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Diversity, Equity, and Inclusion in Goal Setting and Planning 2.0

Goal Break-out Group Notes

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ISU's Strategic Plan includes the core values of Learning & Scholarship, Diversity & Inclusion, Respect, Collaboration, Individualized Attention, Civic Engagement, and Integrity.

It is critical to align your goals to those in your unit and understand how these fit into the bigger picture and success of the University. Be very mindful of Diversity, Equity, and Inclusion as you approach your goal setting initiatives.

EMAS Goals (Selected EMAS Goals supported through Academic Affairs and *Educate.Connect.Elevate* goals and objectives)**:**

Goal 1: Maintain enrollment between 20,000 and 21,000 students. Continue to attract a high quality, diverse new student class. Maintain high levels of student retention and graduation rates.
- Think about the objectives or steps you individually or your unit can take in your role to support this goal?
  - Marketing and Branding of University College so students have a clearer understanding of the recourses we provide.
  - Being intentional with the opportunities we have to offer students.
  - Information to students on experiences. We need to offer more testimonials with pictures of students from various populations who have used the resources with great success.
  - Maintain a great relationship with Admissions. Admissions is the driving force of enrollment, but we all must work together to enroll students. It's helpful when we know point people in each department to help each other and to help students and families. You don't just want to send a student a link.
  - Criminal Justices as an academic department tries to connect with student through emails, appointments and utilizing alumni network and social media to attract others to CJ program.
  - Intentional in our efforts. Make sure they don't think about their options. During COVID advisors found that many students did not know about how Pass/Fail worked.
  - Physics Dept-Career planning, computers, and research experience are available to their students. Scholarship opportunities and student engagement events have helped with retention.
  - Honors has a stigma attached to it. Many students don't see themselves in it. Been trying to increase the representation in the program. Piloting Honors DEI Mentorship program.
- How do these goals and objectives impact first generation, low income, and underrepresented students?
  - Reflecting on how we are looking at students for admission. What does test scores tell us about students? Being test optional this year has allowed us to attract, admit, and offer scholarships to students we wouldn't have in the past.
  - UMC- share those stories of success and what it looks like, not one size fits all.
  - Students are like flowers they will blossom, need to "feed them and give them water".
  - Tamekia Bailey advisees the First Gen Redbirds RSO mentioned that we can't think of first gen through the lens of deficit thinking. Many first generations students see themselves has having a deficit, but as their cultural and social capital comes more of the forefront hopefully this will change. First gen can be perceived as a negative label, but there are different definitions.
- What can you do to impact access of information or services?
  - Make clear who the point people are. Students need to know where to go and human faces. Talking to particular people beyond sending the link.
  - Email inboxes are good to use, but the students need a name/a person.
  - Destigmatizing using services. Leveling the playing field. Students think they are weak for asking for help with tutoring, student counseling services, or just talking to their professor during office hours. They feel like they must do it by themselves.
- How might these goals and objectives impact other areas of campus?
  - Stronger campus collaboration means stronger enrollment.

- These goals will help the university expand programs like Engineering, Fine Arts, and Nursing to have a more diverse class of students. We need to have the staff and resources put in place to help them.
- We need to make clear to the students that they are not alone and to the professional staff that they aren't alone either.

Goal 2: Continue collaboration among Enrollment Management and Academic Services departments and Student Affairs to facilitate successful campus-wide operations and optimize enrollment and retention/recruitment opportunities. In addition, give particular focus in collaborations with the Graduate School in an effort to help them grow.

- Being authentic and intentionally placing yourself in a position as a learner and advocate can assist with enrollment across the board.
- Increasing knowledge regarding minority groups plays a role in supporting people of color.
- Discussed how exhausting it is as a person of color to have to engage in conversations that don't bring about much change. Need action.
- Talked about some tips folks can incorporate in their daily practice with interfacing with students/administration etc… (LISTENING, being consistent with ALL students, being genuine and authentic). Most people of color can read through the unauthenticity especially if they come from a place of resilience. They can tell who is for them and who is just there to do the bare minimum.

Goal 3: Collaborate with colleges/schools/departments to optimize enrollment and student retention. Work with them to meet student demand regarding available major programs by offering support and statistical information.

- Think about the objectives or steps you individually or your unit can take in your role to support this goal?
  - Consider demand vs roadblocks (i.e. prerequisite requirements).
    - Student may not have GPA requirements for major change, but is this result of student having to study what they're not interested in?
    - Perhaps there should be a career service component before student applies for major.
  - Make our language friendly across all student groups/types.
  - Arbitrary hoops and deadlines to jump through to make the process easier for us vs. students.
  - The University needs to get information out about app close dates, program close dates.
  - Demand vs. space in program.
    - Pressure to apply for program early.
  - Demand can shift from when a student starts to when they finish.
    - May not be accepted into preferred major right away.
  - Think about what we do know and what we can know.
    - Data can sometimes tell a different story, especially depending on how it is collected and sorted.
- How do these goals and objectives impact first generation, low income, and underrepresented students?
  - The rules a student needs to know before they start their first day. Cultural knowledge that some are given before they step on campus.
  - We assume students know things that they may not actually know. If student doesn't have experience/information, they are shut out.
  - Artificial deadlines and parameters…just the way we've always done it.
- What can you do to impact access of information or services?
  - Student's having access to their Student Success Team in My (Academic advisor, Financial Aid Counselor, etc.).
  - Students don't know what they don't know. They do not know to ask. It is our job to anticipate what students need to know in these scenarios.
  - Work closely with high schools and community colleges. Students get information from people they are already comfortable with. Important for all students but especially first generation students.

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- We think about the policies, budget issues, but do we think about how these things will impact students negatively? People may not be aware that when policies are implemented, they are shutting certain groups of students out.
    - What are we going to do to mitigate them?
- How might these goals and objectives impact other areas of campus?
    - In ideal world, if we had awesome retention, admissions wouldn't have to recruit as many students; would be fiscal saver.
    - Re-shifting of resources and priorities.
    - Look into what student goals are beyond just the major and the possibilities that can come with them.
    - Think about required major courses - if not in right classes from the start, it could extend time at ISU.
        - Majors that require certain level of math, if student not equitably prepared, they may fall behind.
- How will you hold yourself/your unit accountable for reaching these goals and objectives?
    - Start listening to the students!
    - Pandemic forced a lot of departments to take a look at things and make changes.
    - Look more individually at applications and doing away with GRE/GMAT scores; disregard GPA requirements to some extent.
    - Recognize our role on campus - do we still have direct rapport with students or if not, then we should listen to those who do still work directly with the students.
        - We don't know what people are saying unless we directly ask.
        - Consider flipping organization charts - put students and those directly in contact with students at the top.

Goal 4: Continue to work to improve affordability for our students. Analyze financial aid packaging models to determine easy improvements. Work with colleges/schools/departments to review scholarship processes and utilize additional funding from variance or Foundation to increase available scholarship funding.
- Think about the objectives or steps you individually or your unit can take in your role to support this goal?
    - Communicating the resources out there, FCC benefit; Snap benefit.
    - Reggie's Resources
- How do these goals and objectives impact first generation, low income, and underrepresented students?
    - Affordability is very important because it's one of the biggest concerns. Many scholarship criteria negate students who do not fall in certain populations.
    - Technology is an immediate need.
    - Being taught transferrable skills is important.
    - Having people who can effectively relate and handle those tasks.
- What can you do to impact access of information or services?
    - With TRiO, we do a FAFSA workshop.
    - Make easily digestible facts available for students.
    - Use social media to get the information out; maybe videos.
- How does this relate to Educate. Connect. Elevate and specifically the value of Diversity and Inclusion?
    - Affordable education directly correlates to valuing Diversity and Inclusion; Stress accompanies financial woes and this has a direct impact on retention and graduation rates, particularly as we focus on diversity and inclusivity.
- How will you hold yourself/your unit accountable for reaching these goals and objectives?
    - In the Julia N. Visor Academic Center, we can offer a workshop on "How to Pay for College."
    - Request the University ensure that employees know what various units/departments/divisions can do to help progress toward this goal. Right now, we all feel a bit "siloed" in our individual departments.
        - Reach out to various departments to better help students make those connections.

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Goal 5: Continue to evaluate communication and marketing strategies including the campus visitor experience (in-person and virtual), recruitment activities (with an emphasis on personal attention and out-of-state recruitment), technology/social media initiatives/digital marketing, and programming to determine the effectiveness and return on investment.

- Matter of access right off the bat. With marketing, we need to think about multiple populations and how they communicate. Who are the pockets of folks that we aren't reaching and why aren't we reaching them? There's the assumption of internet access. If we remove that assumption, then what's next?
- Trying to get people at different comprehension levels. Such as financial aid options and the implications of those. Making information more digestible.
    - Example: Including in fin aid packages a video/narrative explaining each session. Not everyone is going to call and say they don't understand, so let's provide you with dialogue and info to help you first. But, do they have access to the internet? Access to resources?
- We're caught up in recruiting "traditional student" – 17 y.o. white suburban middle-class student. Our marketing staff fits that profile as well, so that's the issue. We have to think of who we are hiring to get more voices heard.
    - Example: Fin aid translating their info into Spanish. This is a vital step. Translation news service to get the info out. That's a huge barrier, what stories are we telling and from what perspective?
- Thinking of the coded language that you're using. It usually comes from privilege and what you've learned. This can create an unwelcoming environment by how we even talk about student experience.
- Some of our greatest marketers are Alumni.
- What are they hearing in the classroom? Is it a white-centered curriculum that they've received, or are we bringing a lens that goes beyond that?
    - What does curriculum, faculty, etc. look like?
- With enrollment, we hear that students applied and never attended, and we just say there wasn't interest. Enrollment can completely be impacted by our actions! It's whether or not the institution wants to make it happen. It's not that there is a lack of students. There are students everywhere. It's making it accessible and possible for them.
- Personalization. Getting to know them, build that connection.
- WE ALL HAVE A PART TO PLAY!!!! We have to be willing to put in the effort, sacrifice time. Do better.

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