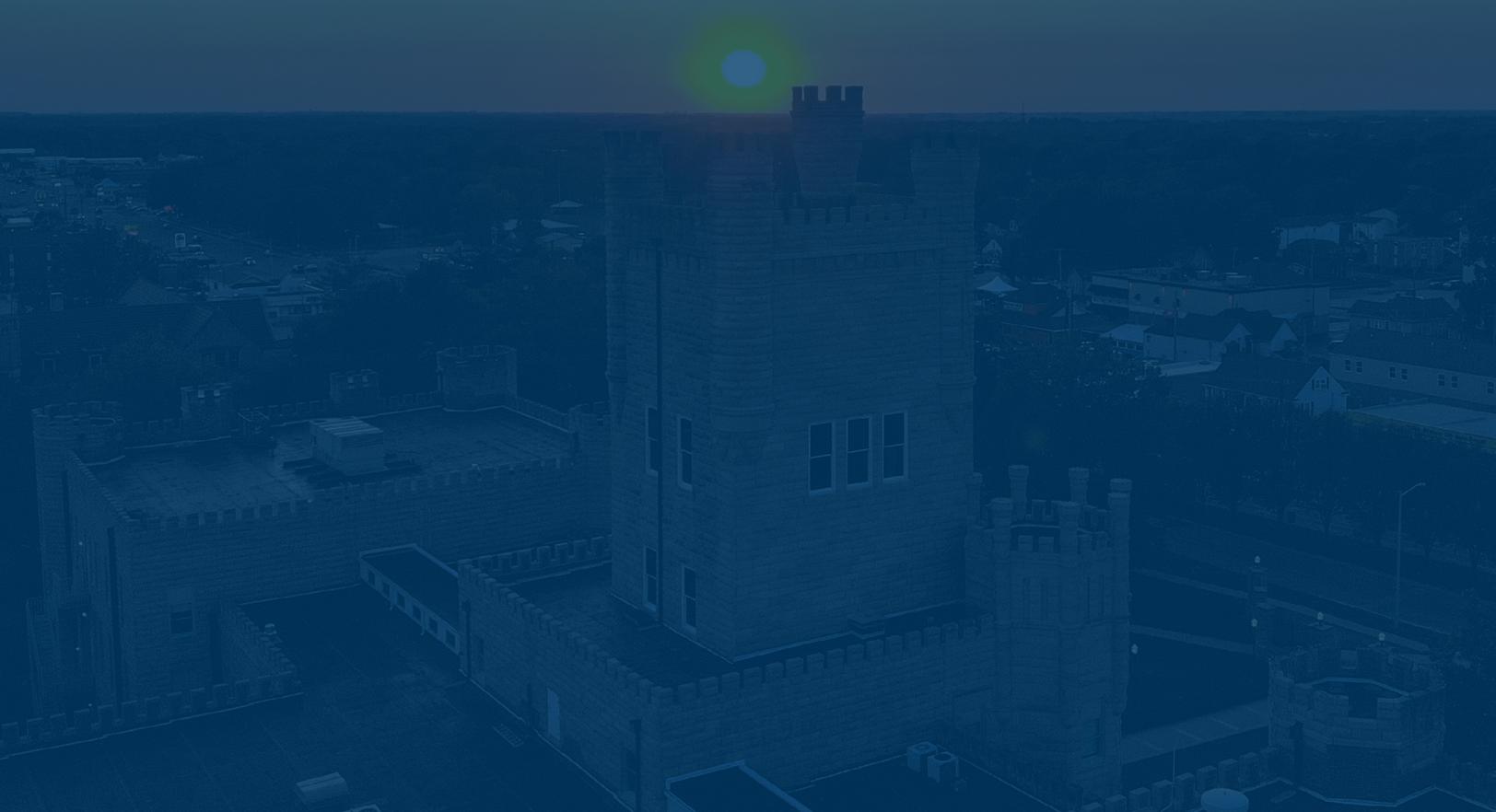


DIVERSIFYING EASTERN FACULTY AND STAFF FOR STUDENT SUCCESS: A STRATEGIC INITIATIVE

FALL 2021



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EXECUTIVE SUMMARY

The primary purpose of this quality initiative is to increase student success (i.e., retention, academic achievement, and graduation rates) by increasing the racial diversity of Eastern’s faculty and staff to levels that are representative of the increasing racial diversity in our student population. Our narrative and recommendations are organized by three areas of focus: 1)Recruitment, 2)Hiring, and 3)Retention of diverse faculty and staff. First, we report relevant findings from our self-study and external research, followed by recommendations with a timeline for implementation. The primary recommendations include adding a Senior Diversity Officer to oversee Diversity, Equity and Inclusion (DEI) training and resources on campus, providing support for DEI-focused professional development for faculty and staff, enhancing the recruitment and retention of diverse hires, increasing underrepresented participation on search committees, and utilizing feedback from a campus climate survey.

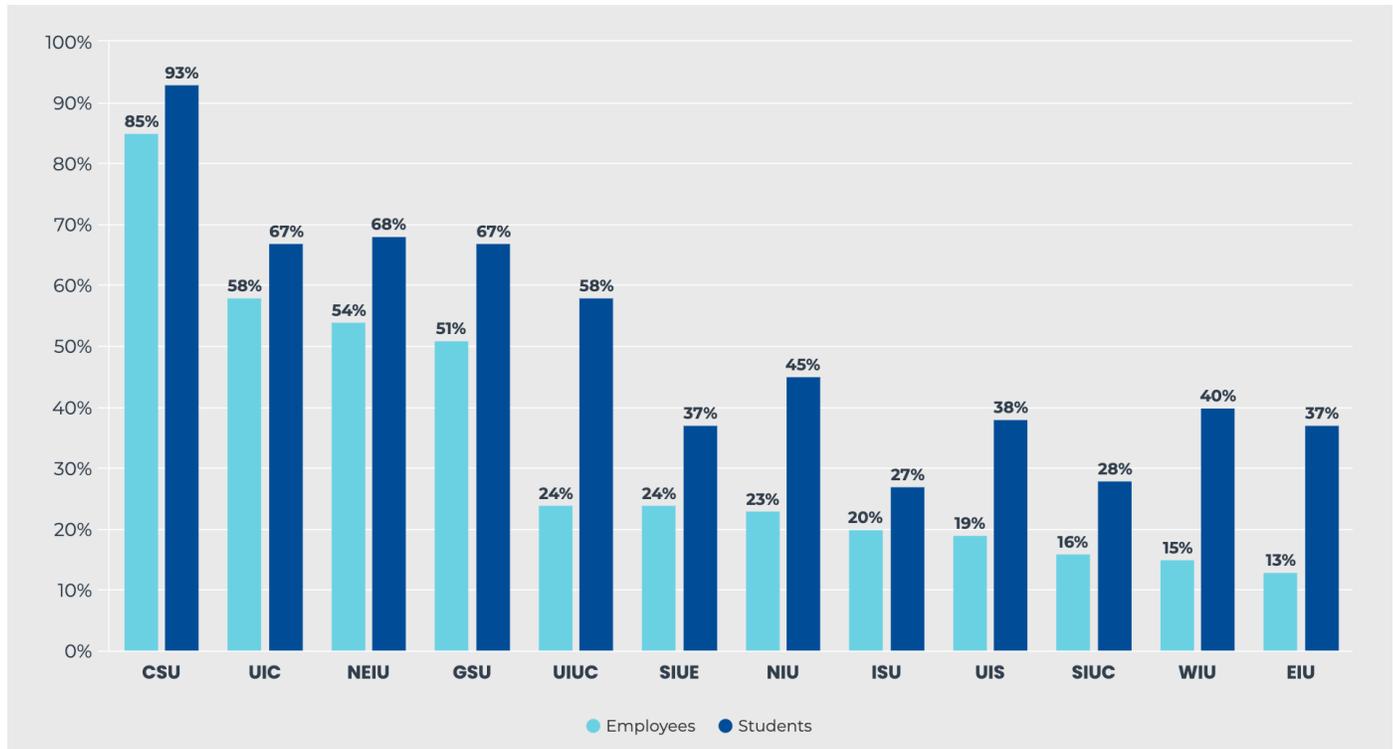
INTRODUCTION

In summer of 2020, the Higher Learning Commission (HLC) approved EIU’s Quality Initiative Proposal titled [“Diversifying Eastern Faculty and Staff for Student Success.”](#) As outlined in this proposal, the primary purpose of the quality initiative is to increase student success (i.e., retention, academic achievement, and graduation rates) by increasing the racial diversity of Eastern’s faculty and staff to levels that are representative of the increasing racial diversity in our student population. In this strategic plan, the phrase “people of color” refers to members of minoritized racial and ethnic groups who are statistically underrepresented on our campus. It is here acknowledged that the terminology does not capture the very different cultures and lived experiences among these groups. It also does not encompass the many other forms of diversity that deserve attention, such as (though not limited to) gender and sexual identity, religion, and physical and cognitive ability—identities that often intersect with racial and ethnic identities. This plan focuses on faculty and staff of color because these identities are most visible on campus and they represent a form of diversity that we can track using federally mandated data collection. The aim of the plan is to foster and uphold an inclusive and equitable working and learning environment at EIU.

Over the last 15 years, Eastern has seen a steady increase in the racial diversity of its students, from 10.5% of students from underrepresented groups in 2005 to 31.5% in fall 2019. In comparison, only 13.8% of the employees (faculty, staff, and administration) in 2019 identified themselves as from underrepresented groups.

Compared to other public institutions in Illinois, Eastern has the lowest percentage of employees from underrepresented racial/ethnic groups, totaled across all employee classifications:

EMPLOYEES AND STUDENTS FROM UNDERREPRESENTED RACIAL/ETHNIC GROUPS AT ILLINOIS PUBLIC INSTITUTIONS (IPEDS, 2018)



At Eastern, the largest increase in underrepresented students has been in those who identify as African American (7% in 2005 to 14.7% in 2020) and Hispanic (2% in 2005 to 11.7% in 2020). Though the student demographics have been changing, the faculty and staff populations have remained predominantly White, creating a growing racial gap between students and those who serve them. This increasing disparity creates an urgent need for the institution to take more aggressive action to create an organization that, both in spirit and in visible presence of people of color in positions of power, reflect our commitment to diversity, inclusion, and equity.

This strategic plan differs from the Office of Civil Rights and Diversity's [Affirmative Action Plan](#) in scope and purpose, though it certainly supports that office's efforts. The Affirmative Action Plan outlines the University's hiring process, establishes hiring goals for women and minorities, and reports on fulfillment of those goals. By contrast, this strategic plan aims to create culture change in the institution regarding the recruitment, hiring, and retention of faculty and staff of color. It does so by identifying policies, practices, and procedures most influenced by racism and implicit biases that operate at majority-white institutions, including our own. This strategic plan offers policy and practice recommendations that will make Eastern Illinois University a more inclusive community.

Phase 1 of the Quality initiative was to complete an in-depth self-study and gather research on best practices of peer institutions, which was completed in Fall 2020. Phase 2 (current phase) is to create a strategic plan for increasing diversity,

equity and inclusion among the faculty and staff as part of the University's strategic planning process. Phase 3 is the implementation of the strategic plan. It is expected that the final plan will be adopted by the campus administration at the end of the Spring 2021 semester, in time for implementation in Fall 2021. Assessment of our efforts will include tracking changes in the measurable diversity of our faculty and staff, and assessments of the retention and academic success of underrepresented student groups. An interim report is due to the HLC by June of 2024.

Our narrative is organized by three areas of focus: Recruitment, hiring, and retention of diverse faculty and staff. First, we report relevant findings from our self-study and external research, followed by recommendations with an anticipated timeline for implementation.

For the purposes of this quality improvement project, the University will focus on expanding its racial diversity, realizing that any increase to the racial diversity of our workforce will almost certainly result in the expansion of EIU's cultural composition.

RECRUITMENT

EASTERN'S REPUTATION AS AN EMPLOYER

Eastern's score on Glassdoor (where current and former employees can rate employers) is favorably high. Almost 100% of those leaving reviews would recommend EIU as an employer to a friend. The reviews there cite as positives the friendly work environment and solid benefits. The most common "cons" listed in relation to Eastern include the location/size and nature of the community. At least one recent review mentioned "not much diversity" as a con of working at Eastern. Furthermore, none of the reviews as of December 2020 mention diversity as a positive aspect of Eastern's campus, leaving room for improvement.

The best practice for increasing positive mentions of diversity in reviews of this kind is to improve inclusivity on campus and in the community by making both more welcoming to people of color and others of diverse backgrounds. However, there are two other points worth noting. First, employers can respond to Glassdoor reviews in a variety of ways—which EIU's Human Resources department should consider doing in consultation with the institution's social media professionals in Marketing. Second, it is worth noting that the site is heavy on reviews from those at the earliest stage of their careers because new job seekers use the site to review employers and are encouraged/required to leave a review when setting up an account. Thus, a disproportionate number of EIU's reviews have been left by former student workers and GAs.

Conversations with local faith leaders reinforce some concerns about the University's reputation as an employer that arise anecdotally, particularly that the community is not seen as friendly or attractive to people of color coming from other regions, especially from larger cities. In addition, the lack of a Jewish organization on campus was noted as deterring both students and potential faculty from considering Eastern as an employer.

Evidence of Eastern's communication of our commitment to diversity through web communication is modest. Though EIU's commitment to diversity and inclusion is declared in its mission statement, Eastern's home page references diversity only indirectly, through a link to a story on the 400th Commemoration. Searching for "diversity" on the site yields a link to a brief statement of commitment to diversity and, most saliently, a link to the Office of Civil Rights and Diversity. This is comparable to many of our peers. However, institutions that are successfully diversifying their faculty and staff provide better models. One notable example is the SIUE website that features on its home page (as of Dec. 2020) a photo of a group of racially diverse students. One of the featured links from the home page is "[Anti-Racism at SIUE.](#)" This link leads to a robust section of the website that includes a statement of commitment to anti-racism and links to their Anti-Racism Task Force, resources, programs, support services, and announcements. Other universities successfully promote their Diversity and Inclusion plan prominently on their websites.

As with our website, Eastern's LinkedIn page offers limited indication of our commitment to diversity or diversifying our workforce. While again, this is not unusual, some of our peers offer models that communicate that commitment more clearly. For example, SIUE's LinkedIn site provides multiple featured stories of faculty, students, and community members of color. Eastern Connecticut's LinkedIn Alumni group offers profiles of a diverse alumni base.

Of course, candidates for jobs in any department on campus are likely to look both at the University's website and LinkedIn profile but also at these sites for the relevant department.

DIVERSIFYING SEARCHES

Northern Michigan's [Diversity Recruiting Tips](#) includes an important statement that Chief Research Scientist of Wisconsin's Equity and Inclusion Laboratory at the University of Wisconsin-Madison, Dr. Jerlando Jackson, also shared during his visit to Eastern: Define employment positions broadly rather than narrowly to attract the richest pool of candidates. Yet historically, the procedures for requesting hiring lines for faculty has worked against this. Because departments must make a case for why a specific hire is essential, we are encouraged implicitly to define positions more narrowly, in terms of specific essential needs. This may limit the pools we attract.

One model of an effort to broaden position definitions has been carried out at [U Mass Boston](#), where specialized hires are "balanced" with other hires in the same department that are from underrepresented groups. For example, when hiring a Civil War scholar, a second position in Reconstruction can be opened for candidates specifically from underrepresented groups. A different strategy, that of [cluster hiring](#)—hiring small groups of faculty with commonalities, typically across several disciplines—also has been shown to be effective in diversifying faculty.

In addition, Northern Michigan's recruiting tips, as well as those shared by Dr. Jackson, include advice that Eastern has long taken, at least in principle. Those tasked with conducting a search are encouraged to disregard thinking about potential "fit" or speculating about candidates' interest in our local community. The Office of Civil Rights and Diversity

reminds every EIU search committee of these guidelines. Pauline Kayes, president of Diversity Works in Champaign, speaks powerfully to this approach and has provided recommendations to increase understanding among White faculty, administrators, and staff of the common challenges, struggles, and experiences of faculty and staff of color in predominantly White colleges and universities. Minnesota State-Mankato has identified the need for a “rigorous training module” for hiring agents and search committee members as part of its [affirmative action plan](#).

When job searches arrive at the stage of negotiating with candidates, hiring agents need to be prepared with appropriate funding to support offering start-up packages that demonstrate the institution’s commitment to the candidate. Our current policy of considering moving costs on a case-by-case basis and limiting them to those moving to Coles County could be deterring diverse candidates.

ADVERTISING

In many ways, Eastern is already following best practices for advertising. The Office of Civil Rights and Diversity ensures that EIU job ads all include a standard statement of commitment and non-discrimination and that advertisements are placed broadly. Departments are asked to report on initiatives that have been undertaken to recruit a large, diverse applicant pool (beyond advertisement provided by the Office of Civil Rights and Diversity). These are all recommendations that present consistently in affirmative action plans.

Some programs that have successfully diversified have asked search committees to develop more intentional language referencing diversity. Connecticut College, for example, encouraged committees to specifically reference their [plan to diversify](#), with language such as: “Recognizing that intellectual vitality and diversity are inseparable, the college has embarked on a significantly successful initiative to diversify its faculty, student body and curriculum.”

Several different models exist for partnerships between Historically White Institutions (HWIs) and Historically Black Colleges and Universities (HBCUs). The most common seems to be partnerships between specific academic programs, often including cross-institutional research projects conducted by faculty in cognate programs. These are often based on geographical proximity and overlap in research interests. Because no HBCUs exist in Illinois, it’s not surprising that these types of partnerships have not emerged at Eastern. However, as the numbers of non-HBCUs designated as predominantly black institutions (PBIs) or minority-serving institutions (MSIs) increase in Illinois, Eastern might benefit by exploring such partnerships. UIC has been designated an MSI since 2010 and Chicago State is a PBI. In addition, technology can foster partnerships with institutions that are not geographically proximate. Several [lists of HBCUs with doctoral programs exist](#). These lists could serve as a resource for departments seeking to create research partnerships, and would further support EIU’s reputation for successfully preparing its students for doctoral work.

[Another model](#) that could be modified to suit Eastern’s circumstances was developed at Purdue, where scholars from HBCUs were invited to campus for short (2-3 day) visits to meet with researchers in similar fields to seed partnerships

and lay the groundwork for recruiting graduate students. In addition, partnering with one or more MSIs to try to recruit students to EIU graduate programs from MSIs might be a fruitful way to build relationships. The incentive to HBCUs to participate in such programs is that some federal funding to HBCUs is tied to their graduates' enrollment in graduate programs in which they are underrepresented (Section 324, paragraph C within the Higher Education Act of 1965; diverseeducation.com/article/118297/). Recruiting for graduate programs in this way could lead to increased participation in the [Diversifying Higher Education Faculty in Illinois](#) (DFI) program. In addition, a group of more diverse graduate program alumni might be a good recruiting pool for staff positions.

HIRING AT EIU

The following section details the current processes for different employee classifications.

TENURE-TRACK FACULTY AND ACADEMIC SUPPORT PROFESSIONALS (SEE IGP #14)

1. Personnel Authorization Request (Form A): Includes requested salary range. Completed by chair/supervisor; approved by dean and Provost.
2. Recruitment Plan (Form B): Includes job description for job posting, required educational experience, list of what constitutes a complete file, list of resources/advertisers for recruitment, members of screening committee and role of screening committee, preliminary timeline for selection process. Completed by chair/supervisor. Approved by Dean, OCRD Director. Screening (search) committee is responsible for carrying out recruitment plan. OCRD Director is invited to address the committee on running an appropriate search. All jobs posted on multiple sites (see Appendix).
3. Candidate Selection (Form C): Completed after all applications are reviewed, applicants chosen for preliminary interviews, preliminary interviews conducted. This is the list of candidates the department/unit would like to bring to campus. The files of the candidates are included (though with Interfolio, that step has become unnecessary.) Form C includes the list of candidates to be brought to on-campus interviews. Form requires reporting of total number of individuals who submitted applications and total number meeting required qualifications. Also includes methods used to screen applicants in preliminary interviews and whether there were sources on the recruitment plan hiring committee/unit was unable to use. Submitted by chair/unit head and approved by dean and civil rights director.
4. Request to Offer Appointment (Form D): Request for a formal offer to be made by the Provost/VP. Form requires justification for hiring request relative to the other candidates (i.e., specification as to why some candidates were deemed less competitive than others.). The Chair/Unit Head is responsible for recommending employment. Form D must be approved by the Dean, OCRD, and the VPAA.

5. International Faculty ([See IGP #14.1](#)): Candidates must be eligible to work in the US prior to employment. EIU may assist faculty in H-1B visas upon employment. EIU may consider sponsorship for permanent residence for currently employed full-time, permanent employee.

ADMINISTRATIVE POSITIONS (SEE IGP #12 AND IGP#12.1, USE OF EXTERNAL SEARCH FIRMS)

1. Personnel Authorization Request (Form A): completed by hiring agent (direct line supervisor.)
2. Recruitment Plan and Position Description (Form B): Same as above. "In some circumstances (e.g., budgetary restriction or internal restructuring) positions may be filled with an internal screening process." The appropriate VP and OCRD Director must approve the rationale for those cases in which an internal hire is requested. The chairperson of the screening committee is not the hiring agent/supervisor. For VP positions and other presidential direct reports, the IGP specifies representation from across campus; appointed by President. For all other vacancies, the hiring agent appoints the screening committee. All job openings posted on multiple sites (see Appendix).
3. Candidate Selection (Form C): Hiring Agent and their supervisor are responsible for employment decision. Screening committee gathers data from interview sessions, commentary from interview attendees, recommendations from committee members. Delivers to hiring agent along with screening committee recommendation.
4. Request to Offer Employment (Form D).

CIVIL SERVICE POSITIONS

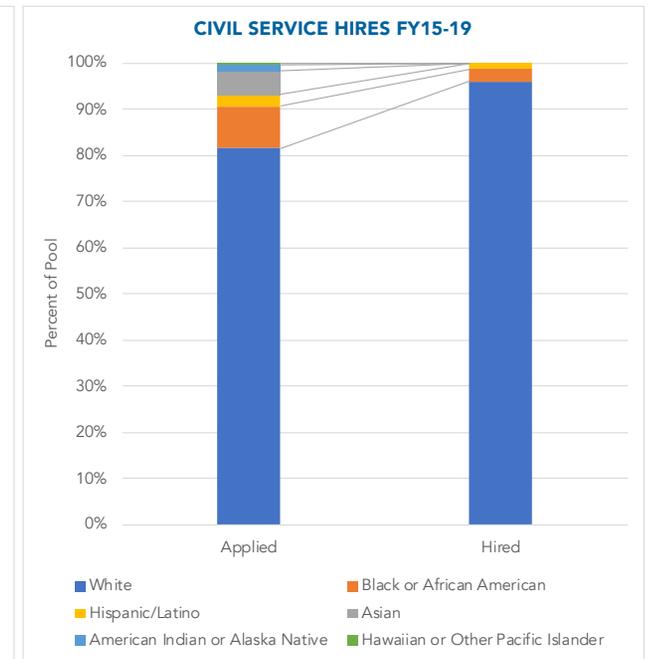
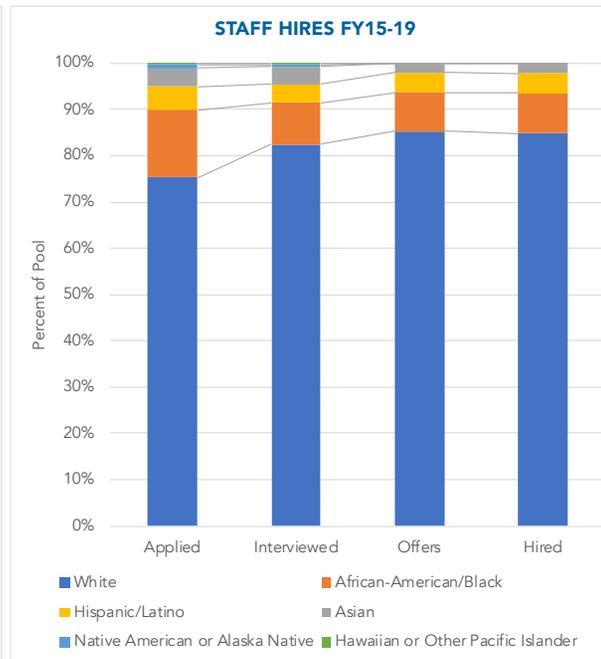
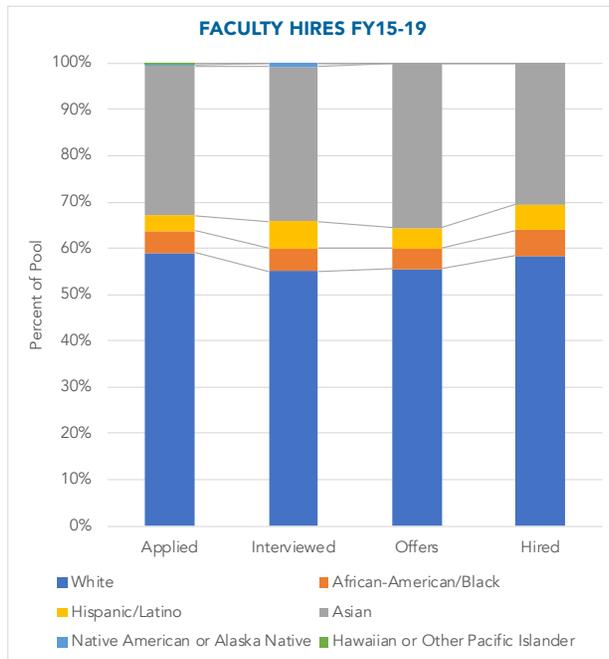
1. See [EIU Department of Employment and Examinations](#) The hiring process is dictated by State Universities Civil Service System and allows for very little discretion by EIU. Interested party completes job application, either online or in the HR office. It is not necessary to wait for a vacancy to do this.
2. Applicant selects job classification. This is an open application process. Job classifications and vacancies are posted online. Applicant chooses the job classification for which they would like to test. "You must qualify for a classification before you can test for it." Interested applicant applies for job, which are posted on the Civil Service Job Postings Listserv (subscription required.) Information also available "online." (Note that neither the booklet nor the above-linked webpage says where.) Jobs that have been reclassified as Civil Service have recently been posted on multiple websites.
3. Applicant submits application.

4. Employment officer reviews application and work experience to determine qualification for selected classification(s). Only then will the applicant be contacted to schedule the exam.
5. Examination. Applicant takes exam corresponding to desired job classification. HR grades exam and provides rank. Veterans with appropriate documentation may receive extra points. Exam can be retaken up to 3 times within a 12-month period. Waiting time is 30 days between exams. "Examinations provide a system that is fair and objective for all applicants. For a particular examination, applicants answer similar questions or are asked to submit information. Applicants receive a score or scores based on the same examination components. This gives all candidates an equal opportunity to be placed on an employment register, contacted for an interview, and, potentially, to be selected." ([EIU Department of Human Resources Employment and Examinations Booklet, p. 10](#)).
6. HR notifies applicants who are qualified and the top score applicants when a vacancy opens.
7. Interview with hiring department.
8. Job offered.



HIRING FUNNELS

Below are graphs depicting percentages of racial/ethnic categories at each stage of the hiring process from FY15 to FY19 for faculty, staff (including administration), and civil service. Total faculty applicants and hires were 1,325 and 36, respectively. Staff applicants and hires were 2,833 and 92, respectively. Civil service applicants and hires were 911 applicants and 152, respectively.



The graphs above illustrate that the institution has been more successful in recruiting and hiring diverse faculty than it has been in attracting and hiring people of color to other positions at the university. It must be noted that hiring in the last five years has been particularly slow, due to the state budget crisis and smaller enrollments. It is further important to point out the very low success in recruiting and hiring African American and Latinx applicants. In the area of Academic Affairs, of the 939 applicants in the 2019 hiring process for 36 positions, 102 (10.9% of pool) applicants were African American or Latinx. Of these, 7 advanced to candidacy, 3 were offered positions, and two accepted positions (6% of hires). The graphs above further illustrate that the institution is far more successful in hiring Asian-identifying applicants, but are far less successful in other areas. It should also be noted that the numbers above include international faculty and thus do not capture the full underrepresentation of domestic racial and ethnic minority groups.

When reviewing hiring data for civil service employees, it is important to note that civil service constitutes 41% of all employees on campus, according to the [Office of Civil Rights and Diversity Affirmative Action Plan](#). The raw numbers speak louder than the percentages presented in the graph above: Of the 944 total civil service applicants between 2015 and 2019, 82 (9%) were African American, 47 (5%) were Asian, and 23 (2%) were Latinx. Of that pool, 4 African American (2%), 2 Latinx (1%), and no Asian applicants were among the 196 people hired; 96% of those hired were White.

Diversity among Faculty and/or in the Academic Affairs division is the highest. Many in this group are employed through international efforts. The population of Charleston and surrounding areas is not highly diverse, and this likely contributes to the low diversity rate experience among civil service positions. It is unclear if pay factors contribute to the inability to recruit a more diverse group.

These numbers suggest several things: First, that improvement in hiring starts with successful recruitment, as outlined above. A robust pool of interested applicants is necessary to increase the diversity of the candidate and hiring pools. Second, the numbers indicate that we lose diversity among applicants between the applicant pool and the candidacy pool. Improving EIU's success in hiring candidates of color will therefore require a reform of the selection process to eliminate potential for implicit biases among search committee members and hiring agents, education and assistance to current employees in offering an affirming and welcoming interview experience for candidates, and empowering of hiring agents to offer employment packages that recognize the diverse needs of employees.

Included in the hiring package are moving expenses. The recently revised IGP#116 stipulates that the University will pay moving expenses only to Coles County. The spirit behind the stipulation is understandable: We want to encourage new faculty, staff, and administrators to live in the community that is home to the university. For candidates who wish to live in affinity cultural communities, however, this policy proves dissuasive as they consider moving to Charleston.

RETENTION AND CAMPUS CLIMATE

Although strengthening the faculty and staff search in a way that will lead to an increased racial diversity among university employees is important, of equal importance are the efforts to support and retain these employees once they arrive on our campus. To reap the greatest benefits to students, it is vital that employees of color remain at the institution long enough to create and nurture the bonds that contribute to the creation of a more inclusive and positive campus climate. Historically, the turnover rate for faculty and staff of color is higher than for White faculty and staff.

The following information highlights the importance of retention and perception of the campus climate by faculty and staff from underrepresented groups.

CONTRACT NEGOTIATIONS

Review of EIU employee retention practices revealed that there is no uniform formal policy guiding employee retention efforts. And when retention efforts are initiated, practices vary by employee classification. For faculty and administrative and professional positions, formal retention efforts typically occur only when an employee presents a competing offer from another institution. Article 29.9 “Counteroffer” of the 2018-2022 EIU-UPI UNIT A AGREEMENT states that to retain an employee the University President may offer a monthly salary that is equivalent to but does not exceed that of another employer. A parallel article (25.10) exists for Academic Support Professionals and Annually Contracted Faculty. At that time, and not consistently, the President may enter into bilateral negotiation with the employee if there is desire to retain the employee. Some civil service employees may experience this same practice, but it is generally less common because most civil service employee compensation is determined by collectively negotiated contracts and/or defined pay ranges.

PROFESSIONAL DEVELOPMENT PRACTICES

The university has few widespread practices designed to proactively create a positive campus climate for faculty and staff from underrepresented groups. Below are some of the professional development efforts as shared by the listed divisions/offices.

- **Making Excellence Inclusive (MEI)** is an initiative of the American Association of Colleges & Universities (AAC&U) that seeks to achieve academic excellence for all students. MEI was introduced as an administrative initiative by College of Arts and Humanities Dean Dr. Bonnie Irwin in fall 2012. Born as a working group of ten that focused mainly on the struggles of first-generation and economically disadvantaged students, the group has since grown into a full-fledged committee of more than thirty members, whose mission statement, bylaws, and committee structure now focus on interrelated systemic oppressions and how these affect students of different backgrounds. As part of its mission, MEI has instituted the following regular events:
 - **Together We RISE Conference:** held annually since fall 2017.
 - **RISE Chats:** Launched in fall 2019, the chats comprise a series of conversations surrounding issues of race, systematic racism, etc. The chats were designed to create a space for candid conversations between members of the EIU and Charleston/Mattoon communities.

- **Office of the President:** Over the last two years, the Office of the President has taken several actions towards creating a more inclusive campus:
 - Sponsored visit of Dr. Jerlando Jackson for DEI training.
 - Sponsored presentation by DeRay McKesson (civil rights activist, former school administrator, and early supporter of the Black Lives Matter movement) to speak on Activism and the Black Lives Matter Movement
 - Sponsored presentation by LSU Foundation and Professor of History, Dr. Gaines Foster, as the inaugural speaker at the First Annual Presidential Lecture Series. Dr. Gaines's topic was "Still Fighting the Civil War? How to Put Contemporary Controversies in Historical Contexts."
 - Funded upgrades to the Cultural Center, including painting, new kitchen appliances, new window blinds, addition of large screen TV, carpet cleaning, mason work, and other updates requested by minority student RSOs.
 - Established and funded the We ARE EIU Flagpole in recognition of the diversity of heritages, cultures, and gender/orientation on campus.
 - Held meetings of the President with the Black Student Union, EIU NAACP, and Latin American Student Organization to listen and respond to requests by EIU's minority RSOs.
 - Provided funds for all members of the University Police Department to participate in de-escalation training
 - Initiated the Panther Retention Scholarship. This scholarship/grant was created in 2018 by external donors. The funds become accessible to a small EIU committee that reviews the list of low-income students who have not registered for the approaching semester because of financial holds. The fund supports as many low-income students in good academic standing as the amount of donations can fund, and is applied to the individual student's accounts. This allows these students to be retained and continue their education at EIU.
- **Academic Affairs**
 - **Chair Development:** Prior to 2017, no formal development activities were directed out of the VPAA's office. Since then, they have sponsored a reading group on The College Administrator's Survival Guide (2017-2018); a full-day retreat with a consultant/facilitator from CCSA (2018-2019); and a full-day retreat (2019-2020 Canceled due to COVID).
 - **EIU Emerging Leaders:** In 2018-2019, this year-long pilot of monthly leadership lunches was intended to be a biennial series. The 17 participants were nominated by VPs to represent their areas. COVID-19 intervened with planning for 2020-2021. It will be revisited next summer.
 - **Portfolio/Promotion & Tenure Overview:** Annual August overview at New Faculty Orientation with UPI colleagues.
 - **Portfolio/Promotion & Tenure/PAI/PBI Workshop:** An in-depth overview of processes and policies impacting faculty, ASPs, and other UPI colleagues. This collaborative initiative with UPI is held every fall.
 - In addition, the division has several college-level professional development opportunities, including:
 - Book Club each semester (voluntary) in which a book is selected, and a chapter discussed each week.
 - Fund availability that supports research activities through an annual grant program at the college level. Some of those awards go to individuals or a group of faculty in a specific discipline, but one award each year (Faculty Award for Interdisciplinary Research) is dedicated to interdisciplinary research efforts.

- Institutional encouragement and sponsorship of its leadership team (Dean's Office, Chairs, Assistant Chairs, and Program Coordinators) to attend leadership seminars occasionally during the year. For instance, the VPAA has sponsored attendance for the last two years to attend the Live2Lead conference held in the fall.
- Offering participation in the Skillpath seminars on various topics.
- In 2019, Lumpkin College sponsored two 1-day workshops for the entire college, guided by consultants from The Pacific Institute.
- **Student Affairs:** The division was under new leadership beginning summer 2020. A committee has been created to focus on recognition and professional development opportunities for staff in the division. Ongoing training and education will be offered in the areas of diversity, equity, inclusion, and social justice. The following is programming in place to address DEI specifically.
 - **Social Justice Series:** The Office of Civic Engagement and Volunteerism provides staff, faculty, and students with ongoing programming exploring the concept of social justice, systematic oppression, and institutional racism. This includes the EIU Reads program. Student Affairs staff have participated in the White Fragility EIU Reads series based on "So You Want To Talk About Race" by Ijeoma Oluo.
 - **Safe Zone Training:** The Center for Gender and Sexual Diversity offers ongoing Safe Zone Training open to any student, staff, or faculty member who is interested in becoming an ally for the LGBTQIA+ community, and learning more about gender and sexuality related issues. Courses include Safe Core Zone, Asexual Awareness, Bisexual/Pansexual Awareness, Black LGBT, and Trans 101/102.
 - **We Are EIU flagpole:** Oversee and coordinate the flags displayed on the We Are EIU Flagpole in recognition of diversity of heritages, cultures, and gender/orientation on campus.
 - **Director's Retreat:** Held January 6-7, 2021. Training included sessions on "Being White in Anti-Racism Movement." A student panel with diverse representation provided the Directors an opportunity to hear from students regarding their lived experiences at Eastern.
 - **Student Affairs Recognition and Professional Development Committee:** This committee will be providing ongoing training for staff including Diversity, Equity, and Inclusion opportunities.
 - **University Police Department:** The entire UPD Department participated in de-escalation training.
- **Business Affairs and University Advancement:** No data was obtained from these two divisions.
- **Human Resources:** Funding has largely contributed to the erosion of professional development campus wide. In addition, for staff (excluding faculty), the 2016 layoffs resulted in the two employees in EIU's Training and Development Office (in HR) being laid off. Efforts to re-establish this department have not been successful. Although a training and development office could not support entire professional development efforts, it would provide a conduit bridge to meaningful professional development programs. In the past, EIU routinely offered leadership training to assist those in early careers at EIU to learn more about the university and learn more about the attributes or characteristics (to name a few) that could lend themselves to becoming future leaders at the University. This program or programs like this would likely also assist the University in retention efforts. At this time, the lack of any training or succession planning leaves employees looking elsewhere for self-development – including moving to organizations that can help them attain these skills.

CAMPUS CLIMATE

Campus climate assessment and initiatives are noted below.

CAMPUS CLIMATE SURVEY

The Office of Civil Rights and Diversity (OCD) administered biennial campus climate surveys to students between 2001 and 2015. A longitudinal report up to 2013 is [available here](#). The last campus climate survey was administered in 2015; however, a retirement led to the survey not being conducted. There have been no campus climate surveys from OCD since then.

PRESIDENT'S ADVISORY COMMITTEE ON DIVERSITY

This committee created by the President is composed of individuals who either by interest or position on campus are likely to deal with campus diversity, equity and inclusion issues. It was designed to replace a diversity task force, and to keep the President updated on issues that may arise on campus. Meets monthly.

FACULTY AFFINITY GROUPS

These were created by the Office of the AVPAA in 2018. Per the website "Affinity groups are voluntary associations of EIU faculty, staff, and administration who gather together around a common interest. These groups play a vital role in developing and improving employee morale and the campus climate while supporting the University's shared mission and vision of diversity and inclusion." Additional information can be obtained from www.eiu.edu/affinity.

STRATEGIC PLAN RECOMMENDATIONS

The following recommendations are related to the recruiting, hiring, and retention of diverse faculty and staff. Some of the recommendations are independent of one another, while others are intricately connected. Furthermore, we have identified priorities of implementation with a recommended timeline by which certain recommendations should be completed and noted which units on campus

would have specific responsibility for implementing the recommendation. The raw Excel table can be sorted by category, priority, responsible unit, and date of implementation.

Financial investment priority code:

- 1** = Can be done now without additional cost
- 2** = Minimal funding required to begin
- 3** = Requires considerable and sustained funding

APPENDIX

ADVERTISING SITES FOR POSITIONS

1. EIU Website
2. www.higheredjobs.com
3. IllinoisJobLink
4. ICBCHE website (Illinois Committee on Black Concerns in Higher Education)
5. Email distribution to several minority serving organizations i.e. various NAACP chapters in Illinois, Black Chamber of Commerce, Illinois Latino Council on Higher Education, etc.
6. Departments and units are encouraged to post with appropriate professional organizations.

PEER COMPARISONS OF DIVERSITY PLANS

- Northern Michigan University: Does not do well in terms of numbers (85% white faculty.) Hiring processes are similar to those at EIU. NMU has [web page](#) dedicated to the hiring process, which includes very helpful tips on [diversity recruiting](#). Also has a [President's Committee on Diversity](#)
- SUNY Oneonta: 72.8% white. 2017 Higher Education Excellence in Diversity award from INSIGHT into Diversity magazine. President's council on diversity.
- Emporia State University (82% white): [Diversity, Equity, and Inclusion Plan \(2017\)](#)
- SIUE (74.4% white): [Diversity and Inclusion Strategic Plan \(2018-2025\)](#)
- Bemidji State University (82.9% white): [Strategic Plan for Diversity \(2019-2024\)](#)
- Eastern Connecticut University (69.5% White): [AAUP Minority Recruitment and Retention Program](#). See also the [Affirmative Action Plan \(2019\)](#).
- UM Dearborn (63.83% white): [Diversity, Equity, and Inclusion Climate Reports \(2017\)](#) broken out by student, staff, faculty.

RECOMMENDATIONS

DIVERSIFYING EASTERN FACULTY AND STAFF FOR STUDENT SUCCESS: A STRATEGIC INITIATIVE

PRIORITY CODES

- 1 = Can be done now without additional cost
- 2 = Minimal funding required to begin
- 3 = Requires considerable and sustained funding

IDENTIFIER: 1

CATEGORY: ALL

RESPONSIBLE UNIT: OFFICE OF THE PRESIDENT

PRIORITY: 3

BY DATE: YEAR 2

Hire a Senior Diversity Officer (SDO). This person will report directly to the President. The hiring of this individual also establishes the Office of Diversity, Equity and Inclusion (similar to the University of Michigan), which would 1) work with the vice presidents to support all institutional diversity, equity and inclusion efforts, 2) provide ongoing diversity, equity and inclusion training for faculty and staff with incentives for participation, 3) amplify and provide resources for the work of existing bodies such as MEI, and the President's Advisory Committee on Diversity, and student groups such as LASO, BSU, NAACP, LGBTQ+, 4) In consultation with Marketing and Communications, develop a diversity communications plan to guide communication of diversity messages campus-wide.

IDENTIFIER: 2

CATEGORY: HIRING

RESPONSIBLE UNIT: SENIOR DIVERSITY OFFICER

PRIORITY: 3

BY DATE: YEAR 3

Senior Diversity Officer (or a member of HR with appropriate training and support from SDO) attends ongoing career fairs at minority serving institutions.

IDENTIFIER: 3

CATEGORY: HIRING

RESPONSIBLE UNIT: SENIOR DIVERSITY OFFICER

PRIORITY: 3

BY DATE: YEAR 3

Establish a formal training program to prepare faculty and administrators to serve as advocates for equity-mindedness in the hiring process, such as the North Dakota State University Advocates and Allies program. Ensure that the training includes education on how to be a supportive colleague who advocates for equity and inclusion.

IDENTIFIER: 4

CATEGORY: RETENTION

RESPONSIBLE UNIT: OFFICE OF THE PRESIDENT

PRIORITY: 1

BY DATE: YEAR 1

Post this strategic plan prominently on EIU's web site.

IDENTIFIER: 5
CATEGORY: RETENTION
RESPONSIBLE UNIT: OFFICE OF THE PRESIDENT

PRIORITY: 2
BY DATE: YEAR 2

Establish a structure/means for financial support of DEI -focused professional development for faculty and staff and provide incentives for participation. Such activities might include conference or webinar attendance, professional organization membership, or workshop participation. Participants would return to campus and share what they learned. This should include an investment in growing our own DEI experts by allocating resources in the training of key actors from the university community.

IDENTIFIER: 6
CATEGORY: RETENTION
RESPONSIBLE UNIT: OFFICE OF THE PRESIDENT

PRIORITY: 1
BY DATE: YEAR 1

Create a space for dialogue among employees of color that goes beyond the one created through the affinity groups.

IDENTIFIER: 7
CATEGORY: RETENTION
RESPONSIBLE UNIT: OFFICE OF THE PRESIDENT

PRIORITY: 1
BY DATE: YEAR 1

Establish visibility of the President's Advisory Committee on Diversity. This committee should have a website presence. Its mission should be explicit, with description of membership criteria and terms of service. This committee should work in consultation with the President to establish the duties of the SDO and the Office of DEI, prior to the position announcement.

IDENTIFIER: 8
CATEGORY: HIRING
RESPONSIBLE UNIT: OFFICE OF THE PRESIDENT

PRIORITY: 2
BY DATE: YEAR 2

Establish a formal training program to prepare hiring agents and unit members to serve as advocates for equity-mindedness in the hiring process.

IDENTIFIER: 9
CATEGORY: RETENTION
RESPONSIBLE UNIT: OFFICE OF THE PRESIDENT

PRIORITY: 3
BY DATE: YEAR 2

Enhance staffing in the Office of Civil Rights & Diversity.

IDENTIFIER: 10
CATEGORY: RECRUITMENT
RESPONSIBLE UNIT: OFFICE OF THE PRESIDENT

PRIORITY: 1
BY DATE: YEAR 2

Propose a revision to IGP #116 to allow moving expenses to be paid to those moving within a 50 mile radius of Coles County.

IDENTIFIER: 11
CATEGORY: RECRUITMENT
RESPONSIBLE UNIT: OFFICE OF THE PRESIDENT

PRIORITY: 1
BY DATE: YEAR 3

In collaboration with the Office of Diversity, Equity and Inclusion, work with the City of Charleston to encourage/incentivize and support businesses that meet the needs of faculty and staff of color, such as hair/beauty salon, barbershop, and multi-cultural foods.

IDENTIFIER: 12
CATEGORY: HIRING
RESPONSIBLE UNIT: ALL VP AREAS

PRIORITY: 1
BY DATE: YEAR: 1

Review current IGPs, Board Regulations, and other policies related to the appointment of interim and acting administrators.

IDENTIFIER: 13
CATEGORY: RECRUITMENT
RESPONSIBLE UNIT: ALL VP AREAS

PRIORITY: 1
BY DATE: YEAR 2

VPs review web sites under their control, with reference to diversity communication plan. Review and revise all web sites and LinkedIn profiles campus-wide to highlight diversity.

IDENTIFIER: 14
CATEGORY: RECRUITMENT
RESPONSIBLE UNIT: ALL VP AREAS

PRIORITY: 1
BY DATE: YEAR 1

Broaden position descriptions and more forcefully articulate diversity language in advertising materials. VPs/Deans should provide leadership to all hiring agents and the suggested language should be part of the diversity communication plan. Hiring agents are responsible for diversity language of individual position advertisements.

IDENTIFIER: 15
CATEGORY: RECRUITMENT
RESPONSIBLE UNIT: ALL VP AREAS

PRIORITY: 2
BY DATE: YEAR 2

Develop a plan for an opportunity hiring program.

IDENTIFIER: 16
CATEGORY: RECRUITMENT
RESPONSIBLE UNIT: ALL VP AREAS

PRIORITY: 3
BY DATE: YEAR 4

Establish partnerships with Minority Serving Institutions (MSIs) with financial support from VPs, leadership from SDO, and partnerships to be developed by departments or units. Exploration and planning to begin with appointment of SDO, goal of first partnerships by Year 4.

IDENTIFIER: 17
CATEGORY: RECRUITMENT
RESPONSIBLE UNIT: ALL VP AREAS

PRIORITY: 2
BY DATE: YEAR 2

Appropriate dedicated funding to assist with recruitment and outreach advertising efforts.

IDENTIFIER: 18
CATEGORY: RETENTION
RESPONSIBLE UNIT: OFFICE OF THE PRESIDENT

PRIORITY: 3
BY DATE: YEAR 2

In consultation with the UPI membership, encourage departments to consider revisions to the Departmental Application Criteria (or DACs) that value the additional labor invested by faculty in mentoring colleagues of color and students from underrepresented groups and recognize all faculty for sustained participation in associated programs.

IDENTIFIER: 19
CATEGORY: RETENTION
RESPONSIBLE UNIT: VPAA, VPBA

PRIORITY: 1
BY DATE: YEAR 2

EIU will promote and support DEI values and initiatives across campus and all employee groups.

IDENTIFIER: 20
CATEGORY: RETENTION
RESPONSIBLE UNIT: VPAA

PRIORITY: 1
BY DATE: YEAR 2

Support a committed and sustained mentorship program within the Faculty Development and Innovation Center.

IDENTIFIER: 21
CATEGORY: RECRUITMENT
RESPONSIBLE UNIT: VPAA

PRIORITY: 1
BY DATE: YEAR 2

Explore models for cultivating diversity, equity, and inclusion among faculty and staff, which might include a one- or two-year fellowship program to bring junior scholars/professionals to campus, and a short-term Visiting Scholars/professionals/practitioners program for doctoral candidates, early career scholars, or even established faculty.

IDENTIFIER: 22
CATEGORY: RETENTION
RESPONSIBLE UNIT: VPAA

PRIORITY: 1
BY DATE: YEAR 2

Support the Office of Inclusion and Academic Engagement's recognition of faculty and staff for their impact and contributions to the university as mentors through an annual award. This support can be made more visible through campus – wide recognition, on a website, or other university publications.

IDENTIFIER: 23
CATEGORY: RETENTION
RESPONSIBLE UNIT: VPAA

PRIORITY: 1
BY DATE: YEAR 2

The Office of the Provost will work with Deans and Chairs to continue to support enhanced training and professional development associated with institutional DEI initiatives through professional organizations.

IDENTIFIER: 24
CATEGORY: HIRING
RESPONSIBLE UNIT: VPAA

PRIORITY: 2
BY DATE: YEAR 2

Provide ongoing chair training for the development of DEI strategic plans for their departments, including planning for future hires, developing inclusive job descriptions and running equitable searches, and establishing supportive, inclusive departmental/unit cultures.

IDENTIFIER: 25
CATEGORY: RETENTION
RESPONSIBLE UNIT: OFFICE OF THE PRESIDENT

PRIORITY: 1
BY DATE: YEAR 2

Create a means of recognition for faculty/staff comparable to the Distinguished Faculty Award and the Luis Clay Mendez Award for those who exemplify diversity, equity and inclusion on EIU's campus. This should be awarded in the Fall, the same time of the year the Mendez award is given.

IDENTIFIER: 26
CATEGORY: RETENTION
RESPONSIBLE UNIT: VPSA

PRIORITY: 1
BY DATE: YEAR 1

Support the work of the newly developed Student Affairs Recognition and Professional Development Committee. This committee will be providing ongoing training for staff including Diversity, Equity, and Inclusion opportunities.

IDENTIFIER: 27
CATEGORY: RETENTION
RESPONSIBLE UNIT: VPSA

PRIORITY: 2
BY DATE: YEAR 2

Create avenues for the University Police Department to be recognized for their training in implicit bias and other DEI related activities.

IDENTIFIER: 28
CATEGORY: HIRING
RESPONSIBLE UNIT: HUMAN RESOURCES

PRIORITY: 2
BY DATE: YEAR 1

Require diversity, equity, and inclusion training for all search committees.

IDENTIFIER: 29
CATEGORY: HIRING
RESPONSIBLE UNIT: HUMAN RESOURCES

PRIORITY: 1
BY DATE: YEAR 1

Require representation from outside the unit on search committees.

IDENTIFIER: 30
CATEGORY: HIRING
RESPONSIBLE UNIT: OCRD

PRIORITY: 1
BY DATE: YEAR 2

Establish an explicit procedure for creating diverse search committees for faculty and staff searches. Require gender and racial diversity on committees, and where that is not possible, assure that at least one committee member is trained in inclusive and equitable hiring practices. Require representation from outside the department or unit and include students on the search committee.

IDENTIFIER: 31
CATEGORY: RETENTION
RESPONSIBLE UNIT: OCRD

PRIORITY: 1
BY DATE: YEAR 2

Develop and administer campus climate survey, and thereafter at some regular interval, such as every 2 years. The survey sample should include participants at all levels of the university community including faculty, staff, administration and students. Results should be published in a form that is accessible to the university community and beyond, as an unambiguous demonstration of our commitment.

IDENTIFIER: 32
CATEGORY: RETENTION
RESPONSIBLE UNIT: OCRD

PRIORITY: 1
BY DATE: YEAR 2

Based on the campus climate survey results, create a structure for identifying action steps and discussion of the data, including actions for remediation if applicable.

IDENTIFIER: 33
CATEGORY: RECRUITMENT
RESPONSIBLE UNIT: MARCOM

PRIORITY: 1
BY DATE: YEAR 1

Respond to reviews on Glassdoor and other employer review websites; later, in consultation with SDO when that position is filled.

IDENTIFIER: 34
CATEGORY: RECRUITMENT
RESPONSIBLE UNIT: GRADUATE SCHOOL

PRIORITY: 1
BY DATE: YEAR 1

Increase emphasis on EIU's participation in the Diversifying Faculty in Illinois program, which is designed to increase the representation of faculty of color at Illinois's four and two-year institutions of higher learning. This can be done through regular and timely communication to all departments of impending deadlines. Establish a workshop for all graduate coordinators to explain the program and assist them in identifying undergraduate students as candidates for the program and for department chairs to learn about how to recruit participants from the program for hiring purposes.

IDENTIFIER: 35
CATEGORY: RETENTION
RESPONSIBLE UNIT: ALL DIVISIONS

PRIORITY: 1
BY DATE: YEAR 1

Division heads and supervisors should communicate to their staff that using time at work for DEI training opportunities is allowed and participation is encouraged when possible. Second, there should be a means for documenting time spent on such activities.

IDENTIFIER: 36
CATEGORY: RETENTION
RESPONSIBLE UNIT: OFFICE OF THE PRESIDENT

PRIORITY: 1
BY DATE: YEAR 1

Work with the unions to identify and negotiate for mutually binding contract language that identifies and addresses the needs of faculty and staff from underrepresented or marginalized groups.