



SPRING 2023



**BALL STATE  
UNIVERSITY**

Office of Inclusive Excellence

# CAMPUS CLIMATE REPORT



# Message from the AVP for Inclusive Excellence

Colleagues and community,

I want to take a moment to thank you all for the warm Ball State welcome to this community. It has been quite the adjustment, and there have been many moments of confirmation as to why I chose Ball State University. Over the past six months, I have met with numerous individuals within this community, and I have learned that we care deeply about the work we do to advance inclusive excellence for students, staff, and faculty members on campus. We *all* want Ball State to be a place where everyone feels welcomed and validated. This is evident by the work that is already happening on this campus and the work we will embark upon together.

Last spring, the campus engaged in a campus-wide climate survey to help us understand the state of diversity, equity, inclusive excellence, access, and belonging, our faculty, staff, and students, and I know many of us are interested in receiving the results of this survey. I am so grateful you all took the time to participate in this important survey, and we will utilize the themes to develop long and short-term strategies aimed at improving the campus climate. We will ask for your engagement in the fall as we work through the survey results.

Through the work on the President's Advisory Council for Inclusive Excellence, the campus-wide Inclusive Excellence Committees, and all other champions for Inclusive Excellence, I have seen so much excitement and fervor for this work, and I am thrilled to be a part of this community.

My sincerest thanks,



Rashida Willard, Ed.D.

Associate Vice President for Inclusive Excellence



# Acknowledgments

Thank you to all who have contributed in any way to the marketing, distribution, or recruiting for this survey. Special thanks to:

- President's Advisory Council on Inclusive Excellence
- Office of Inclusive Excellence
- Inclusive Excellence Committees
- Institutional Research and Decision Support
- Office of the President
- Office of the Provost
- Marketing and Communications
- All participants

## Assessments

The University conducted several assessments to gather information about individuals' perceptions of the state of diversity, equity, inclusive excellence, access, and belonging.

This report is a summary of the information collected and recommendations for improvement within those areas.

Information was gathered from:

- **EAB's Institutional Strategy Index for DEIJ.** Information was obtained from Cabinet members in March 2022 with a sample size of 10. The Institutional Strategy Index gathered information about the current state of practice at Ball State University and the criticality of specific activities to successfully execute the University's Inclusive Excellence plan.
- **2022 Climate Survey.** The HEDS Diversity and Equity Campus Climate Survey asks students, faculty, staff, and administrators about their perceptions of their institution's climate, perceptions of how their institution supports diversity and equity, and experiences with discrimination and harassment at their institution. The sample size was a total of 2309 participants. Of those participants, 41.3% were undergraduate students, 12.2% were graduate students, 20.1% were faculty members, and 26.4% were staff members.
- **National Survey of Student Engagement (NSSE).** This data examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. The sample size was 609 first-year students, and 683 senior students.

This report will be shared first with the President's Advisory Council on Inclusive Excellence (PACIE) and the Cardinal Student Leaders Advisory Council (CSLAC), then will be further disseminated to the University community. This information will allow the University to build strategies to effectively create an inclusive environment for all its constituents.

## Findings and Recommendations

The findings from all of the informational sources provided an opportunity to review any policies and procedures that could potentially hinder inclusivity and belonging for students, staff, and faculty. Based on the information from various sources, there were clear themes:

**Bias Response Protocol:** It was clear that further work needed to be done with regard to communicating the bias-based incident policy, ensuring there are clear and defined mechanisms for faculty and staff to report alleged incidents of discrimination, and responding swiftly and efficiently when incidents occur. Participants in the climate survey found the process to be unclear at times and struggled with identifying the appropriate time to report an incident. Participants reported downplaying their incidents. This which is consistent with the bias-based incidents encountered in the Office of Inclusive Excellence. Victims of perceived or founded discrimination second-guess themselves when discussing incidents of bias.

- **Recommendation:** To create a sense of belonging and community for all members of the Ball State University Community, and to mitigate risk of discrimination and bias, it is important to develop a bias-response protocol that would include various members of the University community and ensures a clear response that is communicated to impacted individuals or communities. Additionally, Ball State should communicate the importance of mitigating bias-based incidents and reiterate its commitment to Inclusive Excellence. This recommendation aligns with Inclusive Excellence Goal 2: *creating an atmosphere that will lead to the retention of diverse faculty and staff, increase graduation rates for diverse students and to identify and eliminate biases and practices that hinder the retention of diverse faculty, staff, and students*; and Inclusive Excellence Goal 5: *creating an open and inclusive campus community that values the intrinsic worth of all students, faculty, and staff. We will develop a campus climate and culture where all community members experience a sense of belonging and engagement—a place where everyone’s wellbeing is supported through respectful, authentic, and engaged relationships with each other.*

**Climate Survey:** Responses to the climate survey were a helpful tool to appreciate the challenges the university faces with regard to the diversity climate. As previously stated, it was clear that work still needs to be done on the bias-response protocol, which was also evident in the climate survey. Many university constituents are invested in the climate survey results and ask about the findings often. A high percentage of participants felt satisfied with the campus climate, however, there is always work that can be done to ensure all of the Ball State Community feels welcomed, validated, and valued.

- **Recommendation:** Using the responses to the climate survey and building strategies to increase belonging is a best practice. Community members that have taken the time to give their opinions and feedback usually are interested to know how their feedback has been used. The University has an opportunity to build trust and transparency with our constituents by sharing the findings and building collective strategies to help build a more inclusive environment.

This recommendation directly aligns with Inclusive Excellence Goal 2: *creating an atmosphere that will lead to the retention of diverse faculty and staff, increase graduation rates for diverse students and to identify and eliminate biases and practices that hinder the retention of diverse faculty, staff, and students*; and Inclusive Excellence Goal 5: *creating an open and inclusive campus community that values the intrinsic worth of all students, faculty, and staff. We will develop a campus climate and culture where all community members experience a sense of belonging and engagement—a place where everyone’s wellbeing is supported through respectful, authentic, and engaged relationships with each other.*

**Inclusive Excellence Training Requirements:** Connected to bias-response incidents and the campus climate, incidents occur oftentimes due to a lack of awareness of how leaders within an institution lead their teams. There is also a knowledge gap about how to respond to such incidents when they occur. Each supervisor should have a baseline knowledge of inclusive excellence goals, strategies, and initiatives from the highest level of leadership from executive-level and mid-level leaders. This could help reduce bias-based incidents and help with the response, ultimately improving the campus climate.

- **Recommendations:** Cabinet leaders should participate in at least one inclusive excellence training and demonstrate how inclusive excellence is integrated in their leadership at the university. This recommendation aligns with Inclusive Excellence Goal 4: *leading our campus and our community in Inclusive Excellence training, development, intergroup dialogue, and pedagogies*; and Inclusive Excellence Goal 6: *Creating and sustaining an institutional infrastructure that effectively supports progress in achieving the Inclusive Excellence goals outlined in the University Strategic Plan. Ball State’s systems, policies, and procedures will facilitate diversity, inclusion, transparency, and accountability.*

Additionally, to meet recruitment and retention goals, and to mitigate unnecessary risk, managers should have leadership training that includes how to mitigate discrimination and bias. There should be a component of leadership training in New Administrator/Faculty Orientation so that leaders understand expectations and can lead according to the University’s enduring values. This recommendation aligns with Inclusive Excellence Goal 2: *creating an atmosphere that will lead to the retention of diverse faculty and staff, increase graduation rates for diverse students and to identify and eliminate biases and practices that hinder the retention of diverse faculty, staff, and students*; and Goal 4: *leading our campus and our community in Inclusive Excellence training, development, intergroup dialogue, and pedagogies.*

**Opportunities for Engagement:** The campus community responses indicate a desire for increased connection, community, and engagement. Based on information from the various surveys, respondents want to find meaningful ways to connect and communicate with others outside of their departments and to engage in inclusive excellence dialogue. While some within the campus community felt that conversations around inclusive excellence, made them feel uncomfortable and thought that there was no place for it, many wanted the engagement, even if it made them feel uncomfortable. This is consistent with the inquiries received in the Office of Inclusive Excellence for training and engagement.



- **Recommendations:** Based on results from the NSSE and HEDS Climate Survey, Ball State University community members should have opportunities to engage in difficult conversations, to understand the impact on others. This recommendation aligns with Inclusive Excellence Goal 2: *creating an atmosphere that will lead to the retention of diverse faculty and staff, increase graduation rates for diverse students and to identify and eliminate biases and practices that hinder the retention of diverse faculty, staff, and students*; and Inclusive Excellence Goal 5: *creating an open and inclusive campus community that values the intrinsic worth of all students, faculty, and staff. We will develop a campus climate and culture where all community members experience a sense of belonging and engagement—a place where everyone’s wellbeing is supported through respectful, authentic, and engaged relationships with each other.*

Additionally, increasing Inclusive Excellence communication as a strategic goal would be beneficial to community members. Faculty and staff would like increased communication about IE efforts in other areas of the university. This recommendation aligns with Inclusive Excellence Goal 6: *creating and sustaining an institutional infrastructure that effectively supports progress in achieving the inclusive excellence goals outlined in the University’s strategic plan.*

**Recruitment and Retention of Systemically Underrepresented Faculty, Staff, and Students:** Recruitment and retention of systemically underrepresented faculty, staff, and students continues to be a theme within the responses received. This is evidenced through anecdotal information received from students who shared their desire to connect with communities that reflect their identities. This is also true for faculty and staff who seek more opportunities to build community.

- **Recommendation:** Based on information from all surveys completed, it is recommended that the university continue to focus not only on recruitment efforts, but on retention efforts for employees and students. These recruitment and retention efforts should continue to be based on national and statewide best practices and should be continue to be assessed to determine efficacy. This recommendation aligns with Inclusive Excellence Goal 1: *achieving a more diverse and culturally representative undergraduate and graduate student body, faculty, and staff*; and Inclusive Excellence Goal 2: *creating an atmosphere that will lead to the retention of diverse faculty and staff, increase graduation rates for diverse students and to identify and eliminate biases and practices that hinder the retention of diverse faculty, staff, and students.*

Overall, attention should be paid to how to create a sense of community and belonging for the University community (students, staff, faculty, and community). This was a theme throughout echoed throughout all responses.



# Results

## EAB Institutional Strategy Index for DEIJ

The EAB Institutional Strategy Index (ISI) for DEIJ helps institutional leaders reflect on and assess the current state of their DEIJ efforts against best practice, while also providing a prioritized roadmap of critical investments.

*\*The sample size for this Index was 10 people on Executive Cabinet*

### Definitions (from EAB)

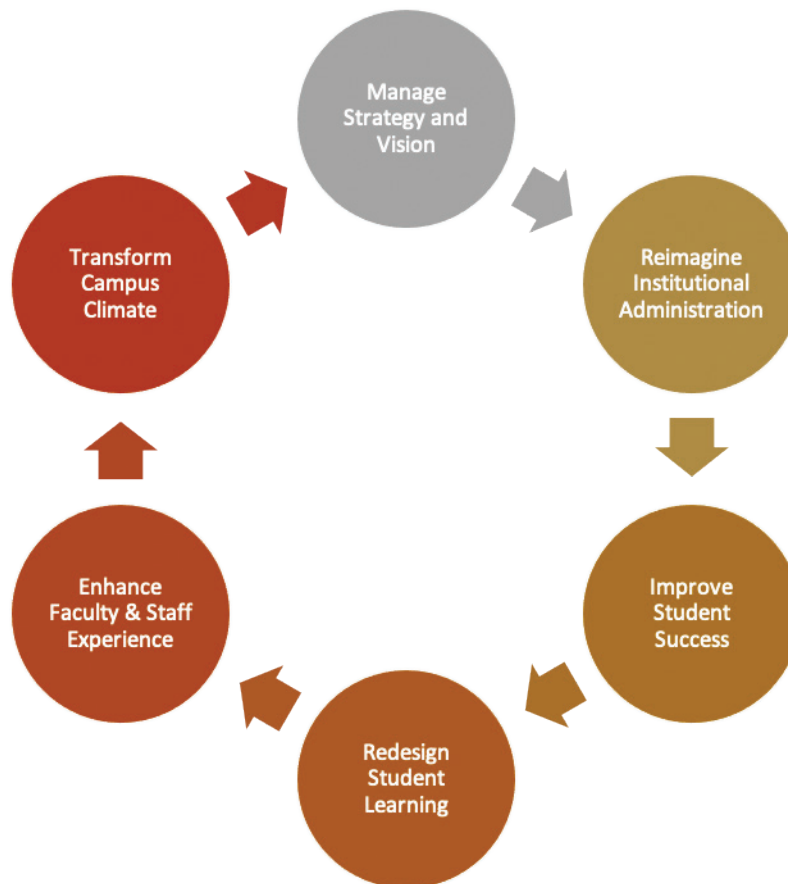
*Diversity:* Representation of all the different characteristics that make one individual or group different from another.

*Inclusion:* Ensuring differences are welcomed, different perspectives are respectfully heard, and every individual feels a sense of belonging.

*Equity:* Evaluating systems and institutions to identify and remove biases in the distribution of opportunities and resources.

*Justice:* Systematic and proactive reinforcement of public policies, institutional practices, cultural messages, and social norms needed to achieve and sustain equity for all.

### EAB examined six different areas to focus on for the ISI:





## EAB provided three recommendations to increase our Inclusive Excellence efforts.

1. While Ball State University has administered a climate survey for equity and belonging, EAB recommends sharing the responses from the survey to all university constituents, and proactively discussing trends for faculty and staff attrition through the disaggregation of data by race and ethnicity to discover disparities in outcomes, committing resources to fix the barriers that impede inclusion, and making data-informed updates to policies and initiatives to become more inclusive. Additionally, staff and faculty should be rewarded for their participation in Inclusive Excellence activities.
2. To ensure the Executive Cabinet understands the institution's strategic priorities around diversity, equity, inclusion, and justice and how the priorities impact the campus as a whole, EAB recommends that cabinet leaders attend at least one IE training annually. Further, cabinet meetings should also incorporate IE -related tabletop or visioning exercises, and trainings should be tailored to the cabinet's level of understanding. To truly move IE forward, however, cabinet leaders should be equipped with the tools to systematically analyze IE -related topics, and there should be IE criteria embedded into the cabinet's performance reviews.
3. The last recommendation from EAB was to ensure all managers have educational opportunities to mitigate bias in their staff performance reviews, then further analyze evaluation and promotion data disaggregated by race and ethnicity. They recommended that staff evaluation criteria be analyzed to remove barriers to career advancement and that Ball State intentionally create career development pipelines for diverse staff.

## 2022 HEDS Diversity Climate Survey

The HEDS Diversity Survey helps higher education organizations develop a better understanding of the extent to which their campus climate supports diversity and equity, and to inform and improve support, policies, and practices at their institution related to diversity and equity, including those to prevent or respond to discrimination and harassment.

***\*A total of 2309 people participated in the HEDS Diversity Climate Survey. Of those participants, 41.3% were undergraduate students, 12.2% were graduate students, 20.1% were faculty members, and 26.4% were staff members.***

***\*\*note: This survey is based on the Higher Education Institutions that completed the HEDS survey in 2022. When compared to other 4-year public universities in this sample, Ball State University had 5% lower numbers of Hispanic/Latino participants, 18% higher White participants, and 7% higher LGBTQ+ participants.***

### Demographics of Participants

Race	BSU	4 Year Publics	All Institutions
Asian	2%	3%	4%
African American/Black	7%	8%	6%
Hispanic Latino	2%	8%	6%
International	3%	5%	5%
Multiple Races	7%	13%	12%
Other	1%	3%	2%
White	78%	60%	65%

Gender Identity	BSU	4 Year Publics	All Institutions
Man (cisgender)	34%	35%	36%
Woman (cisgender)	62%	62%	61%
Non-Binary and/or Transgender	4%	3%	3%

Sexual Orientation	BSU	4 Year Publics	All Institutions
Heterosexual	73%	80%	80%
LGBQ+	27%	20%	20%

Political Views	BSU	4 Year Publics	All Institutions
Liberal	51%	45%	47%
Middle of the Road	35%	38%	35%
Conservative	15%	18%	18%

Disability Status	BSU	4 Year Publics	All Institutions
Long-Term	11%	9%	9%
Temporary	2%	2%	2%
No disability	87%	89%	89%

Religious Affiliation	BSU	4 Year Publics	All Institutions
Christian	55%	55%	58%
Atheist/Agnostic	25%	22%	20%
Spiritual, but not religious	12%	11%	10%
Other	7%	12%	12%

Parent(s) education	BSU	4 Year Publics	All Institutions
No College	18%	20%	17%
Some College/ Undergraduate	42%	44%	41%
Graduate/Professional	40%	37%	41%

## Summary of Quantitative Questions

1. When asked about overall campus climate satisfaction, Ball State scored 71%, 4-year institutions averaged 74%, and all institutions averaged 73% of participants who were generally or very satisfied.
2. When asked to what extent all communities experience a sense of belonging, Ball State scored 49%, 4-year institutions averaged 55%, and all institutions averaged 51% of participants who were generally or very satisfied.
3. When asked whether the campus was free from tensions, Ball State scored 43%, 4-year institutions averaged 52%, and all institutions averaged 45%, of participants who agreed or strongly agreed that the campus was free from tensions.
4. When asked if diversity improves campus interactions, Ball State scored 86%, 4-year institutions averaged 88%, and all institutions averaged 89% of participants that agreed or strongly agreed.
5. When asked if participants were comfortable sharing their views on diversity and equity, Ball State scored 65%, 4-year institutions, and all institutions both averaged 67% of participants who felt somewhat or very comfortable sharing.

## Summary of Open-Ended Questions

When participants were asked to identify the top two goals from the Inclusive Excellence Plan, they feel the campus should focus on in the next year, the answers were:

- Retention
- Culture and climate of inclusion



When asked, “what one change would you make to enhance the sense of community at Ball State University?”, the following themes emerged:

- More inclusive excellence opportunities for students, staff, and faculty
- Increased accountability for administrators and leadership and for bias-based incidents
- More representation of minoritized individuals on campus
- Stop DEI efforts
- Increased communication from administrators and leadership as well as intercampus and interdepartmental communication

## Bias-based incidents

Participants were asked, “Tell us why you chose the response, ‘unsure whether you had experienced discrimination’?”

- Most participants cited microaggressions as being hard to prove, and as a member of a systemically underrepresented group, it is difficult to know whether discrimination occurred or would be believed.

When asked, “Why did you choose not to report discrimination/harassment experienced in the last year?”, the following themes emerged:

- Minimization of the issue (Participants perceived that their issues seemed minimal in nature, and did not want to report)
- Lack of accountability or trust (Participants perceived a lack of trust that anything would be done if they reported)
- Fear of Retaliation (Participants perceived a fear of retaliation by their supervisor or professor)
- Unsure of the process (Participants reported they were unclear about how to report a bias-based incident)

## Additional data

Percent of Respondents that sometimes, often, or very often heard disparaging remarks about:

Area	BSU	4-Year Public	All Institutions
Other political view	62%	51%	55%
Age or Generation	39%	30%	31%
Gender/Gender Identity	36%	30%	31%
Sexual Orientation	32%	27%	28%
Race or Ethnicity	30%	29%	29%
Religious Background	29%	25%	24%
Socioeconomic Background	25%	22%	23%
English as a Second Language	23%	24%	22%
Disabilities	21%	17%	16%
Immigrants	19%	21%	21%

Percent of Respondents that Indicated Each Group was Sometimes, Often, or Very Often the Source of Insensitive or Disparaging Remarks

Demographic	BSU	4-Year Public
Students	56%	50%
Local Community	55%	45%
Faculty	30%	25%
Staff	26%	22%
Administrators	16%	15%

Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Racial/Ethnic Identity, by race:

<b>Race/Ethnicity</b>	<b>Percentage</b>
White	26%
Multiple Races/Ethnicities	39%
African American/Black	63%
Hispanic/Latinx	31%
International	25%
Asian	34%
All Other	27%

Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Gender or Gender Identity:

<b>Gender/Gender Identity</b>	<b>Percentage</b>
Woman (cisgender)	38%
Man (cisgender)	30%
Non-Binary/Transgender	69%

Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Sexual Orientation:

<b>Sexual Orientation</b>	<b>Percentage</b>
Heterosexual	27%
LGBQ+	45%

Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Political Affiliation:

<b>Political Affiliation</b>	<b>Percentage</b>
Liberal	70%
Middle of the Road	60%
Conservative	56%

Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Disabilities:

<b>Ability Status</b>	<b>Percentage</b>
Long-term Disabilities	40%
Temporary Disabilities	20%
No Disability	17%

Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Religious Background:

<b>Religious Background</b>	<b>Percentage</b>
Christian	28%
Atheist/Agnostic	31%
Spiritual, not religious	30%
Other	34%



Sources of Harassment	Percentage
Students	59%
Faculty	43%
Administrators	27%
Staff	26%
Local Community	19%

Percent of Respondents who Reported Perceived Discrimination Based on their Race:

Race/Ethnicity	Percentage
White	2%
Multiple Races/Ethnicities	19%
African American/Black	32%
Hispanic/Latinx	16%
International	18%
Asian	15%
All Other	25%

Percent of Respondents who Reported Perceived Discrimination Based on their Gender/Gender Identity:

Gender/Gender Identity	Percentage
Woman (cisgender)	12%
Man (cisgender)	4%
Non-Binary/Transgender	34%

Percent of Respondents who Reported Perceived Discrimination Based on their Sexual Orientation:

Sexual Orientation	Percentage
Heterosexual	1%
LGBQ+	14%

Percent of Respondents who Reported Perceived Discrimination Based on their Political Affiliation:

Political Affiliation	Percentage
Liberal	8%
Middle of the Road	7%
Conservative	13%

Percent of Respondents who Reported Perceived Discrimination Based on their Ability Status:

Ability Status	Percentage
Long-term Disabilities	19%
Temporary Disabilities	8%
No Disability	0%

Percent of Respondents who Reported Perceived Discrimination Based on their Religious Affiliation:

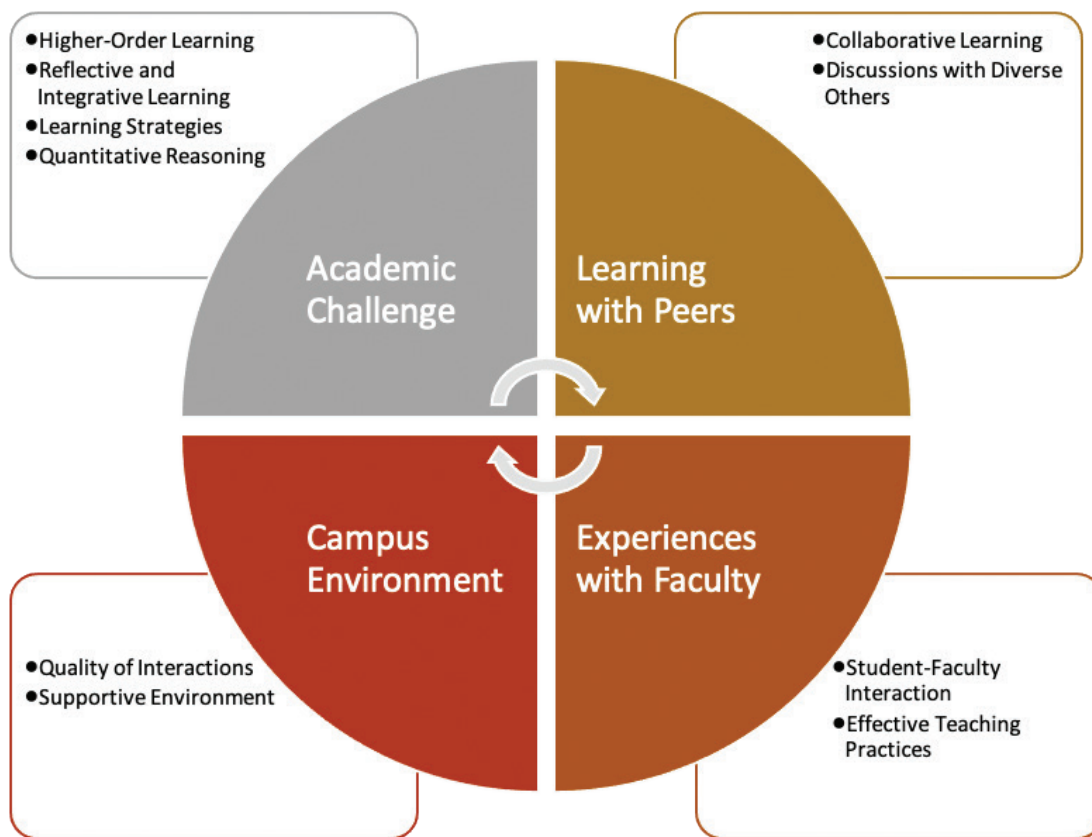
Religious Background	Percentage
Christian	5%
Atheist/Agnostic	3%
Spiritual, not religious	2%
Other	9%

## National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at Ball State University and factors that lead to student success.

*\*The sample size was 609 first-year students and 683 senior students.*

NSSE surveyed both first-year and senior students, and assessed the following areas:





The following grids are mean comparisons between first-year and senior students under each area, and compares Ball State University students with those in their official peer group, Indiana public universities, and universities with 10,000-20,000 enrolled students.

## Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning (NSSE, 2021).

<b>First Year Students</b>	<b>BSU</b>	<b>Official Peer Group</b>	<b>Indiana Public Universities</b>	<b>Institutions with 10-20K</b>
<i>Engagement Indicator</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Higher-Order Learning	35.8	37.0	38.1	36.7
Reflective/Integrative Learning	34.5	34.5	35.3	34.4
Learning Strategies	37.3	37.6	38.3	36.4
Quantitative Reasoning	26.5	27.7	28.5	27.9

<b>Senior Students</b>	<b>BSU</b>	<b>Official Peer Group</b>	<b>Indiana Public Universities</b>	<b>Institutions with 10-20K</b>
<i>Engagement Indicator</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Higher-Order Learning	40.0	39.9	39.2	39.3
Reflective/Integrative Learning	39.4	37.6	37.3	37.1
Learning Strategies	37.1	38.7	37.2	38.0
Quantitative Reasoning	29.0	29.4	29.7	29.4

## Learning with Peers

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. (NSSE, 2021).

<b>First Year Students</b>	<b>BSU</b>	<b>Official Peer Group</b>	<b>Indiana Public Universities</b>	<b>Institutions with 10-20K</b>
<i>Engagement Indicator</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Collaborative Learning	24.4	29.4	27.2	25.2
Discussions with Diverse Others	34.5	39.5	38.7	35.4

<b>Senior Students</b>	<b>BSU</b>	<b>Official Peer Group</b>	<b>Indiana Public Universities</b>	<b>Institutions with 10-20K</b>
<i>Engagement Indicator</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Collaborative Learning	30.0	32.1	29.4	28.7
Discussions with Diverse Others	37.5	40.7	38.5	35.4

## Experiences with Faculty

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. (NSSE, 2021).

<b>First Year Students</b>	<b>BSU</b>	<b>Official Peer Group</b>	<b>Indiana Public Universities</b>	<b>Institutions with 10-20K</b>
<i>Engagement Indicator</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Student-Faculty Interaction	18.0	20.3	20.1	16.9
Effective Teaching Practices	37.5	36.9	37.6	35.9

<b>Senior Students</b>	<b>BSU</b>	<b>Official Peer Group</b>	<b>Indiana Public Universities</b>	<b>Institutions with 10-20K</b>
<i>Engagement Indicator</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Student-Faculty Interaction	23.6	24.6	20.8	20.8
Effective Teaching Practices	39.9	39.5	37.7	37.8

## Campus Environment

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. (NSSE, 2021).

<b>First Year Students</b>	<b>BSU</b>	<b>Official Peer Group</b>	<b>Indiana Public Universities</b>	<b>Institutions with 10-20K</b>
<i>Engagement Indicator</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Quality of Interactions	42.1	42.4	40.8	41.5
Supportive Environment	30.6	34.6	31.5	30.5

<b>Senior Students</b>	<b>BSU</b>	<b>Official Peer Group</b>	<b>Indiana Public Universities</b>	<b>Institutions with 10-20K</b>
<i>Engagement Indicator</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Quality of Interactions	43.5	42.4	41.4	41.9
Supportive Environment	30.6	32.9	29.9	29.8

## Summary

The information from these surveys show that while there is great work being done in the area of Inclusive Excellence, there is still much work to be done. This information will guide our strategic efforts moving forward. It is clear that the Ball State community desires to engage further to create a culture and climate of inclusion, and we all must work in collaboration to advance our mission and goals of Inclusive Excellence.









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Ball State University is an equal opportunity/affirmative action employer that is strongly and actively committed to diversity within its community. Women, minorities, individuals with disabilities, and protected veterans are strongly encouraged to apply. All qualified applicants will receive equal consideration for employment without regard to race, color, religion, sex, national origin, age, disability, protected veteran status, or any other legally protected status. MC-54366-23