

We lead the Higher Education Data Sharing Consortium (HEDS)

Located at Wabash College in Indiana

Non-profit organization

200 member institutions

Our mission: Improve undergraduate liberal arts education, inclusive excellence, and student success

We work with 4-year and 2-year colleges and universities across the country

Focus on using evidence, working with people at institutions

Our work includes

Quantitative and qualitative research

Grant and program evaluations; workshops with faculty, staff, and students; assessment support; professional development

Providing surveys

5 | x'Z. uZxZl VZ Vhl X| V{b ` 'nV|y` xn| uy

We've done over 20 focus group site visits in the past five years

Conversations with students, faculty, and staff about climate and diversity

Conversations with students about

- The impact of HHMI Inclusive Excellence grants and other grants

- Their vision of success and experiences at their institutions that have helped them move towards, or slowed their progress towards, that vision



5/x,, nxi ,, k@a B@*{n XMZ

HEDS designed and administered the 2020 Insight Survey

Administered to USI students, staff, and faculty in spring 2020

We've given several presentations on the survey data to people in the USI community

September 2020

Presentation to President Rochon and Provost Khayum

Presentation to Equity, Diversity, and Inclusion Council (EDIC)

March 2021

Presentation to Board of Trustees

March and April 2022

Presentations to USI community

Follow-up on the survey

Focus groups with USI staff, faculty, and students - October 2022

Discussed themes from the focus groups with President Rochon and Provost Khayum in December 2022

Presentation to EDIC in March 2023



'nV/y` xn/ u'fbyk

Nine hour-long focus groups across three days

October 24-26, 2022

Spoke with 36 people

15 staff, 11 faculty, and 10 students in the following groups

African American/Black students

Latinx students

Students with disabilities

Academic support staff

Hourly support staff

Minority staff

Student affairs staff

Non-tenured faculty

Tenured faculty

No one came to session for LGBTQIA+ students



@x| V{ | xZ'n_{aZ_nV| y` xn| uy

We took notes rather than recording the conversations

Names not included in our notes

Titles, departments, and other identifying information are not included in our report

Started with introductions and a warm-up question

Next we asked people to jot down notes in response to our focus group questions

Then we started a conversation about their responses

Went around the room, starting with the first question

Collected the written notes to help in our analyses

Read through our notes, identified themes, and wrote a summary report

Draft report delivered to Pam Hopson a week after our visit

27-page report includes many quotes

Removed potentially identifying information, used neutral gender pronouns, and sometimes lightly edited comments to protect people's identity



'nV/ y` xn/ u w/ Zy{bml y

What do you like *most* about being a student/staff member/faculty member at USI?

What makes you feel like you are part of the USI community?

What, if anything, makes you feel like you are *not* part of the USI community?

What can USI do to better support you and increase your sense of belonging to the USI community?



° \underline{Z} , $\ln\{Z\}$

?Zyuni yZy{n_nV| y` xn| u'wł Zy{błl y



H aMl'uZnujZ jǝZ'k ny{ 'MUn| { 'UZb ` 'Ml'B@*

Students

Small size, friendly, get to know people

Small classes

Support of faculty and staff

Multicultural Center (MCC) essential for Black and Latinx students

"Place of refuge, place to have fun, and a place to be seen"

Staff

Friendly place - "community of family"

Flexibility in their work

Autonomy, chance to be creative

Bosses who don't micromanage

Enjoy working with students

"Value the chance to guide them, help them get support, and prepare them for life after college."

Faculty

Enjoy working with and supporting students

Enthusiastic about teaching, experimenting in the classroom

Respect and enjoy their faculty colleagues

Appreciate the "faculty lifestyle" - flexibility and freedom



@ | XZI { 'w n { Zy

-*jnfZ {aZ Vhk k | I k t 'MyuZV{S{aZ Mlk nyuaZxZSMIX {aZ Vhl I ZV{bl y^a fZxtnl Z' aZxZ y| uunx{yZMwa n{aZx^a *' ZZjyjb Z'UZb ` b k t'ank Z{n,, I a'3n'k M{Zx,, aMIS ynk Znl Z'aMy'k t'UMM ^a®

-H aMl '*jb Z'k ny{ by{aZ MW {aMl b' ZZjy'ynx{ n_jb Z'MMK k t^a t {aby '*k ZMI {aZ y{M MW Mj, Myyn' l bZ {n' tn| ^aAaZ t xZk Zk UZx' tn| x' l M Z^aAaMl y'ynk Z{ab ` {aMl XnZyl f' aMluZI 'Ml n{aZx'yWannjy^a Jn| 'Myn ` Z{nl Z'nl 'nl Z' b {ZxMW{bl y,, k a' uxn_Zyynxy^a®

-*jb Z {aMl {aZ 2 t t by' MfM MjZ'UZVMlyZ b' uxnfbXZy'MyZI yZ'n_Vhk k | I k t^a *' y{aZ nl jt'ujMWZ *yZZ'uZnujZ,, an'jni jb Z'k Z'MIX,, aZxZ *' ZZj Vhk ujZ{Zjt' MWZu{ZX^a *' uxnfbXZy'MyuMWZ {n.Z. uxZyy'k tyZj,, k an| { ` Z{b ` {aZ ybXZ ZtZ_xnk 'uZnujZ,, an' Xnl f' | I XZxy{MIX,, aMl b' yjb Z'UZb ` t jMM 'Ml MKH ^a®



@M_w n{Zy

-AaZ VMk MVMXZxb`b`n/x'XZuM{k ZI {by'M, Zynk Z^AaZ'uZnujZ`b`k t'XZuM{k ZI {
„ nxi`yn„ Zjj{n`Z{aZxSaMfZ`|I \$MI X'aZju ZMwa'n{aZx^*y'M, M{k 'MI X`xbZI Xjt`
M{k nyuaZxZ^aR

-(Z{{b`'MfMkZ{t'n_Xb_ZxZI {{Mji yuMyb`l k ZI {y„ ab/a`i ZZuy{aZ`hmU`b`{ZxZy{b`a`
° I X{aZxZ`y'M xZM'UMjMI VZ'n`b`XZuZI XZI VZ'MI X'y| uunx{^*k jM{k Zjt`
b`XZuZI XZI {b`k t`xnjZ\$U| {^*VMi`Z{y| uunx{„ aZI`*I ZZX`b`^aR

-> Zjub`y{| XZI {y`b`X{aZbx„ M^a@ uunx{b`{aZk`a"X| VMib`y{| XZI {y'MIX`
XZfZjnub`{aZbx`k`b`Xy^E`xb`b`{aZk`UMi {n`xZMjbt`1{Zjjb`{aZk`{n`xZjM.\$
xZMjy|xb`{aZk`{aMj{ab`y'MkZ`nb`{n`UZ`ni M^AaZt`k`M`l`n{i`l`n„ „ an`{n`n`
{n`n`x'aZju\$MI X`^*VMi`XbxZV{aZk`{n`n`{aZx`xZyn| xVZynl`VMk`u|y`b`^*VMi`{aZju^a`
) Zjub`y{| XZI {y| Mfb`MZ{aZ`|I b`Zxybt^aR

@M_w n{Zy

-*jòZ'an,, , Z{xt{n`xn,, {aby'vhk k | l b{t{n` Z{aZx^" nx'Z.Mk ujZS,, aZl , Z'aMfZ'
M Z,, 'uxn` xMk \$U| bXB` \$Z{V^H Z'Mj`ZZj jòZ,, Z'vhk Z{n` Z{aZx'My'M, anjZ{n`
U| bX{aZyZ{ab` y^*{`ZZjy jòZ,, ZxZ'U| bXB` 'B@{n` Z{aZx^®

-† {ZxW{b` , b{a y{| XZI {y'MIX'n{aZxy{M_μMk b b{y'MInxy^† {ZxW{b` , b{a'Mj {aZ'
uM{y{aM{k MIZ | u'B@^@| XZI {y'MIX'y{M_y| uunx{b` 'ZMwa'n{aZx^° {{ZI Xb`'
ZfZI {y, b{a yWannj yub{^E

-H nxi b` , b{a y{M_MIX`M| j{t`b` Xb_ZxZI {VhjjZ` Zy'MIX`XZuM{k ZI {y^*_M
y{| XZI {l ZZxy'ynk Z{ab` \$Mj`n`_My| XXZI {axZZ'nx`_n| x'XZuM{k ZI {y'y,, nnu'b` {n`
aZju^" nx{aZ`k ny{uM{Stn| 'VMi`h`y{Vh| l {nl` uZnujZ jòZ {aM^E



H aM'k MZY'uZnujZ' ZZj jö Z {aZt' MZ' ln {uM' n_ {aZ' Vnk k | l b't



@M_w n{Zy

—ZnujZ y uZxynl MIMZI XMy VMl tk uMw, nxi xZjMlml yabuy MlX k MIZ b aMx {n ZZj j b Z *
UZjnl a* ZZjy j b Z ynk Z uZnujZ MZ Mj b nx B @ \$, abZ n {aZxy MZ nl jt aZxZ | l {b {aZt
Z {M a M l VZ {n n nl {n {aZ l Z. { {ab a AaZ yZVhl X` xn | u n uZnujZ {ab i M l h | {, a M l y

' M/j{t'w'n{Zy

E^{aaa}Mi t{bk Z '*_ZZj | I XZxMuuxZVMZX'nx' | I XZxfMj| ZXSt y'aMx{n'_ZZj jò Z'uM{x'n_

) n,, 'B@*MM 'UZ{{Zx'y| uunx{ 'uZnujZ

Students

- More opportunities to see and interact with people like them

 - Recruiting and retaining students, staff, and faculty of color

- Better support for students with disabilities

Staff

- More opportunities to interact with students and colleagues

- Better and more collaborative relationships across departments

- Show staff that their input is valued

- Make it clear that USI has fair and equitable procedures for working through conflicts

Faculty

- More collaboration with faculty in other colleges

- More acknowledgement and recognition for their work

- Efforts to retain faculty from underrepresented backgrounds

Overall themes



@xZI ` {ay'n_B@*yVnk k | l k t



@xZI ` {ay;Vhl {XA

Staff and faculty

Value and enjoy working with colleagues in their departments, colleges, and programs

Have a high regard for USI students

Enjoy their work and feel like part of the community when they have autonomy

† aMjZI ` Zy_nxB@*yVnk k | I k†



† aMjZl ` Zy

People most comfortable working with colleagues on a similar level of the org chart

- Concerns about the intentions of “ the administration”

- Not being heard by people up the org chart

Notable line between staff and faculty

- Staff seemed invisible to many faculty, and some staff were aware of this

Black and Latinx students, staff, and faculty face significant challenges at USI

- Few in numbers; they often feel isolated

Thank you!

Our thanks to:



Dr Pamela Hopson and her colleagues for setting up the visit

The 36 people who found time in their busy schedules to speak with us

*-H Z'ZI hntZX'n| x'vhl fZxyMlbnl y^aH Z'Nyn 'MluxZVMZX{aZ'uMlybnl {aM', Z'
aZMX'b 'Mj'n_n| x'vhl fZxyMlbnl y_nxB@SB@yVhk k | I b'tSMIX'B@y'
k uMk'nl {aZ'" fMlyfbjZ'Vhk k | I b't^a" fZxt'vhl fZxyMlbnl , My{an|` a{_|j\$
MIX,, abZ'uZnujZ'nVMlybnl Njt'k MXZ'VxbMj'xZk Mxi ySk ny{ 'n_{aZk 'XbXl f'
_nV|y'nl 'Mxb` `` xZ fMlVZy^a A' n| x'xZunx{A'H Z-fZ'Xnl Z'n| x'UZy{ {n'anl nx'
{aZ'k Z{aZt` MfZ|y'Ut'NM| xMzjt'xZ_jZV'k` {aZ' aZk Zy'UZab X{aZbx'
Vhk k ZI {y^a®*



