with the best of their culture, so that when you want to meet, hire, date, or talk with a member of a minority [group], you aren’t betrayed by your hesitation and discomfort. Taking rapid cognition seriously – acknowledging the incredible power, for good and ill that first impressions play in our lives – requires that we take active steps to manage and control those impressions.”

Consistent with the work of Gladwell, Patricia Gurin of the University of Michigan found that a diverse environment has educational benefits (Gurin, 2007). Students learn better when the learning occurs in a setting where students interact and exchange ideas with others who are different from them. She found that racially and ethnically diverse classrooms and classes that deal with cultural differences allow students to grow intellectually through challenging long-held beliefs and ideas. Diversity benefits all groups, not just racial/ethnic minorities.

**Definitions and Terms**

**Diversity** means:
- understanding that each individual is unique, and recognizing our individual differences. These dimensions include race, ethnicity, sex, gender identity, sexual orientation, socio-economic status, age, ability, religious beliefs, political beliefs, and other ideologies,
- the exploration of differences in a safe, positive and nurturing environment,
understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions contained within each individual.

**Inclusion** is:

- engaging the uniqueness of the talents, beliefs, backgrounds, capabilities and ways of living of individuals and groups when joined in a common endeavor,
- engaging differences to create a culture of belonging in which people are valued and honored to improve our society, world and enterprises,
- respecting the uniqueness of people’s different talents, beliefs and ways of living,
- respecting the group identities we possess without restricting those identities,
- transcending differences by respecting these unique group identities.

For the purpose of this plan, a **Minority** is defined as:

- Racial/Ethnic minority groups consistent with legal definitions (African American, Latino/a, Asian American, etc.)
- Sex
- Gender Identity
- Persons with Disabilities
- Sexual Orientation (Gay, Lesbian, Bisexual)

For the purpose of this plan, **Underrepresented** is defined as:

- Racial/Ethnic minority groups consistent with legal definitions (African American, Latino/a, Asian American, etc.)
- Sex
- Gender Identity
- Persons with Disabilities
- Sexual Orientation (Gay, Lesbian, Bisexual)
- Military Veterans

**Current State of SIUE**

Initiatives to increase diversity on campus have been successful, but SIUE strives to improve. Current data reveal the following:

- SIUE’s enrollment surpassed 14,000 for the third straight year.
- SIUE enrolled its largest freshman class in Fall 2012 with 2,075 first-time freshmen.
• The University enrolled 11,341 undergraduate students. There has been steady progress in the numbers of minority students enrolled at the SIUE campus. As of fall 2012, the percentage of women and minority students enrolled was:

Women/Female – 53%  
Black – 15%  
American Indian/Alaskan Native – 2%  
Asian/Hawaiian Pacific Islander – 2.1%  
Hispanic (Latino/a) – 4%  
Two or More Races – 2.6%

• In fall 2012, there were 2,714 graduate and professional students, of which 60% were female and 15% were minority.

• The University employed 2,109 full-time employees in faculty, administrative, professional, and civil service positions in fall 2012, of which 59% were female, 20% minority, including 13% African-American, 3% Asian and 2% Hispanic.

• Women represented 50% of total full-time instructional faculty; women held 31% of professor positions, 43% of associate professor positions, and 56% of assistant professor positions. All rates are close to or above their respective national averages.

• African-Americans represented 6% of full-time faculty. This rate is slightly higher than the national average; national data shows African-Americans represented 5.3% of all full-time faculty at predominantly four-year White institutions.

• Asian/Pacific Islanders make up 8% of full-time faculty.

• In fall 2012, minority groups represented 23% of the student population, ten years ago in fall 2002 this percentage was 18%.

• In the fall 2012, minority groups represented 20% of all faculty and staff employees, and this percentage has remained steady over the last 10 years, although the total number of faculty and staff increased by 200. Minority groups, however, continue to be underrepresented at the highest ranks on university administration and faculty (e.g., Deans and Professors).

• In 2012, 15% of the faculty was members of ethnic minority groups. Of the 926 faculty, 4.8% (N=44) were Black, 0.1% (N=1) was American Indian/Alaskan Native, 6.2% (N=58) were Asian, 0.3% (N=3) were Hawaiian Pacific Islander, 2.8% (N=26) were Hispanic and 0.9% (N=9) were two or more Races.
The total of Black and American Indian/Alaskan Native faculty has remained the same since 2002. Over the last ten years there have been increases in the numbers of Asian and Hispanic faculty.

The percentage of females among faculty and staff is 60%, and this has remained relatively constant over the last 10 years. Females still remain underrepresented in some disciplines (e.g., Science, Teaching, Engineering, and Math) and in the highest ranks of faculty positions (e.g., Professors).

Currently the Chancellor, and the Provost and Vice Chancellor for Academic Affairs are both women which indicates that SIUE has made great strides in senior academic leadership positions for women.

Other women who hold key academic and administrative positions University-wide include Senior Associate General Counsel, Associate Provost for Institutional Diversity and Inclusion, three of eight Deans, Director of Human Resources and Director of Police Services, to name a few.

Disability Support Services (DSS) coordinates physical and academic support services for SIUE students with disabilities. DSS serves over 300 students during the year.

School of Engineering minority student enrollment reached a record high of 86 students in fall 2012.

The Purpose of this Plan

The We Are One Diversity Plan builds on the University strategic plan and the mission, vision and values of the university. A great deal of interest was expressed in the draft plan and its goals. More importantly, all groups were pleased that the University was implementing a diversity plan and saw the plan as a means of moving us forward to a more inclusive University climate. Given feedback from all of the groups reviewing the draft document, we responded to their call for greater clarity and more specific strategies. Further, the feedback on accountabilities and responsibilities was an integral contribution and changes were incorporated throughout. Overall, there was overwhelming support for creating a Multicultural Center, and the Council encourages the university administrators to act on this immediately.

SIUE will be a leader among its peer institutions in all areas, including diversity and inclusion. In order to achieve this recognition, the entire campus community must embrace these goals and seriously make every effort to diversify the campus. Incentives and rewards must be available to individuals and units that develop successful models to achieve a diverse community, and accountability for achieving the goals must be assigned.
Diversity Vision

SIUE has a long history of commitment to serving this region and the state, and to seeking national recognition for our teaching, research, and service activities. As we move towards a more global perspective, we want to enhance our commitment to the region. Specific steps to reach our goals range from short-term strategies, such as diversity inclusion and awareness and development of a multicultural center to long-term goals of integrating diversity and inclusion into the curriculum and setting the standard in the region for a globally diverse educational institution.

Diversity Goals

The We Are One Diversity Plan includes three broad goals, eight objectives and a variety of suggested strategies to integrate diversity into our university community.

- **Goal 1: Institutional Leadership** - Campus Administration will provide leadership and support, as well as oversight, for all diversity and inclusion initiatives.

- **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.

- **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.

Diversity Plan Objectives

1. Create a supportive environment that is welcoming for all individuals.
2. Collect and organize data to systematically and effectively assess progress and to align/realign programs intended to enhance diversity and inclusion.
3. Recruit and retain greater numbers of minorities into faculty, staff and administrative positions (including deans, chairs, and vice chancellors).
4. Recruit, retain, and graduate greater numbers of racial/ethnic minority and other underrepresented students.
5. Develop and implement diversity and inclusive activities and programs designed to increase awareness of diversity and inclusion issues among students, faculty and staff at all levels.
6. Develop a Multicultural Center that will provide diversity and inclusion activities designed to increase awareness at all levels.
7. Encourage academic and academic support units to develop models of excellence for increasing diversity and inclusion and fostering a respect for inclusiveness.
8. Recognize and celebrate diversity and inclusion efforts throughout the University Community.
We realize that the implementation of each objective will be different for every unit. It is our hope that some of the strategies for achieving these objectives will guide the units and contribute to the overall campus environment. We also encourage the Chancellor and Vice Chancellors to hold units and individuals accountable by utilizing all of the management tools (e.g., budget, merit increases, reappointment) available to them to ensure the success of each unit and ultimately the entire campus.

Strategic Action Plan

In order to achieve the goals of this plan, the following strategic action plan will be undertaken. Each section of the plan focuses on one of the objectives and describes specific actions for consideration. Many of the identified strategies may already be in place, and these should be continued when proven successful.

The Plan is intended to supplement and complement activities that units undertake in order to address specific issues and factors that might bear on their progress and success. There will be costs associated with implementing this Plan, but success must not depend solely on the availability of new money. Rather, the identified actions need to be incorporated into existing operations and supported wherever possible. It is recommended, however, that the Chancellor and Vice Chancellors designate some amount of money each year to assist in the implementation of the suggested programs. We encourage each Vice Chancellor to prioritize and decide which strategies might be beneficial to advance their units so that units can see some early “victories”. The objectives are as follows:

Objective 1: Create a supportive environment that is welcoming for all individuals.

The Chancellor will:

- Ensure that campus administrators are trained to promote diversity and inclusion.
- Require a brief update from the University Diversity Council on diversity and inclusion progress on a quarterly basis (e.g., presented at Chancellors Council).

The Provost and Vice Chancellor for Academic Affairs and Academic Deans will:

- Ensure that the Office of Institutional Diversity and Inclusion, and the Office Innovation and Effectiveness make available a wide range of programs and curriculum materials to assist faculty in creating a classroom climate in which all students have the opportunity to succeed. Specifically, including materials aimed at incorporating minority students into the classroom dynamic.
- Encourage the Faculty Senate to take a leadership role in providing diversity and inclusion programs and curricular support to faculty.
- Continue to support the Women's Studies and Black Studies Programs.
- Hold Deans and Directors accountable for creating and maintaining a climate inclusive of diversity and inclusion within their college/schools/offices.
- Establish seed grants for the purpose of promoting the interdisciplinary study of diversity and inclusion issues.
- Create opportunities for inter-university undergraduate and graduate research programs focused on multicultural issues.
The Vice Chancellor for Student Affairs will:

- Develop a diversity training workshop for student leaders of all registered organizations as part of a leadership training program (e.g., Civic Engagement).
- Continue to support an award for students or student organizations that provide inter-organizational, culturally diverse, student programs.
- Develop policies and practices to encourage Living Learning Communities to foster a greater understanding of diversity and inclusion and to ensure that each has populations, which are diverse.
- Sponsor bi-annual workshops for all students, beginning in FY14 to foster greater respect for and understanding, and valuing of individuals with different gender and sexual orientations.
- Review all housing policies, including employment opportunities in campus residences that might discriminate against same sex partners.
- Require constituency offices within the Office of Student Affairs to develop collaborative programming aimed at exploring diversity and inclusion issues and promoting dialogue among people of all backgrounds.
- Create specific mechanisms to support and protect students who bring allegations of gender, sexual and racial discrimination in order to lessen their vulnerability, fears of retaliation and harassment.

The Vice Chancellor for University Relations will:

- Develop a comprehensive communications and marketing plan to advance diversity interests both internally and externally.
- Initiate proactive, ongoing media campaigns to support efforts to create a welcoming campus climate.
- Develop new and review existing materials describing the university's diversity and inclusion initiatives for dissemination both on and off campus.

The Vice Chancellor for Administration will:

- Develop a campus safety outreach plan consisting of an LGBT liaison and specific training to support LGBT people and other marginalized communities.
- Ensure that Human Resources provide support that is specific to affinity groups on campus.
- Incorporate inclusive excellence language into employee position descriptions as they become vacant or need to be updated.

The Director of Intercollegiate Athletics will:

- Focus on the importance and the benefits of managing diversity, equality and promoting a culture of inclusion.
- Raise and deepen awareness of equality and diversity issues, from both an employment and service provision point of view.
- Provide mentoring opportunities and programming internally to all student-athletes.
• Support inclusion and diversity-related educational and professional development opportunities for all staff and students.
• Foster an environment that celebrates differences among student athletes.
• Ensure Athletics makes a contribution for innovative diversity and inclusion initiatives that affect the university internally or externally.
• Ensure programming and education that strives to support equitable laws and practices.
• Increase opportunities for individuals from historically underrepresented groups to participate in intercollegiate athletics at all levels.
• Collaborate with Human Resources to enhance hiring practices for all athletics personnel to facilitate more inclusive leadership in intercollegiate athletics.

**CHAPA (Committee for Higher Administration Performance Appraisal) and Faculty Senate will:**

• Include diversity and inclusion accountability into the performance review of senior leaders including the Chancellor and Vice Chancellors.

**Objective 2: Collect and organize data to systematically and effectively assess progress and to align/realign programs intended to enhance diversity.**

Accurate data that is organized in ways that allow various questions to be answered is essential to the success of this plan. The creation of these databases is essential in order to mark progress over time in achieving greater diversity and inclusion. A commitment must be made to provide funding for the necessary staff to collect and maintain essential data. The beginning point is to use existing data to create a historical record and then to continue to collect relevant data on an ongoing basis.

**The Offices of Institutional Research and Institutional Compliance will:**

• Collect the following data to document progress:
  o Recruitment, retention and promotion rates of women and minority faculty and administrators as contrasted with overall rates (MWD Report).
  o Recruitment, retention and graduation rates of women and minority students as contrasted with overall rates.
  o Campus climate survey results.
• Biannually provide data of women, minority faculty and administrators to the Diversity Council to assess for success and progress.
• Issue an annual status report beginning in spring 2014 documenting progress made toward meeting the university's diversity goals using the above data.
Objective 3: Recruit and retain greater numbers of minorities into faculty, staff and administrative positions (including Deans, Chairs, and Vice Chancellors).

The benchmark for the total university over the next five years should be to increase the number of minorities, specifically, faculty where underutilized by no less than 5%.

The Chancellor will:

• Ensure that the university conducts aggressive national searches with emphasis on developing pools that include qualified women and minority candidates for faculty and administrative positions.
• Require search committee chairs to work closely with Office of Institutional Compliance by submitting a report regarding the process used to enhance the pool of qualified women and minority applicants and the rationale for inclusion or exclusion of them in the final pool.
• Initiate faculty exchange programs with historically Black institutions and international universities.
• Ensure that the Office of Institutional Compliance produces and analyzes data to support the University's Diversity Plan and the federal affirmative action requirements. Data will include analysis of recruiting pools, benchmarking comparisons and tracking of internal progress.
• Ensure that the Office of Institutional Compliance and the Office of Institutional Diversity and Inclusion jointly reviews and approves faculty and professional staff searches to ensure every effort is made to hire diverse faculty and staff. Beginning FY14.
• Ensure that there is an effective and well-understood University mechanism to deal with faculty and staff allegations of sexual harassment and discrimination.
• Encourage family-friendly personnel policies for the benefit of all faculty and staff. These policies are particularly important for women and minorities. Maintain a climate in which women and minorities feel free to access these benefits.

The Provost and Vice Chancellor for Academic Affairs will:

• Hold Deans and Department Chairs accountable for increasing under-represented groups in the faculty through the development of school/college-specific plans based on the disciplines' minority and gender demographics and pools. Some plans may focus on aggressive recruitment from existing pools and others on building pools where none exists.
• Ensure that funds are available to assist units in hiring minority faculty at all ranks but particularly at senior ranks to enable the provision of mentors for junior faculty, for example, a review of the Minority Recruitment and Retention Funds.
• Initiate training for faculty and department chairs to enhance their ability to increase the underrepresented groups in faculty hiring.
**Academic Deans and Department Chairs will:**

- Ensure that faculty search committees identify and aggressively pursue women and minority candidates.
- Develop a plan to increase the pool of women and minority candidates in fields where they are underrepresented.
- Ensure that the climate within the unit is welcoming to women and individuals from diverse backgrounds. Accomplishing this may necessitate formal diversity training for faculty and staff.

**The Vice Chancellor for Administration will:**

- Encourage and ensure staff to attend workshops offered by Office of Human Resources and credit-bearing University classes to enhance their skills for advancement.
- Encourage and ensure staff attends workshops on campus that promote diversity and inclusion and a civil work environment.
- Ensure that the Office of Human Resources is posting faculty and staff positions in diversity outlets in efforts to create a diverse pool of candidates. Beginning FY14.
- Review the Learner/Trainer Program and selectively use the program to increase diversity.

**Objective 4: Recruit, retain, and graduate greater numbers of racial/ethnic minority and other underrepresented students.**

**The Chancellor will:**

- Monitor annual reporting from Enrollment Management on applications, admit rates, scholarship yield rates and enrollment yield rates for racial/ethnic minority and underrepresented students at the undergraduate and graduate level.

**The Provost and Vice Chancellor for Academic Affairs will:**

- Annually monitor unmet financial need, retention rates, and graduation rates for underrepresented students.
- Evaluate and assess all existing retention programs to determine their effectiveness in retaining underrepresented students. If it is determined that the programs are not meeting its goals funding for these programs should be redirected to initiatives with the same goal of retaining underrepresented students.
- Ensure all University flagship student programs are inclusive of a diverse student body (e.g., Meridian Scholars, Honors Program).
- Encourage academic deans and department chairs to facilitate faculty involvement with undergraduate retention efforts.
- Increase and enhance academic support services for students who are at risk for non-retention and graduation.
- Beginning in FY14, develop a plan to reduce the disparity in graduation rates between white and minority students.
• Enhance our merit based scholarships for high achieving minority applicants in order to diversify our admission pool.
• Work with the Dean of the School of Education to develop a pipeline program for the SIUE Charter High School students who score an ACT of 23 or higher where they are granted on-site admission.
• Evaluate the potential of direct admission to the University for increasing the enrollment of freshmen women and minorities, especially scholarship recipients.
• Continue to invest in the summer "bridge" program for at-risk new or potential new freshmen. The goal of this program would be to enhance their potential for success in the university.
• Add an item on the Student Evaluation of Teaching (SET) that allows the assessment of progress made toward making course content, methods and climate more diverse and inclusive.

_The Academic Deans will:_

• Identify academic support strategies that can be undertaken in the college/schools to assist students to succeed and graduate.
• Work with faculty and department chairs to examine the curriculum, course content and methods, and classroom climate to eliminate gender and racial bias to enhance the education of all students. Provide appropriate incentives and rewards for faculty who are successful.
• Work with the Director of Assessment to assist faculty in assessing their classroom climate to create a learning environment that is comfortable for all students.

_The Vice Chancellor for Student Affairs will:_

• Develop a Peer Mentoring Program that matches minority and LGBT students with other students enrolled in the same program.
• Strengthen programming in the dormitories to create environments of inclusion and respecting and valuing differences.
• Review the new freshmen experience program so that it includes more content on living in diverse communities. Such content should include, but not be limited to, an examination of preconceptions, an appreciation and valuing of differences, and the economic, social and psychological costs to society as a whole of discrimination and exclusion.

_The Vice Chancellor for University Relations will:_

• Implement a strategic plan for aggressively pursuing funding for increasing scholarship support to be used primarily to increase diversity.
• Identify a directory of sources of external financial support for the various programs identified in this plan and disseminate that to the appropriate units.
• Notify alumni of the various diversity and inclusion initiatives on campus and solicit their input.
The Assistant Vice Chancellor for Enrollment Management will:

- Annual review SIUE student enrollment categories in comparison with accepted Department of Education IPEDS (Integrated Postsecondary Education Data System) peer institutions to address diversity and inclusion enrollment issues.
- Focus on recruitment resources for selected geographical locations and ethnocultural communities with students from underrepresented groups as needed to meet university goals.
- Annually review underrepresented recruitment initiatives as needed to address areas where goals have not been met.
- Ensure that our annual student recruitment efforts include a LGBT college fair.
- Enhance our admission outreach to targeted institutions (e.g. high schools, places of worship, military) with a high concentration of minorities to introduce them to the array of programs and opportunities at SIUE.

Objective 5: Develop and implement diversity and inclusive activities and programs designed to increase awareness of diversity and inclusion issues among students, faculty and staff at all levels.

All Vice Chancellors will:

- Research which programs and services in all of their departments currently target underrepresented populations and provide a report to the University Diversity Council no later than December 1, 2013.

The Dean of Library and Information Services will:

- Ensure that the Library has a plethora of print and electronic resources in a multitude of subject areas including e-books, global, and digital collections.
- Ensure unlimited access to databases, reference sources, journals and other diversity and inclusion resources.
- Consider creating a diversity and inclusion subject catalog.
- Provide accessibility to subject guides which incorporate social media.
- Provide E-learning tutorials.
- Consider adding text or chat research inquires at the point of need.
- Ensure that the Library is equipped with print and electronic resources which focus on the political, socio-economic, historical, and cultural aspects of countries and regions around the globe.
- Access to worldwide resources through Interlibrary Loan.
- Continue to promote diversity exhibitions.

The Office of Institutional Diversity and Inclusion in collaboration with the Office of Institutional Compliance will:

- Recognize and support current and future culturally specific SIUE affinity groups (e.g., racial/ethnic, disabled, LGBT, etc.) that serve the interest of underrepresented faculty and staff and the University Community.
The Diversity Council will:

- Hold two forums during each academic year beginning FY14 to summarize, showcase, and celebrate current campus diversity initiatives and review and discuss selected best practices of peer institutions and/or other nationally recognized diversity efforts. During these forums, the Council will promote discussion of current diversity topics and ascertain the needs of the SIUE community. The program(s) will include expert and/or external presentations along with institutional updates.

- Conduct a campus climate survey in FY15 of individual affinity groups and students to establish a baseline of understanding of diversity climate issues on campus.

- Beginning in FY14, request that each Vice Chancellor undertake an annual diversity project. The unit will choose this project to best fit a demonstrable need or opportunity for improvement of that unit, and it should be a new undertaking. Regular reports on this initiative will be made to the Diversity Council, which will, in turn, disseminate lessons learned and best practices from these experiences to the University community.

Objective 6: Develop a Multicultural Center on campus that will provide diversity and inclusion activities designed to increase awareness at all levels.

The Chancellor and Vice Chancellors will:

- Beginning in FY14, collaborate to develop a plan to establish a Multicultural Center on campus. The Kimmel Leadership Center will remain a freestanding center because of its history and the special place it occupies at the university. However, it will be expected to contribute to the life of the Multicultural Center in meaningful and appropriate ways.

- Establish a financial plan to fund the Multicultural Center, including a Center Director.

The Office of Institutional Diversity and Inclusion will:

- Work in collaboration with Student Affairs (Assistant Director of Civic Engagement) in the implementation and day-to-day management of the Multicultural Center.

The Dean of Library and Information Services will:

- Work with the Multicultural Center to share resources and holdings.

Objective 7: Encourage academic and academic support units to develop models of excellence for increasing diversity and inclusion and fostering a respect for inclusiveness.

The Provost and Vice Chancellor for Academic Affairs will:

- Encourage Academic units to integrate diversity and inclusion into the curriculum.
• Provide on-going faculty development opportunities related to creating an inclusive curriculum.
• Support an RFP (request for proposals) to develop a ‘best practice’ model for integrating diversity and inclusion into the content of the curriculum.
• Redirect a portion of existing funds for professional development to specifically address diversity and inclusion.
• Ensure that courses and activities designed to introduce students to the culture of the university (e.g., new freshman seminar and honor courses) promote diversity and inclusion in classroom assignments.

_The Vice Chancellor for Student Affairs will:_
• Expand participation in and provide a broader exposure to Study Abroad programs.
• Provide a “Service Learning Day,” which includes working directly with or doing something for people with disabilities, people of color, people from low socioeconomic backgrounds or people living with HIV/AIDS.

_The Vice Chancellor for Administration will:_
• Continue to expand on accessibility in the classroom to create an inclusive environment for people with disabilities.

Objective 8: **Recognize and Celebrate diversity and inclusion efforts throughout the University Community.**

_The Chancellor will:_
• Annually sponsor a “Champion for Diversity Award” given to an individual or unit that embodies SIUE’s vision for diversity and inclusion. This recognition will be awarded each year during the State of the University Address. The University Diversity Council will be required to develop the criteria for the award.

_The Vice Chancellor for University Relations will:_
• Sponsor a Best Practices for Achieving Diversity conference annually that will include a nationally prominent keynote speaker beginning FY14.

**Action Plan Accountability**

Ultimately, it is the responsibility of the Chancellor, the Provost, and the Vice Chancellors to hold Deans, Directors and Department Chairs responsible for making progress toward the achievement of the University’s diversity goals. Success, as evidenced by annual reports, should be a factor considered in annual evaluations of key administrators. However, given the demands on the Chancellor and the Vice Chancellors it is recommended that the Chancellor appoint and support the Diversity Council to ensure that these goals are met.
The overall purpose of this Diversity Council would be to:

- Set annual goals and priorities based on this Diversity Plan.
- Be informed by data from previous reports.
- Monitor the collection of data to chart progress made on meeting diversity goals.
- Foster collaboration and coordination between the various units.
- Be responsible for updating and keeping this Diversity Action Plan current.
- Be responsible for adequate planning to develop alternatives to affirmative action if legal opinion strikes down the use of affirmative action in making admissions, hiring and financial aid decisions.
- Submit two progress reports to the Chancellor on an annual basis, present quarterly to the Chancellors Council and provide an annual report to the University community.

The Council will remain comprised of individuals who represent diversity and who are in positions that provide them with influence and credibility. The Associate Provost for Institutional Diversity and Inclusion will chair the Council and will appoint the co-chair. Members will be appointed by the Chancellor in consultation with the Provost for staggered terms of three years with the opportunity for reappointment.

**Diversity Council Members**

Venessa A. Brown, Chair  
Associate Provost, Institutional Diversity and Inclusion  
Professor, Social Work

Robyn Berkley, Co-Chair, Associate Professor, School of Business  
Jerrica Ampadu, Instructor, School of Nursing  
Prince Wells, Associate Professor, College of Arts and Sciences  
Scott Belobrajdic, Assistant Vice Chancellor, Enrollment Management  
Isaac Blankson, Associate Professor, College of Arts and Sciences  
Earleen Patterson, Program Director, SOAR  
Paul Pitts, Assistant Chancellor, Office of Institutional Compliance  
Phil Pownall, Director, Disability Support  
Walter Siganga, Professor, School of Pharmacy  
Mary Weishaar, Associate Dean, School of Education  
Gunes Ercal, Assistant Professor, School of Engineering  
Cornell Thomas, Assistant Dean, School of Dental Medicine

**Acknowledgements**

A number of SIUE faculty, staff, students and administrators contributed to the development of this university diversity plan. The following individuals or groups are
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University Diversity Council Members
- Special thanks to Robyn Berkeley and Prince Wells for serving as Co-Chairs during the development of the Plan.

Chancellor Julie Furst-Bowe

Provost and Vice Chancellors and their Senior Staff
- Ann Boyle, Academic Affairs
- Narbeth Emmanuel, Student Affairs
- Patrick Hundley, University Relations
- Kenn Neher, Administration

Faculty Senate
Staff Senate
Student Senate

**Location of Plan**

The *Plan* is available online at the following:
- Chancellor’s website, [http://www.siue.edu/chancellor/](http://www.siue.edu/chancellor/),
- Office of the Provost, [http://www.siue.edu/provost/](http://www.siue.edu/provost/),
- Office of Institutional Compliance, [http://www.siue.edu/oic/](http://www.siue.edu/oic/),

It is also available in hard copy in the following locations:
- Lovejoy Library
- Office of Human Resources
- School of Dental Medicine in Alton
- East St. Louis Center
Dear University Community:

The *We Are One University Diversity Plan* brings Southern Illinois University Edwardsville (SIUE) to an important point in its development as a University. SIUE has made great strides in diversifying the campus in so many ways, and our faculty and staff diversity will be prominent among our peer institutions. As we worked towards the development of the diversity plan, a continuous theme was that our faculty, staff, students and community must gain benefit from diversity in ways that go beyond being harmonious and welcoming. The *Diversity 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 *We Are One University Diversity Plan* is the product of a process that expects the campus leadership to take ownership of the implementation of the diversity and inclusion efforts at SIUE. While this *Plan* was developed by a select group with input from our governance groups it is hoped that the ultimate success of this *Plan* will continue to be shaped by ongoing dialogue, *We Are One* activities and enhanced policies to address social justice and equality. This *Diversity 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 in 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.

Sincerely,

Venessa A. Brown, Ph.D.
Associate Provost for Institutional Diversity and Inclusion
Professor, Social Work
Chair, University Diversity Council

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References


