

AGENDA

UNIVERSITY OF SOUTHERN INDIANA BOARD OF TRUSTEES

May 1, 2020

SECTION I – GENERAL AND ACADEMIC MATTERS

- A. APPROVAL OF MINUTES OF MARCH 5, 2020, MEETING
- B. ESTABLISHMENT OF NEXT MEETING DATE, TIME, LOCATION
- C. PRESIDENT’S REPORT
- D. APPOINTMENT OF THE NOMINATING COMMITTEE
- E. REPORT OF EQUITY, DIVERSITY AND INCLUSION COMMITTEE

The Diversity Committee of the University of Southern Indiana was created in 2007 and reorganized to include Equity and Inclusion in 2018. The committee’s creation was in response to a requirement in House Enrolled Act 1256, authorized by the 2007 Indiana General Assembly (IC-21-27-8-7). The Act requires that each Indiana public institution of higher education create a committee to:

1. Review and recommend faculty employment policies;
2. Review faculty and staff complaints concerning diversity among faculty;
3. Make recommendations to promote and maintain cultural diversity among faculty members;
4. Make recommendations to promote recruitment and retention of minority students; and
5. Issue an annual report to the University’s Board of Trustees stating the committee’s findings, conclusions, and recommendations in these matters.

Additionally, the committee is charged with monitoring and reporting on initiatives that address equity, diversity, and inclusion across the University.

The Equity, Diversity, and Inclusion Committee 2019 annual report is presented in Exhibit I-A.

F. APPROVAL OF TEST OPTIONAL ADMISSIONS

Approval of Test Optional Admissions to the University of Southern Indiana in Exhibit I-B is recommended.

The University of Southern Indiana proposes to offer Test Optional Admissions into the University. A complete abstract describing the program is in Exhibit I-B. The proposed implementation date is fall 2021 admissions.

G. APPROVAL OF AMENDMENT TO FACULTY CONSTITUTION

Item I, Article VII, Section 3 of the University Handbook requires that amendments to the University of Southern Indiana Constitution of the Faculty receive approval by a majority of the voting membership of the faculty and by the Board of Trustees of the University of Southern Indiana.

Approval of the amendments in Exhibit I-C is recommended.

SECTION II – FINANCIAL MATTERS

A. REPORT OF CONSTRUCTION CHANGE ORDERS APPROVED BY THE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

The construction change orders approved by the vice president for Finance and Administration Exhibit II-A will be reviewed.

B. REPORT ON CURRENT CONSTRUCTION PROJECTS

A report on the status of current construction projects will be reviewed. Exhibit II-B is a summary of the cost and funding sources for each project.

SECTION III - PERSONNEL MATTERS

A. APPROVAL OF PERSONNEL ACTIONS

Approval of the following personnel actions is recommended.

1. Promotion

Recommendation by the University Promotions Committee for promotion from associate professor to professor effective August 18, 2020:

Dr. Daniel Bauer, Associate Professor of Anthropology
College of Liberal Arts

Dr. Manfen Chen, Associate Professor of Finance
Romain College of Business

Dr. David A. Hitchcock, Associate Professor of Spanish
College of Liberal Arts

Dr. Melinda Roberts, Associate Professor of Criminal Justice
College of Liberal Arts

Dr. Wendy Turner, Associate Professor of Social Work
College of Liberal Arts

Mr. Peter Whiting, Associate Professor of Library Science
David L. Rice Library

2. Promotion and Tenure

Recommendation for continuous appointment and promotion from assistant professor to associate professor, effective August 18, 2020:

Dr. Brian Bohrer, Assistant Professor of Chemistry
Pott College of Science, Engineering, and Education

Dr. Tori Colson, Assistant Professor of Education
Pott College of Science, Engineering, and Education

Dr. Kimberly Delaney, Assistant Professor of Biology
Pott College of Science, Engineering, and Education

Dr. Chad Gonnerman, Assistant Professor of Philosophy
College of Liberal Arts

Ms. Jennifer Greene, Assistant Professor of Library Science
David L. Rice Library

Dr. Eric Greenwood, Assistant Professor of Physics
Pott College of Science, Engineering, and Education

Dr. Nimkar Swatega, Assistant Professor of Health Services
College of Nursing and Health Professions

Dr. Thomas Weber, Assistant Professor of Management
Romain College of Business

3. Tenure

Recommendation for continuous appointment, effective August 18, 2020:

Ms. Joy Cook, Associate Professor of Radiologic and Imaging Sciences
College of Nursing and Health Professions

B. REPORT ON FACULTY AND ADMINISTRATIVE RETIREMENTS

The following faculty and administrative retirements will be reviewed.

Contract Assistant Professor of Economics, Marie Bussing, in accordance with the regular retirement policy will retire effective May 11, 2020, after 11 years of service.

Clinical Assistant Professor of Occupational Therapy, Mary Kay Arvin, in accordance with the regular retirement policy will retire effective June 30, 2020, after 11 years of service.

C. APPROVAL OF EMERITUS STATUS

Approval of the following emerita title is recommended.

Contract Assistant Professor Emerita of Economics Marie Bussing

Equity, Diversity and Inclusion Council

Annual Report

May 1, 2020

I. Diversity Committee Formation

The Diversity Committee of the University of Southern Indiana was created in response to Ind. Code § 21-27-8-7 that was implemented by Public Law 167-2007 after the passage of House Enrolled Act 1256. The Indiana Code requires the establishment of the Diversity Committee, which shall do the following:

- Review and recommend faculty employment policies concerning diversity issues.
- Review faculty and administration personnel complaints concerning diversity issues.
- Make recommendations to promote and maintain cultural diversity among faculty members.
- Make recommendations to promote recruitment and retention of minority students.
- Issue an annual report stating the findings, conclusions, and recommendations of the committee to the board.

The Equity, Diversity and Inclusion Committee (EDIC) was formed in 2018 and replaced the Diversity Committee. The Council is an educative and advisory group composed of faculty, staff and students from different racial/ethnic, social status, genders, sexual orientations, abilities, veteran status and religions that reflect the diversity within the university community, as well as advocates for those groups.

II. Equity, Diversity and Inclusion Council (EDIC)

As previously reported on April 26, 2019 to the Board of Trustees, the EDIC represented one of President Rochon's recent and upcoming initiatives.

Mission Statement: The mission of the Equity, Diversity and Inclusion Council (EDIC) of USI is to identify, understand, act upon, and evaluate initiatives and opportunities to promote inclusion for representation, involvement, and empowerment of diverse communities across campus.

Vision Statement: The vision of EDIC is to create an equitable environment where all can challenge thought and practice while embracing each other in our unique individualities to produce representation, involvement, and empowerment of all communities across campus.

Goals:

- Create and sustain a welcoming campus community that strives for structural diversity based on principles of equity and inclusion through leadership and action at all levels of the institution.
- Strengthen and improve the structural diversity of the University of Southern Indiana campus community.
- Cultivate mutually beneficial community-university partnerships that further the mission of the University with an emphasis on historically and currently underserved communities.

The Council uses the following definitions for its work.

Equity: Creating opportunities for equal access and success for historically underrepresented populations, such as racial and ethnic minority and low-income students, in three main areas:

- Representational equity, the proportional participation at all levels of an institution;
- Resource equity, the distribution of educational resources in order to close equity gaps; and
- Equity-mindedness, the demonstration of an awareness of and willingness to address equity issues among institutional leaders and staff.

Diversity: 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, physical or cognitive abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

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). This engagement with diversity has the potential to increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Accomplishments 2019-2020:

- Drafted a campus-wide diversity strategic plan
- Secured Higher Education Data Sharing Consortium (HEDS) as our vendor for the Campus Climate Survey
- Conducted a Campus Climate Survey (included employees and students)
- Updated the Diversity website to reflect Equity, Diversity and Inclusion
- Restructured the council to be more inclusive and created work groups

III. Update on Affirmative Action Progress

2019 Updated Numbers:

Students

- Diversity enrollment Key Performance Indicators show the following progress in the past year and five years:
 - 18 percent increase in undergraduate and graduate enrollment (headcount) of underrepresented* students (N = 961 in 2015 to 1,135 in 2019).
 - First to second year retention of all new underrepresented students decreased 10 percentage points over the past year, from a record high of 68.0% for the entering class of 2017, down to 58.2 percent for the entering class of 2018, the lowest rate since 2012, 55 percent. The overall rate for USI has dropped compared to five years ago, when in 2013 USI had record high of 71.9 percent for 1-year retention of all new freshmen compared to just 66.5 percent among those starting in fall 2018.

- Second to third year retention of new underrepresented students decreased 5 percentage points over the past year from 54.2 percent who entered USI in 2016 to 49.8 percent in 2017. Compared to five years ago, the overall rate has increased from 56.5 percent for the entire entering cohort in 2012 to 59.5 percent in 2017.
- Four-year graduation rates for new underrepresented students dipped slightly over the past year from 24.9 percent for 2014 to 24.4 percent for the entering class of 2015. Since 2012, the rate for new underrepresented students has increased from 16.7 percent in among those starting in 2012 to 24.4 percent in 2014. The overall 4-year rate has increased compared to five years ago, when only 26.1 percent of new freshmen entering USI in fall 2012, up to 33 percent for those entering in fall 2015 graduating within 4 years.

*Underrepresented student counts include only domestic minority students.

- The percentage of female students is currently 64 percent. This is the highest percentage in USI history, as the percentage of female students has remained consistently between 60 percent and 63 percent each year since 2003.
- Diversity among domestic students has increased. As of fall 2019, 13.1 percent of students are from diverse ethnic and cultural backgrounds, up from 8.2 percent in 2003. In addition, international students make up 2.3 percent (N = 206) of the student body.

Note: Information provided by Dr. Katherine Draughon, Chief Data Officer

Employees

- Of all employees in the Professional Category 61.3 percent are female, and 10.5 percent are minorities

Note: Information provided by Andrew Lenhardt, USI Human Resources Executive Director

III. Review of University Diversity Initiatives and Programs

Many departments, colleges, faculty, staff members and students participated in a wide range of initiatives, programs, and events to promote equity, diversity and inclusion.

Academic Affairs

Career Services and Internships

Career Services and Internships sponsored three on-campus career fairs to connect students with a wide range of employers from across the U.S. In addition, they held several panel presentations featuring a diverse panel of employers from the tri-state area. Other events included collaborating with the Multicultural Center to make a presentation as part of the Success Series. They also co-sponsored International Programs, MyWorldAbroad website and presented a three-part series of career workshops for USI International students. They presented two Smart Start salary negotiation workshops to address gender inequity in compensation. The career services office also maintained subscriptions to the following periodicals in the career resources library: National Minority Update, Insight into Diversity, Careers & the Disabled, Women in Engineering, Minority Engineer, Hispanic Career World, Equal

Opportunity, and African-American Career World.

College of Liberal Arts

The College of Liberal Arts Equity, Diversity, and Inclusion Committee was formed in 2018-2019.

- **Mission Statement:** The Liberal Arts Equity, Diversity, and Inclusion Committee believes that a commitment to diversity should be an active and intentional endeavor that seeks, supports, and celebrates difference and multiplicity because it expands knowledge, develops the whole person, produces a capable and empathetic citizenry, and serves our local and global communities. By creating space, encouraging honest communication, and producing and/or promoting public programming, the Diversity and Inclusion Committee seeks to equip our faculty, staff, and students with the language and tools they need to excel academically and personally in an ever-changing diverse and global community.
- **Vision Statement:** The Diversity and Inclusion Committee strives to transform our community by igniting a passion in all for the value and tenets of diversity and inclusion.
- **“About Us” Statement:** The Diversity and Inclusion Committee is a University of Southern Indiana College of Liberal Arts initiative committed to diversity and inclusion on our campus, and to promoting an academically enriching and supportive climate that allows all members to thrive and succeed.
- **Goals:**
 - Provide educational opportunities for students, faculty, and staff of the College of Liberal Arts that raise awareness, knowledge, and skills.
 - Support the recruitment and retention of diverse students, faculty, and staff in the College of Liberal Arts.
 - Facilitate a campus and community environment that is inclusive and supportive of student, faculty, and staff needs.
 - Commit to initiatives that solidify and further our welcoming, diverse, inclusive, and supportive environment that focuses on equitable treatment for all students, faculty and staff. Guaranteeing fair treatment, access, opportunity, and advancement for all students, faculty, and staff. In order to do so, the College of Liberal Arts will work to identify and eliminate barriers that have prevented the full participation of marginalized groups.

We define diversity as differences in race, nationality or ethnic group, religious or non-religious tradition, gender, gender identity, socioeconomic class, immigration status, sexual orientation, ability, and other identifying factors. We believe that promoting and sustaining diversity is a commitment to educational quality, social justice, and the creation of positive, respectful communities. We recognize that our strength and success as a college is built upon the foundation of a wide range of perspectives and experiences.

We embrace and encourage diversity in many forms and are committed to inclusivity among our community members, including all students, staff, and faculty. We affirm the dignity and worth of everyone, we acknowledge that the health and success of each individual is possible only in a social context in which we each have responsibilities to others and others have reciprocal responsibilities to us, and we choose to live in solidarity with all people.

Liberal Arts EDIC has created a website and undertaken several initiatives during the 2019-2020 year. We hope to complete or grow all of these in the coming year.

Initiatives

- Education/Training
 - We will hold team-building seminars for the committee.
 - We will host quality speakers, intellectuals, and activists to speak to the College on Equity, Diversity, and Inclusion.
 - We are working to create an Equity, Diversity, and Inclusion component to all UNIV 101 courses.
- Projects
 - We are working on creating a statement with gender-inclusive language for syllabi.
 - We are working on creating a statement for diversity and inclusion on syllabi.
 - We are working with local leaders and agencies on the Equal Justice Initiative Soil Collection Project (Please see the website at <https://eji.org/>).
 - We have created the LA EDIC Student Voices Council with the aim of making a safe space for students to share their ideas and concerns about Equity, Diversity, and Inclusion in the College of Liberal Arts.
- Collaborations
 - We support the gender-neutral bathroom initiative on campus.
- Inquiry
 - We have aims to do more with the 2018 Liberal Arts survey results.

Other Diversity-Related Events in the College of Liberal Arts 2018-2019

September 2018

- Berger Lecture - The Majority Minority: Why women are underrepresented in American political leadership and what difference it makes; Political Science.
- Contemporary Spanish Theater; World Languages and Cultures.
- Flowers on the Lake; Liberal Arts.

October 2018

- Center for Social Justice Education (CSJE) Speaker: Kimber Nicoletti-Martinez; Social Work/Center for Social Justice Education.
- LA Faculty Colloquium Series: Xavia Harrington-Chate: Unpopular Student Success Models: Who is Learning from Whom?
- The Hunting Ground - Film and Panel Discussion; Multiple LA departments.
- Psych Club: Domestic Violence Awareness.
- Global Crossroads Multicultural Festival; Liberal Arts.
- Multilingual Poetry Reading; World Languages and Cultures.

November 2018

- Day of the Dead Event; World Languages and Cultures.

- USI Food & Culture Lesson; World Languages and Cultures.
- Women of Color in the Academy Chew and Chat; Liberal Arts.
- Philosophy Club: Toxic Masculinity.
- World Languages and Cultures Dinner (Major as Home).

February 2019

- LEAD Day with CSJE: Legislative Education and Advocacy Development. Roughly 400 students, faculty, and social workers will be at the State House in Indianapolis for presentations on legislation that is relevant to social work, information on advocacy and how to talk with your representatives, and our group will be taking a private tour of the State House; Social Work, Center for Social Justice Education.
- SIRS Event: Elena Passarello and Hanif Abdurraqib; English.
- Vagina Monologues; Gender Studies and Philosophy.
- USI Homeless Symposium; Social Work and Nursing Collaboration.
- 2019 Mandela Social Justice Day: Keeanga-Yamahtta Taylor; Liberal Arts.
- 17th Annual Spring Social Work Conference "Social Work: Changing Lives through Best Practices, Advocacy and Social Justice"; Social Work.

March 2019

- Africana Studies Day: kicking off the new minor; a day of music, culture, and food of the African Diaspora; Africana Studies.
- Language Bowl; World Languages and Cultures.
- Sydney Miner: Gender Identity Talk; Social Work.
- Walk A Mile; Liberal Arts.

College of Nursing and Health Professions

Diagnostic Medical Sonography

- Students conducted obstetric ultrasounds for educational purposes on a total of 75 volunteers in the Diagnostic Medical Sonography lab in October and November. Many of these volunteers do not have health insurance and are from very diverse backgrounds.

Respiratory Therapy

- Students provided free pulmonary (lung) screenings for inmates located at the Vanderburgh corrections facility. Many of these individuals do not have health insurance or medical care.
- Respiratory therapy students provide free breathing treatment (MDI, DPI, and spirometry) training and assessment for elementary school students who have asthma at the annual asthma camp located at Delaware Elementary School. Many of these students are from low income families and cannot afford ongoing screening for continued maintenance and early detection of asthma.
- We also participate in screenings at the CK Newsome center for the community first health fair. Participants are usually from the underserved area with little or no health insurance.

Dental Assisting

- Oral cancer screenings at the Community First Health Fair.

Health Services

- The Health Fair is an ongoing collaboration between Harwood Career Preparatory, College of Nursing and Health Professions at the University of Southern Indiana, and Southwestern Indiana-Area Health Education Center. This is a service-learning project that involves USI students in health promotion/worksites wellness, health informatics and information management, healthcare professionalism, and community education courses working together to organize and run the event. The goal of the Health Fair, now in its 3rd year, is to educate, bring individuals/organizations together in the community, and offer simple health services to the Harwood Career Preparatory students and their families. Harwood Career Preparatory Hawk High School provides a non-traditional learning environment for students who may have experienced challenges in traditional schools.

Dental Hygiene

- Free dental cleaning, fluoride, and x-rays for military veterans.
- Oral cancer screenings at the Community First Health Fair.
- Oral health education and tobacco cessation for male and female inmates at the Community Corrections Center.
- Oral health assessments and developed oral healthcare plans at Deaconess and St. Vincent's Hospitals.

The Southwest Indiana-Area Health Education Center (SWI-AHEC)

- Four FISK university students completing the 2018-2020 AHEC Scholars Fellowship. AHEC Scholars is a program for health professions students interested in supplementing their education by gaining additional knowledge and experience in rural and/or underserved urban settings. This is a longitudinal program with interdisciplinary curricula to implement a defined set of clinical, didactic, and community-based activities. The FISK scholars are pursuing medical school and futures as active health care professionals.
- AHEC has assisted in placing 50 graduate level students in family medicine rotations, focusing on rural and underserved populations.

Pott College of Science, Engineering and Education

- The Pott College of Science, Engineering, and Education developed a Diversity and Inclusion Council.
- The Pott College of Science, Engineering, and Education and Nursing and Health Professions offered diversity programming throughout the year to freshmen, sophomore, junior, and senior Medical

Profession Academy students. Faculty from Biology, Chemistry, and Kinesiology and Sport participated in the visits.

- The Pott College of Science, Engineering, and Education invited students from New Tech High School to visit the campus for a half-day program. Faculty from Biology, Chemistry, Engineering, Kinesiology and Sport, and Mathematics participated in the STEM Activities.
- The Pott College of Science, Engineering, and Education invited students from the Southern Indiana Career and Technical Center (Health Science, Engineering, and Computer Science) to campus for a half-day program. Faculty from Biology, Chemistry, Engineering, and Kinesiology and Sport participated in the half-day STEM Activities.
- The Pott College of Science, Engineering, and Education offered programming to Helfrich Park students.
- Zane Mitchell and Glenna Bower participated in the MCC Dining with the Dean.
- Dr. Kyle Mara, Dr. Kim Delaney and Dr. Farid El Breidi participated in the Pacers STEM Fest in Indianapolis, Indiana which is designed to spark the curiosity and interest of students in STEM fields. STEM Fest is held at Bankers Life Fieldhouse, home of the Indiana Pacers. Being held in a major urban area means that STEM Fest draws a very diverse, both racially but also socioeconomically, set of students. Faculty are to talk one on one with the students and their parents about not only STEM but also about what USI has to offer students from Indianapolis.

Chemistry

- The Chemistry Department hosted a Chemistry Connection for the Girl Scouts on September 28, 2019 at USI. Faculty members Jeff Seyler, Edie Hardcastle, Will Hawkins, and several USI Chemistry and Biology student volunteers assisted with the event. Gloria Butz and Chris Hogue helped with set-up.
- The American Chemical Society did some outreach activities at CAPE Headstart, introducing Chemistry to the preschool program.

Engineering

- The Engineering Department sponsors a student chapter of the Society of Women Engineers (SWE). Students in this organization attend monthly meetings and an annual conference promoting the success of women in the engineering profession. Jenna Kloosterman is the faculty advisor for this group.
- Dave Ellert, an engineering coordinator for the SwISTEM Resource Center and faculty in USI's engineering department, led a group of students in the Carver Community Organization this past spring 2020. We built two SeaPerch kits, but the April competition was canceled.
- The Engineering Department hired two diversity candidates.

Geology and Physics

- Dr. Joe DiPietro, Professor of Geology, Dr. Jim Durbin, Associate Professor of Geology, Dr. William Elliott, Professor of Geology, Dr. Matthew Merlo, Physics Instructor, Dr. Kent Scheller, Professor of Physics, and Ms. Carrie Wright, Geology Instructor, Instructor-led hands-on activities at the annual STEM Fest on February 21 and 22, 2020 at New Tech Institute. This event was widely attended by a diverse group of students and families from the Evansville-Vanderburgh School Corporation.

- Dr. Paul Doss, Professor of Geology, addressed a diverse group of students at Evansville's Central High School on the importance of Earth and Environmental Science for resource management and environmental protection.
- Dr. William Elliott, Professor of Geology, led hands-on geology activities for a group of diverse attendees at the Annual Sportsman's Day at Beall State Park near Grayville, Illinois on Saturday, September 14, 2019.
- Dr. Paul Doss, Professor of Geology, actively works to increase the involvement of women in his funded US Forest Service and Southern Indiana based research efforts in environmental monitoring. His Current Research Assistant, Ms. Kaitland Filbert, ENVS '20 is developing new GIS tools for the Forest Service work, and successfully generated a funded Endeavor! Award. Recent Research Assistants include Ms. Payton Lykins, ENVS '18, who is a Project Scientist in southern California, and Ms. Hannah Walker, ENVS '18 who is an Environmental Specialist with Indiana DNR. Other recent Research Assistants include Ms. Rachel Bacher, ENVS '17, Ms. Lauren Maurer, ENVS '17, and Ms. Holly Hume, ENVS '16. All of these Women in Science are successfully employed in their field.

Kinesiology and Sport

- Dr. Alyssa Weatherholt with Kinesiology and Sport Department students from EXSC 488 went to Jacobs Village and provided individuals with personal training. Dr. Renee Frimming, Dr. Jason Langley, Dr. Alyssa Weatherholt and Kinesiology and Sport Department students assisted in providing activities for the Middle School Health Fair at USI for students from Glenwood, Lodge, and Cedar Hall.
- Mr. Josh Wildeman hosted area high schools to visit the Kinesiology and Sport Labs.
- Kinesiology and Sport Department and New Tech Institute hosted an Archery tournament for area K-12 schools.

SwISTEM

- SwISTEM's *Girls Only (GO) STEM! Summer Camp* hosted fourteen (14) ninth through twelfth-grade girls at the university for the tenth consecutive year. Historically, the emphasis has been on recruiting both socio-economically challenged and minority girls to the program.
- The SwISTEM Resource Center continued offering the USI chapter of the nationally esteemed *Girls Who Code* program in collaboration with the Romain College of Business during the fall, spring and summer sessions. Girls Who Code is a national non-profit working to close the gender gap in technology. Girls Who Code offers curriculum for after school programs along with summer immersion sessions across the country.
- The *SwISTEM Equipment Lending Service* continues to make concerted efforts to promote and support schools in the region with high percentages of minority and/or socio-economically disadvantaged students as well as programs with a focus on encouraging girls to pursue STEM careers. Lodge Elementary, Lincoln Elementary, Bosse High School, and Washington Middle School all borrowed significant amounts of equipment on a regular basis during the 2019-2020 school year. Lodge Elementary had several long-term loans of robotics kits, and Lincoln School used our equipment to host an evening program with a focus on STEM. We also expanded our partnership with the Thrive after-school program in Mt. Vernon, Indiana. This free after-school program targeting low-income students borrows almost all of their materials from the SwISTEM Lending Service. The Evansville Vanderburgh Public Library Main Branch utilizes our equipment for several of their educational outreach programs, and we have recently loaned equipment to the Groff Library

in rural Illinois. The Navigators USA Chapter 111, a chapter of the Navigators with a high percentage of low-income students, has borrowed equipment consistently throughout the year. A local branch of Girls STEmpowerment, has borrowed electronic and bridge-building equipment to interest girls in STEM. Borrowing rates also continue to be high in White County, Illinois, a county with a high poverty rate.

- During the 2019-20 *SeaPerch Challenge* cycle, the SwISTEM Resource Center provided sponsorships to five, high-need teams in the region. With the sponsorship, teams were awarded one (1) SeaPerch kit and had registration fees waived for the 2019-20 SeaPerch Challenge.

Teacher Education

- The Teacher Education Department has collaborated with multiple school administrators to place teacher candidates in diverse settings for practicums and field experiences such as Joshua Academy, Culver Center for Families, Cedar Hall, Tekoppel, Fairlawn, Glenwood Leadership Academy, Caze elementary, and Bosse High School. In addition, we collaborate with agencies such as Grandin Evolution and Patch Work Central.
- TEACH NOW – year-long student teaching opportunity
- America Reads Program – priority is given to placing students in areas of high needs
- SEA and KDP – Students and faculty participate in the WNIN fest.
- Joy Howard, Rob Carroll, Xavia Harrington, and other TED faculty, students and doctoral students have been involved in ongoing community-based work called #andhowarethekidsEvansville. This network is focused on educational equity with educators, parents, students and community members in the Evansville community.
- Guest speakers from EVSC and community organizations focused on issues of diversity and inclusion (e.g., issues related to English as a new language learner, SEL, culturally relevant pedagogy, bilingual education, and food insecurity) have been invited to instruct future teachers in specified areas in their coursework.
- Participation and leadership in organizing a “National African American Parent Involvement Day Celebration” at Zion Church with multiple agencies from Evansville (e.g. YMCA, EVPL, EAAM) in February 2020. Teacher candidates and Ed.D. students participated.
- **Zion Missionary Baptist Church Youth Day Speaker** On Sunday, March 8, 2020, Xavia Harrington served as a guest speaker with the speech’s title, “What Are You Seeking: Enabling Our Youth”. Harrington volunteered to serve as the guest speaker and encourage the diverse churchgoers to view the children/youth of color in their life as capable when given the right tools to succeed in today's world.
- **“ERASURE” Women’s Lecture Series Talk** The talk was held at the Evansville Museum on Thursday, February 6, 2020. Xavia Harrington gave a talk discussing what young girls of color are taught by the ways that Mainstream Culture and society treats women of color. Vanessa Nakate, Marcia P. Johnson, Sarah Baartman, Claudette Colvin, and others were used as real-world examples of what young girls of color are currently learning about their worth in our society.
- **Youth Town Hall** Co-sponsored by the Evansville African American Museum (EAAM) “DNA Lab Youth Organization” and the City Council President on Saturday, January 25, 2020. Xavia Harrington has

served as an Executive Board member and Curriculum Developer for the EAAM's "DNA Lab" Youth Organization for more than two years. She was present during this day organizing the discussion regarding the plight of today's youth with parents and guardians in attendance. She also lead the Youth Town Hall wrap-up discussions on this day.

- **DNA Lab, EAAM Youth Organization** Xavia Harrington, Executive Board member and Curriculum Developer, planned all session content and prepared lessons for teachers/presenters. She also volunteers as a teacher/presenter several times per semester for the EAAM's Youth Organization aimed at vulnerable 6-8th grade students.
- **Evansville-Vanderburgh County Human Relations Commission (HRC)**, which provides all of its citizens an equal opportunity for education, employment, access to public conveniences and accommodations, and acquisition through purchase or rental of real property, including but not limited to housing. The HRC promotes through reasonable means and methods, equality of opportunity without regard to race, sex, color, religion, disability, ancestry, national origin, age, sexual orientation or gender identity. This is accomplished through enforcement, training and prevention.
 - The HRC is authorized through federal, state and city laws to receive a complaint or complaints of alleged discriminatory practice or practices and conduct an investigation. Xavia Harrington currently serves as the Second Vice-Chair to the HRC, and just completed her HRC Fair Housing Training. The Commission meets monthly to discuss issues of discrimination in our community.
- **Women of Color in the Academy (WOCA) Member and Faculty Mentor** Xavia Harrington serves as a faculty mentor to two young women of color, who are currently enrolled at USI. She previously served as a mentor to three students; however, one student has since transferred to a different institution closer to her home. Harrington holds monthly check-ins with each student to discuss diverse topics like academic progress, microaggressions/issues on campus, and post-graduate plans. In times of trauma, she provides campus resources and wise counsel to the students. She writes letters of recommendation and encourages them to tell her how to best help them reach their semester and lifeline goals. She has served in this capacity as their mentor for three years.
- **USI Harolyn Torrain Multicultural Leadership Scholarship Interviewer** For four years, Xavia Harrington has served as an interviewer for USI's Harolyn Torrain Multicultural Scholarship Day, where diverse students from the region come to campus to interview for the coveted Multicultural Leadership Scholarship. She meets with these diverse students and their families to answer any questions about the University, their intended majors/minors, etc., and she participates in the individual student interviews, which span approximately 30 minutes per student.
- **BRIDGE Core Team Member** BRIDGE: Building Respect and Integrity in Diverse Greater Evansville, Community Organization. Xavia Harrington serves as a member of the BRIDGE Core Team helping to bring events that answer issues of diversity to our community. They brought Robin DiAngelo and others so far, have established a reading group to decrease bias/prejudice in the community, and

Harrington leads the Diversity and Inclusion Training sessions that BRIDGE conducts for the community.

Romain College of Business

The Romain College of Business (RCOB) Diversity-Related Activities/Initiatives in 2019 focused on three main initiatives.

- Startup Weekend Evansville 2019, “Better Health Through Innovation,” created several new projects that will impact a diverse constituency. The winning ideation, “Safe Tracking for ELOPED Individuals” (STEI), is a tracking device for individuals with dementia that wander off from caretakers. The device can track these individuals within one meter, provide vitals while tracking and automatically alert first responders and rescue personnel. As the first-place team, STEI received development funding from USI’s Eagle Innovation Accelerator, consulting and software services from Lieberman Technologies and a six-month membership to Cowork Evansville.
- Alpha Kappa Psi, USI’s professional business fraternity, collected more than 100 toys for patients at the Deaconess Riley Children’s Specialty Center in Evansville during the Spring 2019 Semester. The toys not only distract young patients from their hospitalization but also allow them to continue being kids. Members of Alpha Kappa Psi delivered the toys to the Deaconess Riley Children’s Specialty Center at the end of the semester.
- The Accounting program continued to offer the “Volunteer Income Tax Assistance” (VITA) Program during the Spring 2019 Semester, which provides faculty and students with opportunities to interact with a diverse group of individuals with low to moderate incomes from our local community. Students in the Romain College of Business provide federal and state income tax preparation services for community members who enroll in the VITA program over the course of two months (early February to early April). Accounting students interview and prepare the taxes for these taxpayers who make an appointment for this service, and preparation of returns typically takes from 90 minutes to two hours to complete. Students gained hands-on experience interacting with individuals with diverse backgrounds and upon successful completion of the course, can use tax preparation software, interview clients, research tax issues, and perform quality reviews of prepared income tax returns.
- The College added diversity and inclusion as a priority in the College’s new Strategic Plan and created a Romain College of Business Diversity and Inclusion Committee. Draft versions will be voted on next week.
- Dr. Daria Sevastianova created a Women in Economics group. The group was featured in a Federal Reserve Bank of Saint Louis podcast highlighting Women in Economics. The podcast reaches an international audience.
- The College awarded a community-based fellowship targeting Evansville’s food insecurity ecosystem.
- CS Senior Student projects:
 - Project 1 was to work with Vanderburgh County to analyze Evansville WAZE data which is Google Transportation data about Evansville. It is the first time for the county to analytically use Evansville transportation data such as traffic jams, accidents, rush hours, etc. to intelligently plan and manage the county. The USI team was involved in the development of Evansville WAZE Analysis and Report Platform.
 - Project 2 was to work with the OneMain Financial, which is an American Financial Services holding company headquartered in Evansville with offices throughout the US. The USI teams

were involved in the development of the HR hire assistant web service so HR can more efficiently and digitally process onsite/campus hiring.

Disability Resources

Disability Resources participates in student recruitment by meeting with parents and students with disabilities when they are on campus. This is done at both the Orientation days and at the events the Admissions office holds for visiting families in the Welcome Center. Disability Resources also meets parents and/or students at their request year-round to discuss accommodations that may be available to them.

- Meet with K-12 Special Education department chairs in surrounding counties to share information and answer questions about the differences in services from K-12 to college while promoting USI. We are sometimes invited to attend events at the high school that both parents and students with disabilities attend.
- Continue to advocate for improving campus accessibility. Some examples include captioning university events such as commencement. Replacing hanging chairs in the forums with chairs that are accessible to all.
- Offer presentations to faculty and administrators at their request to talk about what our office does and to discuss hot topics related to disability on college campuses, such as the increase in emotional support animals and service dogs, changes in technology such as phones connected to medical devices. (These students may need their phones out in class.)
- Collaborate with the Online Learning department to help instructors learn how to create accessible courses and to explain why this is important.
- Work with instructors one on one to help them create courses that are accessible for their current students. Each semester we get more calls from instructors asking for tips to be sure their course is as accessible as they can make it.
- Conduct education sessions with RAs and Amigos regarding the purpose of Disability Resources, who we serve and what accommodations we may be able to provide. RA's and Amigos who participate in these educational sessions are more confident in making appropriate referrals to Disability Resources.
- Outreach in the community by participating in various events with Old National Bank, Sycamore Services where information is provided about the support available to students with disabilities at USI as well as to individuals within the Evansville community.
- Collaborate with the University of Evansville and Ivy Tech Disability Resources personnel to encourage businesses to offer internship opportunities to students with disabilities. Disability Resources is often a go-between with the student and Vocational Rehabilitation to assist students in requesting needed technology or services.
- Old National Bank, through the work of Ben Trockman has coordinated internship opportunities with Old National, Deaconess Hospital, Berry Plastics and Toyota.
- Eskenazi hospital also offers internship opportunities for students with physical and sensory disabilities. Disability Resources works closely with them to assure USI students have the opportunity to apply for these internships. We have 2 students accepted again this year.
- Work with many departments on campus including:
 - Food services for students with food allergies
 - Parking department for temporary and long-term parking permits

- Housing to arrange for any special needs due to a disability
- Counseling Center
- Health Center
- Dean of Students Office (DOSO)
- Foundation office
- And more

University Division

You may note that there was a decrease in minority representation between last year and this year, but this was due to a large exodus of minority graduates at the end of the 2018-2019 academic year.

Student Support Services is a unit in University Division that provides comprehensive support services for 140 students who qualify as a first-generation, low income, or persons with disabilities. Objectives are to ensure students achieve timely graduation, persist from one academic year to the next and maintain good academic standing through one on one mentoring and counseling and academic initiatives. Activities and services within the program that includes a diversity component are the promotion of cultural events, support networks, and international programming.

Student Support Services Participant Diversity Overview (2019-2020 Active Students):

- 76 percent of SSS students identify as first-generation students
- 64 percent of SSS students identify as low income
- 50 percent of SSS students identify as having a documented disability
- 77 percent of SSS students identify as female
- 29 percent of SSS students identify from a minority population (i.e. African American, Black, Hispanic, Asian, and/or American Indian)

Student Support Services offered **34 different programs** (academic/cultural/community) over the 2018-2019 academic year and collaborated with over **33 different community/campus partners**. SSS requires all participants to attend 3 events annually. Some of the events offered by our program include (but is not limited to) the following:

- Published a book titled *TRIO Tenacity: Stories of Student Success*—a compendium of stories written by the participants of the program discussing their struggles and triumphs in higher education.
- Attended a field trip to Lyle's Station and the Evansville African Museum in celebration of Black History Month.
- Attended TEDx Evansville to increase civic and creative engagement while improving cultural competency.
- Attended a field trip to Historic New Harmony for a day of cultural education.
- Participated in MANuary—a 4-part workshop series aimed at challenging the ideals of the male status quo in modern America.
- Participated in *Discovering Your Path*—a nationally presented leadership conference that was tailored to USI's SSS students as well as attending a state TRIO leadership conference at Purdue University.

- Promoted and financially supported student's attendance at all USI theater plays and events (ex: The Curious Incident of the Dog in the Night-Time, The Dog in the Manger, and The Vagina Monologues).
- Participants volunteered to create Valentine's Day Cards for residents at the West River Health Campus.
- Promoted and financially supported students' attendance to the annual MLK Luncheon and the International Food Expo in the Spring of 2019.
- During a graduate school visit to Indiana University, students were able to explore graduate school options as well as...
- Attended a theatrical production of *Barbeque* at IU Auditorium which exposed our students to a cultural experience they are usually not afforded—allowing them to experience the many wonderful aspects of American theater and music...
- Visited the Eskenazi Museum of Art where they viewed art collections of the ancient world, Asia, the Islamic world, sub-Saharan Africa, and oceanic cultures...
- Ate at Turkuaz Café for dinner as a means to engulf themselves in Turkish culture.

Enrollment Management

Undergraduate Admissions

The Undergraduate Admissions Office is committed to recruiting and enrolling an academically strong and diverse group of first-year and transfer students. Below are some of the initiatives that focused on recruiting underrepresented students:

- Increased specific outreach to the greater Evansville minority community to continue to diversify the incoming student population. Director of UG Admissions meets with key members in the community with the goal of bringing more awareness about USI and strengthening our relationship with the underrepresented community.
- Strategic use of the name buy process to get more underrepresented students in our database.
- Working collaboratively with Provost's Office, UG Admissions has hosted student groups and guidance counselors from the Chicago and Indianapolis areas. Concerted efforts were made to visit several schools in these areas that have a high population of underrepresented students. This initiative has led to a rapidly developing mentoring program to help these students acclimate to campus and college life.
- Lunes De Latinos - Lunes De Latinos is a special visit day offered once per month where students and their families can participate in the campus visit experience completely in Spanish. Students and their families will be able to get a campus tour, admissions presentation and financial aid presentation in Spanish.
- Bi-Lingual Ambassadors - Spanish speaking subgroup of the Student Ambassador Organization to assist with Latino recruitment initiatives.
- Targeting high schools with high Latino student population and planning to take Bi-Lingual Ambassadors to visit.

- Admissions leadership meets with student groups such as the Black Student Union and the Hispanic Student Union to get feedback and recommendations on how to enhance recruitment efforts of underrepresented students.
- Assisted with the distribution of the Harolyn Torain Multicultural Leadership Scholarship.
- Through collaboration with the University's Multicultural Center; developed strategic partnership with Indianapolis Public Schools; one of the largest and most diverse school systems in Indiana.
- Dedicating more staffing resources to specific multicultural recruitment strategy.

Student Affairs

Counseling Center

The Counseling Center sponsored or co-sponsored 30 campus events and activities to promote diversity, from film screenings to discussions and larger events. Topics ranged from general diversity and inclusion to themes specific to women, students of color, international students, and the LGBT community.

Counseling Center events of note include:

- Sexual Assault and Interpersonal Violence Prevention
- The Power Hour (discussion of diverse identities, political issues, and personal experiences)
- Chai Chat (discussion of adjustment, acculturation, and stress)
- National Coming Out Day Celebration

Dean of Students Office (DOSO)

Fall 2018

- What Is Your Identity?
- De-Stress Fest
- Label Jars Not People
- Valuing Civility and Maintaining a Climate of Mutual Respect

Spring 2019

- I have a Dream Vision Board Party – Jan. 23, 2019
- All Tied Up – April 23, 2019
- Family Controlled Trafficking – Jan. 29, 2019 co-sponsored with SADVP, HRL, RFWC
- Walk A Mile in Her Shoes – April 9, 2019 co-sponsor with SADVP, HRL, RFWC
- Bandana Project (Sexual Assault Awareness) – April 11, 2019
- You are Loved (celebrating national loving day) June 12, 2019
- Label Jars Not People – Oct. 23, 2019

Housing and Residence Life Diversity Programming 2018-2019

- Highlighted programs indicate that the topic was cultural diversity. Nonhighlighted programs indicate that the topic focused on aspects of diversity ranging from disability, race, gender, or religion. Diversity Awareness Week was a week of diversity-related programming sponsored by Housing and Residence Life and led by different groups related to Residence Life and student organizations.
- Culture Nights – 12 Culture Nights led by International students about the following countries:

- August 28 – Egypt
- September 25 – Pakistan
- October 16 – Panama
- October 30 – The Americas
- November 13 – Nicaragua
- November 27 – Kyrgyzstan
- January 15 – Welcome Back Party for Global Living Learning Community
- January 29 – International Trivia Night
- February 26 – Saudi Arabia
- March 12 – Libya
- April 2 – Venezuela
- April 16 – Zimbabwe
- CAPE – 6 events led by HRL Student Staff around the topic of exploring diversity (the E in CAPE).
- AIDS Resource Group – AIDS Resource Group talking about sexuality and sexually transmitted diseases, as well as services in the Evansville area.
- Diversity Awareness Week: The Strings of Friendship – Learning the cultural history of friendship bracelets and making them.
- Day of the Dead – learning the traditions of communities that celebrate the Mexican religious holiday Dia de Muertos.
- Native American Heritage Night – learning about Native American crafts and their significance.
- Black History Month Celebration – bringing in a speaker from the Multicultural Center to talk about Black History Month and significant events that led to it.
- Easter Trivia – learning about the different religious traditions surrounding Easter and how different religions celebrate the holiday.
- Departmental events – 6 events
- Diversity Awareness Week: International Club Tabling – an opportunity to interact with members of the International Club and learn about what they do on USI’s campus.
- Diversity Awareness Week: Spiritual Diversity Tabling – an opportunity to interact with the Spiritual Diversity Project and discuss religious diversity.
- Diversity Awareness Week: Disability Etiquette Education – a discussion of how to treat people with disabilities respectfully led by STARS and the Disability Resource Office.
- Diversity Awareness Week: Intercontinental Futsal Tournament – a tournament of futsal and a discussion of the cultural history of futsal in African countries led by the African Cultures Club.
- Diversity Awareness Week: Dean of Students Office Tabling – an opportunity to interact with the Dean of Students Office and discuss stereotypes and how they affect people.

Multicultural Center

- The Multicultural Center sponsored or co-sponsored more than 70 events and activities during the 2019-2020 academic year to promote diversity and inclusion. The initiatives centered on the following: outreach; student engagement; student/faculty engagement; social and co-sponsorships.
- Cultural Diversity Welcome Reception
- Designed by Grace Callout Rally
- Hosted two College Mentors for Kids Callout Rally (outreach/co-sponsor)
- Ice Cream Social
- MCC Cookout
- Sponsored an MCC Open House each semester

- Women Unlocked (mentoring program)
- Sponsored three National Hispanic Heritage Month
- Black & Brown Summit
- USI Live at the Apollo
- One Finals Food event
- Welcome Back Wednesday
- Martin L. King, Jr., Luncheon
- Hosted one Dinner with the Provost event
- Hosted Dinner with the President
- Facilitated Five Power Hour sessions (co-sponsored with the Counseling Center)
- Nelson Mandela Commemoration (co-sponsor)
- Virtual MCC Awards and Recognition Event
- WEOA Radio Black History Month spots
- Collegiate Men of Distinction (mentoring program)
- Hosted one Dining with the Deans event for all academic colleges
- Black History Month Oratorical Competition
- Black History Month Debate Competition
- Black History Month Keynote Speaker – Mr. Rayvon Carter
- African Film Series – Malcolm X
- IU Soul Revue Performance
- Harolyn Torain Multicultural Leadership Scholarship
- Strong Start Program
- Phenomenal Women of USI and Community (Virtual Recognition)
- Sponsored Nine Success Series – guest speakers from across campus present on their areas
- Cracking the Code – A Conversation About Race
- Housing and Residence Life Diversity Workshop
- Latin Rhythms (3 – Day Event)
- Indiana Latino Leadership Conference
- Rhythm Fest – Late Night Programming (co-sponsor)
- Sponsored Nine Pan Dulce Thursdays

Recreation, Fitness, and Wellness

- Gender Violence Prevention Initiatives in collaboration with the USI Sexual Assault & Gender Violence Prevention Group:
 - *Flowers on the Lake (w/ Albion Fellows Bacon Center)* - Domestic Violence Awareness
 - *Cover the Cruiser (w/ USI Public Safety)* - Domestic Violence Awareness
 - *Escalation Workshop (w/ Albion and HRL)* - Domestic Violence Awareness
 - *Walk a Mile in Her Shoes* - Sexual Assault Awareness (w/ Albion)
 - *R.A.D Self-Defense for Women* - Sexual Assault Awareness (Public Safety, VCSD)
- *Step Up* Bystander Intervention Training for UNIV 101 students and student groups
- Free and confidential HIV Testing (monthly)
- Session on diversity/inclusion during student staff training
- Gender-neutral bathrooms on the third floor of the RFWC
- *Reflection Room* on the third floor, used for any form of prayer, meditation, or reflection

Religious Life

Sponsored the following events during the past year:

- Spiritual Diversity Project- hosted Interfaith Dialogue as part of Welcome Week Activities.
- Spiritual Diversity Project hosted a whiteboard question for Diversity week. What does spiritual diversity mean to me?
- Director and 3 volunteers spoke to 39 UNIV 101 classes on Diversity and Civil Discourse.
- All freshmen participated in assessment day pretest on Diversity and Civil Discourse.
- Maintained an Islamic Prayer room in Rice Library 0034.
- Religious Holiday and Holy Days celebrating foods and holy days of the following religions: Islam, Buddhism, Christianity, Hinduism and Judaism.
- Worked with Admissions to create a welcome video for prospective students on Religious Life opportunities.

Student Development Programs

- Fraternity and Sorority Life:
 - FSL Info Night (8/23/18) – Includes content on Multicultural Greek-lettered Organizations
 - Greek 101 (9/30/18 and 2/24/19) – 75 percent mandatory requirement for new FSL members. Includes content on Multicultural Greek-lettered Organizations as well as the history of these organizations and strolling. Student speakers from NPHC and NALFO groups a new addition this year.
 - FSL Leadership Retreat (1/13/19) – Chapter Presidents from each organization attend a day-retreat to set-up the year’s operations. Includes discussions on “bridging the gap” between each council and their individual member groups.
 - AFLV Central Conference (2/7/19 to 2/10/19) – SDP assists/sponsors students to attend the annual conference. It is in conjunction with the annual National Black Greek Leadership Conference. Two NPHC members attended in 2019 from USI.
- Activities Programming Board (APB) sponsored programs:
 - Black History Month Trivia – February 28, 2019, Co-Sponsored with Delta Sigma Theta Sorority, Incorporated
 - Co-Sponsored Women’s Empowerment Week (October 2018)
- Knowledge for Life Speaker Series:
 - Kelsey Timmerman - "Where Am I Eating? An Adventure Through the Global Food Economy" September 18, 2018
 - Frank Warren - “PostSecret and Mental Health: Sharing Secrets, Reducing Stigma, Building Community” February 27, 2019
- Training for students:
 - Camp Eagle, a three-day-long camp for new freshmen, included activities on diversity awareness, including the following:
 - Cross the Line – Privilege and Inclusion
 - Everyday Superheroes – How to be an ally to all people
 - The Spoon Theory – Ableism and Invisible Disabilities
 - AMIGOS (Orientation Leaders)
 - training includes a diversity awareness activity

- Emerging Leaders
 - Cultural activity
 - Diversity and Respect presentation
- Eagle Experience
 - UNIV 101 (required of all entering freshmen) included content on diversity and inclusion followed up with a discussion with their UNIV 101 section and an AMIGO and Resident Assistant.

Outreach and Engagement

The Veteran, Military and Family Resource Center

The VMFRC is housed in Outreach and Engagement and serves USI's veterans, current military and dependent community with services in:

- Education,
- Job Placement,
- Behavioral Health, and
- Community Outreach.

Campus services include assistance with:

- Department of Veteran Affairs education benefits.
- Peer-to-peer counseling.
- Referrals for counseling with financial, vocational and academic issues.

- As of 2019, USI has 322 enrolled veterans and family members of veterans (i.e. 132 veterans; 190 dependents).
- The VMFRC has been recognized throughout the community for its programs and support of veterans:
 - USI hosted its 7th Annual Veterans Administration (VA) Mental Health Summit, which provided a professional development opportunity for 130 Veterans' mental health caregivers and community partners. The learning environment focused on suicide prevention in the veteran population and building a suicide safe community.
 - VMFRC continues to partner with USI Dental Hygiene Clinic to offer free dental events for military veterans. This has received national media attention and continues to grow each year. In 2019, USI served over 150 veterans of all eras and has been extended to two full weeks (Fall/Spring) that are dedicated each semester.
 - Our "Hoops for Troops" Military Appreciation Basketball Game brought over 125 campus and community veterans together to enjoy the men and women's games at the PAC Arena.

Students

SGA

- SGA's main initiative for the academic year was the passing of the stole proposal. This will allow students to showcase their involvement and cultural background at commencement ceremonies.

- Along with this, SGA also awarded grants to support students and student organizations starting new clubs, hosting programs, and traveling. For example, we awarded the African Cultures Club \$1,500 to support their African Cultures Day.
- We also have International Representatives that work specifically with the Center for International Programs to work on initiatives that will support international students during their time at USI.

Other University Committees

Administrative Senate

- Administrative Senate helped promote the Campus Climate Survey to encourage as much campus-wide participation as possible.
- Employee Events subcommittee is exploring how we might create more interaction amongst the various audiences on campus. These include things such as book clubs, sporting activities, and social media groups. While many of these ideas are still in development, the intent is to create new ways for members of the campus community to interact with and get to know one another outside of business meetings. The goal is to start with administrators and then broaden the scope to include other members of the campus community.
- Admin Senate researched, developed, and proposed the Family Sick policy, which recommended that all full-time benefit-eligible employees be able to use up to 20 days of family sick time during a fiscal year. This is an increase from 10 days (75 hours) to 20 days (150 hours) from the previous year. This proposal was approved by President's Council and the University leadership and went into effect starting on July 1, 2019. This new Family Sick policy benefits numerous employee groups throughout their life cycle, including but not limited to: new parents, continuing parents, grandparents, spouses and partners, and children who may need to take additional family sick time to care for loved ones by staying at home, transporting them to doctors' appointments or hospital visits, and/or otherwise providing additional care to them.
- On November 14, 2018, from 11 – noon in UC 226-227, the Administrative Senate organized and sponsored a presentation given by Dr. Nicholas LaRowe, a USI political science professor, entitled: SPEECH, CIVILITY AND SOUTHERN INDIANA regarding civility in the workplace. This presentation was advertised to, opened to, and well-attended by support staff and administrators.

Faculty Senate

Faculty Senate has not had much business as it related to equity, diversity and inclusion but had a few items that are part of the EDIC mission.

- Faculty Senate recommended changing tables be placed in at least 2 restrooms (one male and the other female) in each building on campus.
- At the request of Faculty Senate, Public Safety is altering the temporary disability parking permit to better suit expecting mothers.
- And most recently, Faculty Senate requested that the university have a clearly stated public policy that commits to paying all immigration expenses related to visas or permanent residency for employees.

Staff Council

- Supports equity, diversity and inclusion initiatives

University Finance and Administration

Procurement – USI Business Office

- The Director, Dan Martens, is an active member of the Southwest Indiana Chamber of Commerce's Business Inclusion Committee. The Committee creates education, mentorship, and networking opportunities for disadvantaged business enterprises, minority business enterprises, women's business enterprises and veteran-owned small businesses, while encouraging corporate social responsibility by facilitating access to a high-quality diversified supplier network.
- Met with the Mid-State Minority Supplier Development Council (MSMSDC) in Indianapolis in July 2019 to discuss ways of improving the MSMSDC's outreach in Southwestern Indiana. Also met with several certified minority business enterprises while in Indianapolis and has fostered relationships with two of these companies.
- The Procurement department was to sponsor an outreach event targeting minority, woman and veteran-owned businesses at the Ivy Tech, Evansville campus on May 19 before the COVID-19 pandemic hit. USI was going to sponsor along with Ivy Tech and Vincennes University. The plan is to hold the event in the second half of the calendar year 2020.
- The director participated in a panel discussion at the Indiana Black Expo titled "How to do business with Indiana's State Educational Institutions" in July 2019.
- Reported to the Governor's Commission on Minority, Women and Veteran Business Enterprises in June, September and December 2019 as well as February 2020.

University Marketing and Communications

Alumni Relations and Volunteer USI

The Alumni Association supports the work of the Black Alumni Society including coordinating the Black Alumni Scholarship appeals and awards.

- In the spring of 2019, the Alumni Association sponsored focus groups for alumni and students of color in Evansville and Indianapolis. The purpose was to gain an awareness and greater understanding of their personal experiences with USI, both as a student and an alumnus(a). Their experiences, views and opinions are important to us and to the success of the EDIC Council's initiative as we seek to be an inclusive university community where all feel welcomed and valued.
- In the spring of 2019, the Alumni Association hosted receptions with President Rochon for Alumni of Color in both Indianapolis and Evansville. The purpose of these events was to provide an opportunity for alumni to engage with President Rochon, other University leaders and each other, as well as to hear an update on the work USI is doing and the tremendous impact our University has in Indiana, the U. S. and other parts of the world.
- The Alumni Council seeks to maintain a diverse governing body that is representative of all USI alumni.

The Equity, Diversity and Inclusion Council (EDIC) looks forward to continuing its liaison efforts with the University's equity, diversity and inclusion initiatives and its work on the Council's goals.



Test Optional Admissions at the University of Southern Indiana

A committee comprised of the individuals listed below was charged by President Rochon to explore the following issues and offer a recommendation on whether USI should adopt a test-optional admissions policy.

- Benefits/challenges of a test-optional policy for students and the University
- Implications to current infrastructure if we were to adopt a test-optional policy
 - Admissions decision process
 - Placement process
 - Academic integrity

Committee Members:

Andrew Wright: Chair

Shelly Blunt: Provost Office

Wes Durham: Liberal Arts

Julia Kiesel: English Placement

Melanie Lee: English Placement

Rick Hudson: Mathematics Placement

Nancy Myers: Mathematics Placement

Kelly Sparks: Science, Engineering, and Education

Kenny Purcell: Faculty Senate

Emily Holt: Nursing and Health Professions

Thomas Weber: Business

Rashad Smith: Admissions

Michael Broshears: University Division

Kindra Strupp: Marketing and Communications

Recommendation on Admissions and Testing at USI

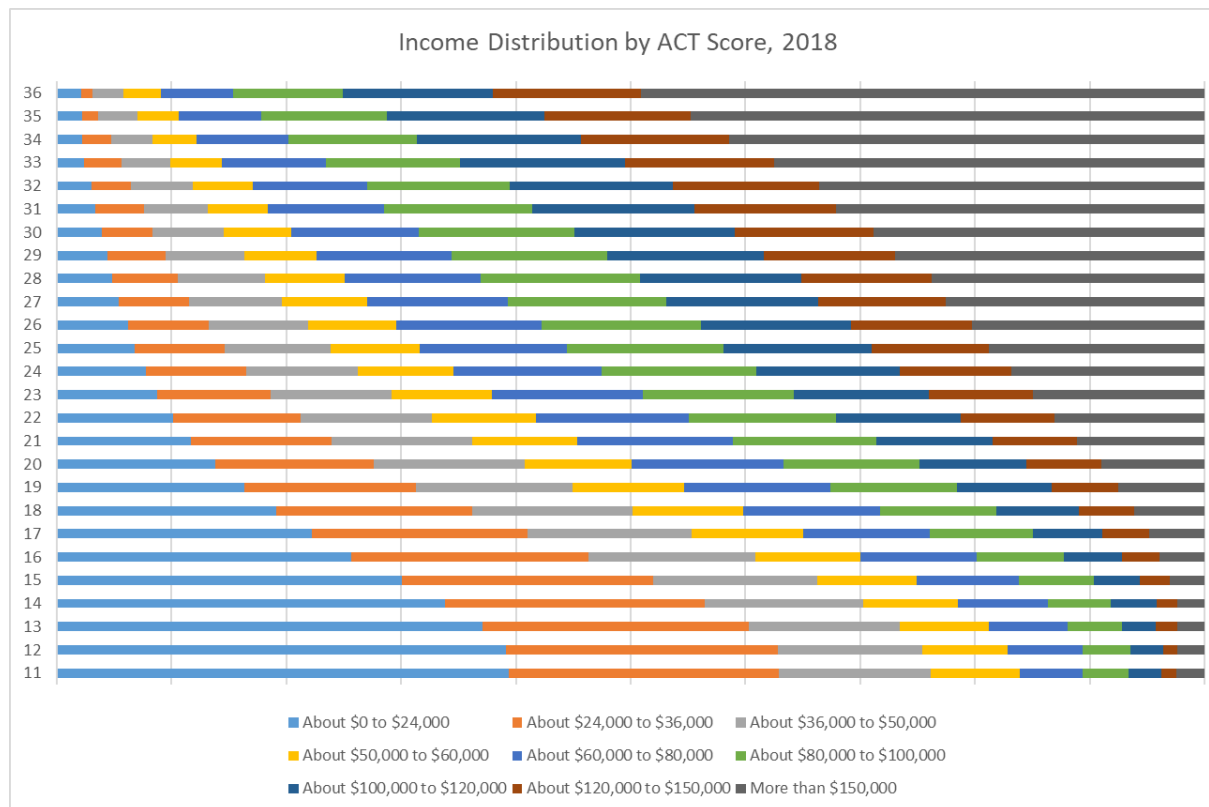
March 5, 2020

It is the University's recommendation that USI eliminate the requirement for undergraduate applicants to submit standardized tests for admission as soon as the fall 2021 term. In order to fully implement this policy, it is recommended that we make a formal announcement no later than the spring of 2020.

A growing number of colleges and universities have eliminated the SAT or ACT as a requirement for freshman admission in recent years. The National Center for Fair & Open Testing (Fairtest) notes there are over 1,000 post-secondary options for students without tests. Additionally, it lists over 365 four-year institutions in their respective "Top Tier" of US News and World Report that do not require tests for some or any candidates.

There are several reasons for this move away from a reliance on test scores:

- Most research conducted by colleges and universities on their own data suggest that tests uniquely explain just a small percentage of the difference in freshman grades, and little if anything with the regard for retention or graduation. In short, many believe colleges don't need tests to make good admissions decisions. Research into our own students also suggests this to be true.
- The largest single longitudinal study of test-optional admissions suggests the practice increases applications as well as representation of under-represented groups, and that students who apply without tests perform as well as those who do not, controlling for other factors. [Syverson, S.T., Franks, V.W., and Hiss, W.C. (2018) Defining Access: How Test-Optional Works]
- Even those studies that support tests (many of which are funded by the College Board or ACT) concede that the high school GPA in college prep classes is the best predictor of college grades.
- While tests do measure some cognitive ability, speed processing is among the most obvious of these, there is no available research on the benefits of speed in college classes conducted over a quarter or semester.
- While the tests could be used by themselves as a proxy for high school performance (about 70% of tests have scores consistent with high school GPA), they under-predict performance for women and under-represented students of color, and over-predict for men and Caucasian students.
- Parental resources skew score distributions toward wealthier students, who are already more likely to attend college. For instance, well over 40% of all students who score 34, 35, or 36 on the ACT (above a 1500 SAT) have a self-reported family income of \$150,000 or more. Conversely, just over 10% of those who score a 21—the national average, or about 1080 on the SAT—are in this high income category.



There are many reasons standardized tests continue to hold appeal for many. Robert Sternberg, former provost at Oklahoma State University, lists several including:

- The illusion of quantitative precision: The SAT purportedly measures academic achievement on a 120-point scale, the ACT on a 34-point scale.
- Similarity: Many people in college and university settings got to where they are because they were good on standardized tests.
- Accountability: The ability to shift the blame to malfunctioning tests when students don't perform.
- Public perception and media mania: Rankings in *US News and World Report*, for instance, often cause colleges to report false numbers.
- Tests work to some degree. The standardized tests are predictive, at low to moderate levels, of many outcomes for many groups under fairly diverse circumstances. Whether they add predictive value in addition to that of high school GPA is less clear. Nevertheless, the tests still provide an easy metric for universities.

It is important to recognize the difference between an achievement test like an exam given in a biology class in high school, and a standardized, norm-referenced test. While the former measures performance against a set standard, and everyone taking the test is theoretically capable of earning a high or low grade, a norm-referenced test is explicitly designed to sort students along a standard distribution. Fifty percent of all test takers will always score in the bottom half of the available scores, by design and purpose.

Additionally, standardized tests have very low rates of false positives; the combination of content knowledge, formal preparation, emotional control, and time management necessary to earn a top score is likely attractive to highly selective institutions who have to make fine distinctions between and among extraordinarily qualified applicants. This is not the reality, of course, for the vast majority of colleges and universities in America, including the University of Southern Indiana, and, in fact, for many of these institutions, building a reputation by denying admission to large numbers of students is actually antithetical to their mission.

Further, the public's fascination and misunderstanding of the SAT and ACT causes many students with high grades predictive of academic success, and low test scores to eliminate themselves from consideration to even moderately selective universities.

SUMMARY OF PROS AND CONS OF GOING TEST OPTIONAL

Advantages:

- Eliminating a barrier to admission for growing populations of well-qualified high school students from low-income families or students in under-resourced high schools, consistent with our access mission.
- Increasing applications from groups traditionally not served well both in the State of Indiana and from outside Indiana.
- Increasing enrollment of under-served populations without relying on policies that rely heavily upon explicit use of race or ethnicity, even simply as one factor among many in a holistic review (which require a number of legal considerations and related resource outlay in implementing).
- Test-optional policies are almost universally supported by high school counselors and are gaining prominence nationwide.
- Ball State University and Indiana University, along with IU branch campuses, have either moved to a test-optional policy or have signaled their intent to do so. Moving toward a test-optional policy at this time would mean that while we would not be first, we would also not be the last school.

Disadvantages:

- There are many people in the media who still believe that standardized tests are an objective measure of academic ability, and who are vocal critics of test-optional policies. While a minority, they are extremely vocal in their opposition to the policy, claiming it is a) done solely to raise test score averages reported to publications, b) a backwards attempt at affirmative action, or c) a lowering of academic standards. These claims are less credible as more universities adopt the approach, and as institutions can point to growing research supporting the elimination of the test requirement.
- We will have to re-engineer parts of our admission procedures to eliminate the use of tests for those applying test-optional.
- We will have to re-engineer our placement process for those that do not submit a test score.
- While it is very unlikely that we would deny some students we currently admit, it is also likely that we will admit a small number of students we would have normally denied. It will be important for our research going forward to keep track of these students to see if and how we need to revise our admissions approach, if these students turn out to struggle academically. Still, given our historic and continued use of high school GPA as a significant basis for most admissions decisions, this is not anticipated to be a problem.

RECOMMENDATION

It is our recommendation that USI adopt a test-optional admissions policy for students entering as freshman beginning with the fall 2021 semester. As the preponderance of research suggests the tests add little to our ability to predict academic performance, and as we learn more about the disparate effect of tests on different groups of students, and as many more high-profile institutions adopt a similar approach, it seems prudent to make this move now.

PROPOSED AMENDMENTS FOR APPROVAL

Summary of Amendments

- Article III Section 1 is amended to clarify who may serve as an elected representative on the Faculty Senate and to add a representative to Faculty Senate for faculty not affiliated with an academic college. The amended language excludes those in specific administrative positions.
- Article III Section 3 is amended to outline the procedure for the election of the representative from units not affiliated with an academic college.
- Article III Section 4 is amended to define the term of Faculty Senate Chair so that it reflects the July-June term that has been practiced for quite some time and outlines the procedure for the election of a vice-chair in the event of a vacancy. It has also been amended to more clearly explain the resources provided to the Chair of Faculty Senate and to add support for the summer term.

By a 2/3 majority of Faculty Senate, the following amendments were proposed to the faculty of the University of Southern Indiana and received the necessary approval of a majority of the membership of the voting faculty. As mandated by Article VII Section 3 of the Constitution of the Faculty, these amendments are now presented to the Board of Trustees of the University of Southern Indiana for their approval.

Article III Section 1 will read as follows:

Section 1. Membership

Each academic college will be represented by three members, the elected representatives or their alternates. Faculty members not affiliated with an academic college will be represented by one member, the elected representative, or their alternate. Two members and their alternates will be elected from the faculty at large. In the absence of any representatives, the elected alternate will be a voting member. Ex-officio, non-voting members will include the president, provost, and any other persons so designated.

All voting members of the faculty are eligible to serve as elected representatives on Faculty Senate excluding those holding the following positions:

- President or any position that reports directly to the President
- Vice-President or Associate/Assistant Vice-President
- Provost, Associate/Assistant Provost or any position that reports directly to the Provost's Office
- Director of Rice Library or Associate/Assistant Director of Rice Library
- Dean or Associate/Assistant Dean

Article III Section 3 will read as follows:

Section 3. Formula for Representation

The elected members of the Faculty Senate will be chosen as follows:

- A. College Representatives. Before spring break, the deans of the colleges with forthcoming vacancies on the Faculty Senate will conduct an election to fill the vacancies of representatives

and their alternates and will report the result of the election to the faculty. Each year, two of the colleges will have two Senators complete their terms and the other two Colleges will have one Senator complete his or her term. In this way, six of the twelve college representatives will be replaced every year.

If a seat filled by a college representative becomes vacant during the regular academic year, the college alternate will fill the seat. The alternate shall serve out the unexpired term of the person being replaced. The alternate shall then be eligible for election to a regular two-year term.

- B. At-Large Representatives. Before spring break, the chair of the Faculty Senate will call for nominations to fill the forthcoming vacancies for the faculty-at-large representatives and alternates to the Faculty Senate. The two At-Large representatives will serve alternating two year terms so that one seat is vacated each year.

The chair of the Faculty Senate will prepare ballots of those nominated and distribute them to the voting members of the faculty.

Each voting member will be entitled to one vote for each vacancy to be filled.

The ballots will be returned to the chair of Faculty Senate within one week of the date on which they were distributed to the voting members of the faculty. The nominee who receives the highest number of votes will be elected representative. The runner-up will be elected alternate. If two or more candidates are tied, the tie will be broken by the tied candidates drawing lots.

A memorandum will be distributed by the chair of the Faculty Senate to each of the faculty members stating the names of those elected.

If a seat filled by an at-large representative becomes vacant, the seat will be filled by the alternate until the spring election. The alternate will serve the unexpired term if one exists. The alternate will then be eligible for election to a regular two-year term.

- C. Representation of Units not Affiliated with an Academic College

Before spring break, the chair of Faculty Senate will conduct an election to fill the forthcoming vacancies for the representative and alternate for faculty members of academic units not affiliated with an academic college.

The representative and alternate shall be chosen from and selected by those faculty members of the academic units not affiliated with an academic college.

Each voting member will be entitled to one vote for each vacancy to be filled.

The ballots will be returned to the chair of Faculty Senate within one week of the date on which they were distributed to the voting members of the faculty. The nominee who receives the highest number of votes will be elected representative. The runner-up will be elected alternate. If two or more candidates are tied, the tie will be broken by the tied candidates drawing lots.

A memorandum will be distributed by the chair of the Faculty Senate to each of these voting members stating the names of those elected.

If a seat filled by a representative becomes vacant, the alternate will serve to the end of the unexpired term. The alternate will serve the unexpired term if one exists. The alternate will then be eligible for election to a regular two-year term.

Article III Section 4 will read as follows:

Section 4. Officers

The chair of the Senate will be elected as chair-elect the year before taking office by the existing Faculty Senate. The chair will take office on July 1. The secretary and chair-elect of the Faculty Senate will be elected at the first meeting of the Senate in the fall semester and will take office immediately. While the chair is serving as such, the chair-elect will assume the duties of a vice-chair for one year. In the following year the chair-elect will assume the duties of chair. In the event of a vacancy in the office of chair, the current chair-elect will assume the office. In the event that a chair-elect is unable to serve the subsequent academic year, a special election among the faculty senate will be held to fill the vacancy. In the event of an extended vacancy, the office of chair-elect will remain vacant, but the Senate may elect a vice-chair to serve the remainder of the term.

To fulfill the role of Faculty Senate chair, the elected officer should be provided the following resources:

1. For members of the instructional staff: Three hours of release time per Fall and Spring semester while holding the office and the equivalent of 3 hours during the summer term.
2. For members of the professional librarians and others not affiliated with an academic college: an equivalent of work release time as determined by the appropriate administrator and the Provost.
3. Administrative support from the Academic Affairs office, including sufficient student worker assistance.
4. Funding for one professional development opportunity for each year served.
5. Support for attendance at required meetings.

**Summary of Construction Change Orders
Authorized by the Vice President for Finance and Administration**

PHYSICAL ACTIVITIES CENTER (PAC) RENOVATION AND AQUATICS CENTER PHASE II

Empire Contractors, Inc. - General Contractor

CO N006 Scoreboard coordination, audio and video	\$ 7,927
CO N007 Chilled water controller	\$ 3,085

PHYSICAL ACTIVITIES CENTER (PAC) RENOVATION PHASE II

Empire Contractors, Inc. - General Contractor

CO P013 Shelves and floor finish	\$ 4,921
CO P014 Ticket Booth, Training room changes and plywood to IT closets	\$ 5,470

**Summary
Construction Projects**

May 1, 2020

Projects Under Construction

Physical Activities Center (PAC) Phase II

Project Cost **\$ 38,500,000**

Funding Source: Legislative Appropriation - 2017

Projects In Design

Health Professions Renovation/Addition

Project Cost **\$ 30,000,000**

Funding Source: Legislative Appropriation - 2019

Wellness Center

Project Costs **\$ 11,000,000**

Funding Source: Legislative Appropriation - 2019

HVAC Infrastructure Improvements

Project Cost **\$ 3,700,000**

Funding Source: Legislative Appropriation - 2019

Exterior Signage Replacement

Project Cost **\$ 500,000**

Funding Sources:

Parking Reserves \$ 250,000

Landscape Improvement Reserves \$ 250,000

Quadrangle Landscape Improvements

Project Cost **\$ 125,000**

Funding Source: Landscape Improvement Reserves