



<b>Purpose:</b>	Equity, Diversity & Inclusion Council
<b>Faculty/Staff:</b>	Jessica Adler, Anna Ardelean, Dr. Glenna Bower, Dr. Katherine Draughon, John Farless, Dr. Xavia Harrington, Pamela Hopson, Dr. Brandi Neal, Kerseclia Patterson, Megan Poole, Steven Stump, Dr. D'Angelo Taylor, Leslie Townsend, Aaron Trump, Dr. Emilija Zlatkovska
<b>Date:</b>	November 11, 2021

### Meeting Summary

**Call to Order:** 11:02 AM

**Previous Minutes:** Minutes were reviewed and accepted

#### EDIC Metric for Reporting (Dr. Brandi Neal)

Form will be distributed to individual colleges and Student Affairs; the individual EDIC committees are being asked to provide feedback on what they are doing in regards to three areas:

1. Intentional & Holistic Student Development
2. Curriculum and Instruction Development
3. Faculty & Staff Development

A rubric has been created which includes target performance indicators and three levels of effectiveness (minimal, developing, and transforming). This will help a department evaluate their effectiveness in each of the three above areas.

\*Everyone has been asked to review the rubric in Teams (EDIC --> Files --> EDIC Rubric.pdf) and respond with any questions by noon on November 18<sup>th</sup>. Steven will compile everyone's feedback into a single document for review and discussion.

#### Presentation of Data (Dr. D'Angelo Taylor & Dr. Xavia Harrington-Chate)

Four underlying themes captured in the data from the HEDS consultants.

1. Interactions & Prior Exposure
  - a. The data does not suggest a major correlation between *frequency* of interaction to support or shift in perspectives of DEI.
  - b. In *every* scaled option, respondents reported that prior exposure via community service, discussions, performances, trainings, discussions, and/or activities pertaining to issues of Diversity, Equity, and Inclusion (DEI) increased their support for DEI.
  - c. Key Takeaway: Quality of experience > Quantity of experiences
2. Remarks & Experiences
  - a. The data does suggest a correlation between **students of color** and higher reported experiences of negative remarks and racial/ethnic discrimination. (Stats included on slide)
  - b. Highest: Black students
    - i. 58% Insensitive
  - c. Key Takeaway: our students are most vulnerable; we need systems in places to address this issue
3. Campus Support
  - a. Respondents *agree* with campus support mechanisms from "senior leadership" to "students, faculty, and staff".
  - b. When compared to other institutions, respondents at USI report *higher support* in institutional efforts increasing Diversity and Equity via Likert scale strongly disagree to strongly agree
    - i. USI: 3.8

- ii. Other institutions: 3.4
  - c. Key Takeaway: Visible Action > Talking Points
- 4. Campus Climate
  - a. When compared to other institutions, our respondents are *slightly less comfortable* sharing views on DEI.
    - i. USI: 65%
    - ii. Other institutions: 67%
  - b. When compared to other institutions, our respondents are *slightly more confident* that diversity improves their campus experiences
    - i. USI: 88%
    - ii. Other institutions: 89%
  - c. When compared to other institutions, our respondents report that our campus is *free from tensions* but also report experiencing discrimination from *USI students & the community* at a disproportionately higher rate than any other on-campus source.
  - d. Key Takeaway: There is more to do.

#### QUESTIONS/COMMENTS

EZ: The last slide – is the takeaway that USI students experience more discrimination from the community than other institutions?

XHC: The community in which our campus is housed is different from the campus itself. There are not many tensions on campus itself; but respondents feel there is discrimination, insensitivity and harassment from the greater Evansville community.

AA: In terms of the survey data, is our result skewed by those who have not experienced discrimination or don't see race

XHC: We do not know to which institutions we are being compared, so we are hoping to get more clarity as we do a deeper dive into the data.

KD: The majority of institutions who participate are private institutions. I would say that this is not a national sample of institutions so there could be some bias. You could break the data down by race indicators to get a clearer picture of what's happening. Our ranking could be slightly inflated, so a deeper dive is merited.

AA: Depending on the mix of students who responded to our survey, or if the majority of other institutions are primarily white institutions, it would explain the variance and ranking.

PH: The researchers will be making a return trip to campus during which time they can provide more explanations of our data in compared to others. The most important takeaway for us is the indication that discrimination IS happening on our campus. We need to think about how we can recognize, reduce, and prevent this behavior in order to make our campus climate more positive and inclusive for everyone.

Sharing the data is Step 1; more importantly, what should we be doing as an institution to ensure that people are engaged a conversation on how we can work through these issues? As an individual member of the Council, we expect each of you to take this information back to your respective areas and ask what each of our areas can do to help make our campus a better place. What kind of structure do we need to address some of these issues? How can each college/department implement what works best for their particular group?

KP: is there some desire to have some educational sessions prior or after these types of surveys? When we have students from other cultures, is there information for them to help them understand the racial history of this region?



PH: We have identified these themes from the data, which is the first step. Now that we have it, our next step is to make it available/accessible to everyone who is interested in learning more. The next step after that is to be thinking about what we do next as a council to make progress with this effort. It is the responsibility of each of us on this council to share this conversation with our respective areas and discuss what those next steps should be. We will be scheduling a time for HEDS to return and make a presentation.

### **Announcements**

Anna Ardelean: Student Government Association is considering making a new position – an administrative VP for diversity, equity and inclusion. This could oversee all of the new student groups for DEI.

XHC: SGA wants to make it very clear that they are not a group to receive and resolve complaints or issues; you want to be a student group that is about providing access to students (equity, diversity, inclusion, and belonging). You're not here to discuss alleged discrimination or harassment; you want to be a beacon of support. You would likely get support from other entities on campus.

GB: Pott College can help with the group they have put together; they are creating surveys to gather student data. Liberal Arts also has an established group. Each college's group can assist SGA with this effort.

**NEXT MEETING**      December 9, 2021 (11:00 AM)

**Adjourn:**      11:47 AM