

IWU 2020: Diversity 2017-18 Progress Report Executive Summary of Goal Status

Much progress was made on our diversity commitments in 2017-18. This full report contains significant information and data about our progress. Successes and future goals are included in this executive summary.

A. **Sustain a Commitment to Diversity:**

- a. Report distribution (Fall) and campus forums (Spring) continue to communicate a sense of transparency and priority of diversity. The May Diversity Forum served to update the campus community regarding diversity commitments and to begin the process of department action plans.
- b. The President's Leadership Initiative on Diversity was launched in February, 2018. The new President's Inclusive Excellence Awards for faculty and staff were awarded to Wendy Kookken and Sharla Brown-Ajayi.
- c. A new video about inclusion is being created for Turning Titan.

B. **Educate for Diversity and Social Justice:**

- a. Over 160 diversity related co-curricular activities were sponsored in 2017-18 with a strong balance of programming across topics of diversity. Sixty-five participants engaged in the first Posse Plus Retreat.
- b. Faculty Committee on Diversity inventoried current course offerings that address diversity and inclusion; developed a course development grant process to encourage course and assignment development; the Provost allocated \$25,000 to support course development.

C. **Develop and Sustain an Inclusive Campus Climate:**

- a. Professional development: 9 specific professional development opportunities for faculty/staff were provided, 6 faculty participated in a Spring teaching circle; 90 faculty/staff participated in an implicit bias workshop. Approximately $\frac{1}{3}$ of all staff have received implicit bias training through Human Resources.
- b. Underrepresented students: International: translation was offered at Commencement (Mandarin and Spanish); new Peer Mentoring program and new RSOs for Women and Men of Color (each) were developed in ODI; 7% of IWU identify as students with disability/needing academic accommodations (an increase from 5%). The Unity Gala was a new addition with lasting impact on students' feelings of inclusion.
- c. The Bias Incident Response group met regularly to discuss responses and consider restorative justice practices. Twenty-six bias reports were identified and responded to by the appropriate offices.

D. **Recruit and Retain a Diverse Student Body:** The University's students of color representation is 25% (a 4% increase from 2017 and 2016). Our first Posse cohort joined us in 2017.

- a. The Campus Climate Assessment Committee used NSSE data to study the engagement of Hispanic students due to the low retention of this population. In summary, our Hispanic students indicate low levels of engagement (controlling for first generation status).

E. **Recruit and Retain a Diverse Faculty and Staff:**

- a. Faculty of color representation is at 14%, which is a 5% increase from 2016. The University's international faculty decreased to 7% from 9% in 2016, and has maintained its female faculty representation over the past few years (42%). Staff of color representation is 15%, slightly higher than 2016 (+1%).
- b. The Hiring for Diversity Task Force (HFDTF) recommended that all faculty and (national) staff searches include a search advocate (including protocols for search processes including writing a position description and posting, rubrics for candidate evaluation, and candidates' campus visits). Two faculty searches (Computer Science & Accounting) and one staff search (Director of Residential Life) used the draft procedures.

F. **Involve Constituencies that Represent Diverse Groups**

- a. MAN/The Network, Pride Alumni Network, and the Council of IWU Women sponsored their traditional events again this year. MAN celebrated its 25th year at Homecoming. Alumni/ae of color expressed concern about representativeness of the faculty. The Alumni office added an affinity group for International Alumni.

Diversity Goals for 2018-19

Although the UCD will have many specific goals for this year, we recommend two overarching goals to guide all work:

- **The Provost's office will develop recruitment, hiring and onboarding strategies that will facilitate a process using best practice for the successful hiring of faculty of color.**
- **The UCD and University Cabinet will undertake professional development, policy review and critical reflection regarding campus bias and how to eliminate bias on campus.**

A: Sustain a Commitment to Diversity

1. The University will identify resources and process support for hiring for diversity as our biggest challenge to demonstrating our commitment to diversity.
2. Every department will develop an action plan for diversity and inclusion.

B: Educate for Diversity and Social Justice

1. ODI and Communications will continue to enhance event marketing and calendar availability for event resources. (III.B1)
2. Faculty will engage in critical discussions about diversity and inclusion in the curriculum (general education, departmental coursework, interdisciplinary opportunities, and signature experiences) .
3. The Co-Curricular Programming Committee will determine learning outcomes for co-curricular diversity programming and begin assessment strategies.

C: Develop and Sustain an Inclusive Campus Climate

1. Continue to explore the development of an institutional values statement around diversity as a potential tool for addressing bias when incidents occur.
2. Continue to explore developing a restorative justice process and/or inter-group dialogue practice that allows for the community to more effectively address bias that occurs on campus.
3. Review the results of the HEDS Diversity and Equity Survey and make recommendations.
4. Continue to education staff and faculty about implicit bias.

D: Recruit and Retain a Diverse Student Body

1. Continue to focus on diversity in recruitment using best practices. Expand intentional outreach to prospective students from diverse religious backgrounds.
2. The Retention Task Force, sponsored by the President's Office, will explore best practices, especially related to addressing concerns about underrepresented student retention.

E: Recruit and Retain a Diverse Faculty and Staff

1. Demonstrate commitment to the diversification of faculty and staff through improved diversity of applicant pools, intentional recruitment efforts and appropriate resources to yield diverse candidates using new search procedures.
2. Solidify the search advocate program within Human Resources.

F: Involve Constituencies that Represent Diverse Groups

1. Educate alumni about campus diversity initiatives.
2. Support alumni affinity group programming and community building. Strengthen International Alumni database.
3. Identify fundraising priorities related to diversity initiatives: POSSE, SEP funding, Promise Scholarships, course development funds (III.B1), speakers funds (III.B1)

Illinois Wesleyan University
IWU 2020: Diversity
 2017-2018 Progress Report

In 2014, Illinois Wesleyan University launched *IWU 2020*, a strategic plan for the University. *IWU 2020* emphasizes sustaining a commitment to diversity; educating for diversity and social justice; developing and sustaining an inclusive campus climate; and recruiting and retaining a diverse student body, faculty and staff. The purpose of this report is to share progress made on strategic plan diversity initiatives in 2017-18 (III.A4). Numerical references in this report refer to specific sections of *IWU 2020*, the strategic plan. (<https://www.iwu.edu/president/Strategic/diversity-05162014.html>)

Organizational Structure: The University Council on Diversity (UCD) is the visioning group of dedicated campus leaders responsible for assisting in advancing campus diversity initiatives. Their outstanding work is represented throughout this report. (III.A)

Commitment to Diversity: Creating a Results-Oriented Structure	
University Council on Diversity	
(re-configured membership to reflect committee chairs, senior-level decision makers, students) Charge is to coordinate all diversity efforts, create an annual "diversity report card", accounting for progress, review institutional messages/identify related to diversity, and monitoring progress on enrollment and hiring practices	
Educating for Diversity	Creating an Inclusive Environment
Faculty Committee on Diversity	Campus Climate Assessment Committee
The FCD is charged with identifying and communicating strategies for infusing diversity into the curriculum and classroom, in order to create a more inclusive experience for all students and to prepare them for life in a global society. The focus of the FCD is on discovering and sharing related curricular resources, areas for collaboration, faculty development opportunities and assessment strategies. The FCD is an appointive committee of five faculty and elects its chair annually. Regular reporting at faculty meetings will be expected.	Charge is to assess the campus climate for target populations. Membership includes students, faculty, staff, administration. Chair - Institutional Research and potential class-based collaboration.
Co-Curricular Advisory Committee	Policy and Protocol Review Committee
Focus is on co-curricular initiatives. Membership includes OMSA, International Programs, Chaplain, Safe Zone/LGBT, Engaging Diversity director, women's council, students (Senate awareness commissioner, athletics, FSL and ORL.	Charge is to review policy and reporting regarding incidents related to diversity and intolerance (including Title IX, Bias Incident, etc.). Members include Security, Provost, Human Resources, Dean of Students, Title IX Coordinator, and a representative from CUPP.
Intercultural Fluency Committee	Council on Inclusion and Awareness
Focus is on faculty/staff/administrator development of knowledge, skills and abilities for educating and serving a diverse community. Membership includes Human Resources, Staff Council, CUPP, reps from each division, students. Co-chairs will be selected by Staff Council and CUPP.	Leadership group consisting of the leaders of all diversity-related RSOs, Senate, etc. This team of students helps the University keep a finger on the pulse of campus diversity issues and is available for other committees for feedback.

A. Sustain a Commitment to Diversity

III.A1: *Diversity Broadly Defined:* The best learning opportunities take place in the context of difference: Difference of opinion and idea, of experience and background, of identity and culture. Engaging difference in campus classrooms and communities fosters critical skills and capacities that will equip graduates as community and thought leaders in their

pursuits beyond IWU.

III.A2: Strong Institutional Statement of Core Values: The Office of Communications strives to reflect the value the University places on campus diversity in representations of Illinois Wesleyan to all audiences and across all publicity channels. In our new Be Breakthrough brand strategy launched in 2017, the messaging map includes elements of our supportive environment that foster "appreciation for divergent thought and practice," "an atmosphere of acceptance and belonging," and academic quality that provides "a learning environment that mirrors today's workplace."

Senior leadership: President Eric Jensen continues to place diversity – both racial and economic – among priorities facing his leadership at Illinois Wesleyan. At the annual Founders' Day Convocation in February 2018, he introduced the [President's Leadership Initiative on Inclusive Excellence](#).

The initiative comprises three pillars: 1) students, with priorities including admission and financial aid efforts and a continued partnership with the Posse Foundation; 2) classroom experiences, including aggressive pursuit of opportunities to diversify faculty and staff; and 3) campus-wide action, calling for each department to devise an action plan for increasing inclusivity.

In September 2017, after President Trump issued an executive order limiting immigration, President Jensen issued a [response to the campus community](#) that affirmed the University's values and policies in support of a diverse, inclusive and welcoming campus.

Website and publicity: The Office of Diversity and Inclusion maintains a comprehensive website (www.iwu.edu/diversity) to reflect the University's commitment and progress around diversity. The site includes a values statement, inclusion-related policies and procedures, reports, research and resources for prospective employees or students and current faculty, staff and students.

Reflecting our aspirational and authentic values around diversity is a consideration in all materials developed by Communications and Marketing to represent the University, including visuals, press releases and marketing materials.

A number of press releases and *IWU Magazine* articles distributed during the past year highlight a broad range of campus diversity efforts. Just a few examples include:

- [\\$25,000 Scholarship Awarded by the Consulado General de México](#)
Five students of Mexican heritage will receive financial support to attend Illinois Wesleyan in 2018-19, as IWU for the second year was among just three Illinois institutions – and the only University outside Chicagoland – selected for support from the Institute of Mexicans Abroad (IME) Scholarship Program.
- [LSMCE Partnership Aims to Advance Minority Students in STEM](#)
Illinois Wesleyan partnered with the Louis Stokes Midwest Center for Excellence (LSMCE) to build upon a shared interest in broadening participation of underrepresented minority students in STEM fields.
- [Kooken and Brown-Ajayi Earn Inaugural Inclusive Excellence Awards](#)
Winners Wendy Kooken and Sharla Brown-Ajayi were nominated by students, faculty and staff, and selected by The University Council for Diversity to each receive a new \$1,000 award, established as part of the President's Leadership Initiative on Inclusive Excellence.

- [Graduating Seniors Honored at Multicultural Graduation](#)
Student Kalen Gray '20, working for the Office of Diversity and Inclusion, contributed a first-person account of this event and its meaning to himself and his peers. The Office of Communications plan to continue employing such first-person narratives to reflect the authentic campus experience around diversity.
- [Inaugural Unity Gala Brings Campus Community Together](#)
This well-attended celebratory event was organized by the new Black Faculty-Staff Association (BFSA), the Office of Diversity and Inclusion (ODI) and several Registered Student Organizations.
- [Business Spanish Class Partners with SBDC to Promote Latino Entrepreneurship](#)
A partnership between Illinois Wesleyan's Hispanic Studies Department and the Illinois Small Business Development Center (SBDC) of McLean County at Illinois Wesleyan is helping to inspire and empower local Latino entrepreneurs.
- [Author on Complexity of Race to Speak at President's Convocation](#)
Award-winning author Jelani Cobb spoke on "The Half-Life of Freedom: Race and Justice in America Today" at Illinois Wesleyan's President's Convocation on Sept. 6, 2017, in conjunction with the University's Summer Reading Program selection, *Between the World and Me*, by Ta-Nehisi Coates. Both men attended Howard University, where they began a continuing friendship and shared discourse on race.
- [SEP: Deciding Who You Will Be](#)
Selected students of color and international students completed the annual Summer Enrichment Program, remaining on campus in the summer of 2017 for workshops, speakers, service projects, and an internship at a local business or non-profit organization.
- [Speaker to Discuss Evolution of Sexual Norms, Same-Sex Desire](#)
Valerie Traub, an expert on the history of sexuality, visited classrooms, spoke with students and presented a talk about her work, aimed at exposing women's homoerotic desires that were often silenced and hidden during the Renaissance.
- [MLK Teach-In to Examine Housing Equity as a Civil Right](#)
The evolution of access to quality affordable housing as a civil rights issue was the theme of this year's annual Dr. Martin Luther King, Jr. Teach-In on Jan. 15, 2018.
- [Gallery Features Women's Rights Posters](#)
An exhibit, "Women's Rights Are Human Rights: International Posters on Gender-based Inequality, Violence and Discrimination," was displayed in the Merwin Gallery.
- [Ames Library Additions Highlight Social Justice](#)
Two new additions to The Ames Library collection were unveiled in a dedication in conjunction with Black History Month: a bust of Martin Luther King, Jr., donated by renowned sculptors Jeffrey and Anna Koh Varilla, and a first edition of *A Letter on the Abolition of the Slave Trade* written in 1807.
- [Paying it Forward: Toney-Logan '74 Meets Beneficiary and Family](#)
Amanda Toney-Logan '74 benefitted from assistance when she attended IWU, and is returning the favor with the Honorable Judge Amanda Toney-Logan Endowed Scholarship for African-Americans.
- [Interfaith Summit Features Activist Valarie Kaur](#)
Organized by Evelyn Chapel and the Multifaith Ambassador Program, an inaugural summit aimed to unite people from a broad spectrum of religious and spiritual beliefs through workshops, alumni panels and service projects, with keynote speaker and workshop leader Valarie Kaur, founder of the Revolutionary Love Project.

Recognition: Campus support organizations and resources for the Lesbian, Gay, Bisexual, Queer, Transgender, and Gender Nonconforming (LGBQA TGNC) community are clearly communicated on the [University website](#). We continue to tout our listing on the 2016 rankings of the [Best LGBT Friendly Colleges and Universities](#), based on [Campus Pride](#)

[ratings](#) and overall criteria for institutional quality and value.

New Students: The Office of Communications is partnering with the Office of Diversity and Inclusion in an effort to develop a video about the campus diversity climate to be showcased during a session at Turning Titan Orientation in August 2018. The campus photographer/videographer hopes to edit the many outstanding interviews obtained for the project into additional videos for multiple audiences.

III.A2: Diversity Broadly Represented: One way that a broad definition of diversity is recognized is through the lectures, readings, and programs that are sponsored throughout the year. This year's summer reading selection was *Between the World and Me*, by Ta Nehisi Coates. Speaking at President's Convocation, Jelani Cobb provided inspirational remarks about inclusion and the collegiate experience. The Founder's Day convocation featured Jeremy McCarter, who authored *Hamilton, The Revolution*. The ARC and ODI sponsored Martin Luther King, Jr. Teach-In focused on housing and social justice and featured the Illinois President of the NAACP, Teresa Haley. Additionally, the Black Student Union hosted Bryant Smith for their annual banquet who focused remarks on activism. Dr. Jamie Washington was sponsored by Student Senate and he spoke about revolutionary change. Valarie Kaur returned to campus as part of the Interfaith Summit, Revolutionary Love.

III.A2/II.E1: Facilities and Counterspace: Evelyn Chapel received a renovation in Summer 2018 including new carpeting and cushions on the main level, and new flooring, lighting, reupholstered furniture, soft seating, and technology in the lower level. This was the first major renovation of Chapel areas since it was built in 1984, and will provide an enhanced, hospitable space for spiritual life activities and campus programming of all kinds.

III.A4: Campus Climate: The Campus Climate Assessment Committee also administered the HERI Diversity and Equity Survey for students, faculty and staff. The purpose of the survey was primarily to understand campus climate for faculty and staff; however, we will also review the student climate feedback. Results will be available in the fall of 2018.

Goals for 2018-2019

1. Continue to provide clear messages of institutional support for diversity including advocating for the resources required to diversify the faculty.
2. Review the results of the HERI Campus Climate Survey and make recommendations for the future.
3. Conduct a Sexual Assault Climate Survey, Spring, 2019.

B. Educating for Diversity and Social Justice

III.B1: Inside the Classroom: Fall Committee for Diversity (FCD) met a total of 6 times. In September, FCD members focused on curricular infusion including engaging the GenEd Task Force Work Group (Power, Justice, and Identity) and Signature Experiences. FCD collaborated with other committees for faculty-led workshops on inclusive classroom strategies or diversity issues in the classroom.

It is also a pressing concern to formally assess the ways in which members of our learning community deliberately provide and encourage brave, complex, and welcoming experiences grounded on diversity of thoughts and perspectives, inclusion, and sustainability. In addition to FCD's development of specific questions regarding how inclusion is incorporated in the classroom being added to the HEDS Diversity and Equity Campus Climate Survey, FCD reviewed the IWU curriculum for what currently exists or is missing in regards to diversity and inclusion. FCD created a Google doc to be utilized within each department, which allows faculty to indicate content included and strategies used within each course incorporating diversity and inclusion.

By invitation, Provost Brodl attended the November FCD meeting. Provost Brodl expressed a commitment to leverage funds through the Provost's office to foster an environment of diversity and inclusion campus wide. \$25,000 was made available for these purposes. FCD is charged with creating a call for grant proposals which is to be submitted to Provost Brodl and Kevin Sullivan this summer and distributed to faculty in September. FCD suggests part of the criteria be that the sharing of products be a requirement.

FCD created and offered a teaching circle which lended suggestions of pedagogical approaches for including diversity and inclusion into the curriculum. The Mellon Center provided food and book resources. A Moodle account for the FCD Teaching Circle was shared with members to serve as a teaching resource. In total, six faculty members participated, two of which were members of FCD.

In follow-up to the 2016 Fall Faculty Conference and in tandem with Dr. Chavella Pittman's Inclusive Teaching Workshop, FDC members offered a repeat Non-org on *Planning for Inclusion: Strategies for Success* in March 2018. Strategies included developing culturally sensitive test questions, adding diversity statements in course syllabi, adapting pronoun and language references, in addition to identifying resources on inclusive practices which are specific to areas of study (e.g. STEM courses).

Over the past three years, the FCD developed criteria for the Faculty and Staff Inclusive Excellence Award intended to recognize Illinois Wesleyan University faculty and staff who have made exceptional efforts in celebrating diversity and demonstrating commitment to advancing a safe, inclusive and supportive community. Funding was secured in the fall semester allowing Wendy Kookan (faculty) and Sharla Brown-Ajayi (staff) to be honored as the inaugural 2018 awardees of the Inclusive Excellence Award during the 2018 Employee Recognition Luncheon.

III.B1: *Center for Human Rights and Social Justice*: The Center sponsored two signature programs: The Human Rights Workshop and the Student Undergraduate Research Conference. The Human Rights Workshop, "Freedom of Expression on the College Campus: Rights and Responsibilities," took place in September 2017 and included 47 students, faculty and staff. Small groups discussed case studies related to recent free speech conflicts on college campuses, followed by large group sharing and a panel discussion with philosophy professor and AAUP representative Emily Kelahan, Dean of Students Karla Carney-Hall, and Student Senate Commissioner for Civic Engagement Veronica Torres. The Student Undergraduate Research Conference, "Revolution and Human Rights," welcomed 16 students from IWU as well as from Luther, Spelman, and Vassar Colleges who shared their research broadly related to revolutionary movements and human rights concerns. Dr. Mark Steinberg, Professor of History at University of Illinois, Urbana-Champaign offered the keynote address: "The Russian Revolution as Utopian Leap."

The Center continued to sponsor the Scholars at Risk Advocacy Seminar which sent students to Washington, D.C. in April 2018 for Student Advocacy Days to advocate for Iranian academic Ahmadreza Djalali and to meet with local elected representatives. The Center also collaborated with IWU's Peace Fellows program. Finally, the Center convened the committee overseeing the Fund for Human Rights, Social Justice, and Environmental Sustainability. In 2017-18, the Fund awarded \$15,400 in stipends to four IWU students pursuing global summer internships in South Africa, Hong Kong, and Vietnam.

III.B1: *Outside the Classroom: UCD- Co-Curricular Advisory Programming Committee Report -2018-19*

Our campus community enjoyed another year of robust co-curricular programs that sought to challenge every member of our community to think more critically about diversity and the role that it plays in the lived experiences of students, faculty, and staff. In total, there were roughly 162 events, programs, or meetings (e.g., Posse Retreat, ReligiosiTEA, Poli-Talks, etc.) that touched upon some facet of diversity. Last year there were roughly 140 (136) events. Some of our larger

events included the President’s Convocation Speaker, Jelani Cobb, the Human Rights and Social Justice Workshop entitled “Freedom of Expression on the College Campus: Rights and Responsibilities”, Light the Night, the MLK Teach-In and MLK Teach-In keynote speaker, Teresa Haley, the Unity Gala and the Interfaith Summit featuring Valarie Kaur. Similar to last year and what has become the standard, all facets of the IWU campus community (faculty, staff, administrators and students) continue to provide out of classroom opportunities for not only students, but the entire campus community to reflect upon and discuss diversity in its many forms.

Of the 162 diversity programs, roughly 90 (56%) were coordinated or sponsored by student affairs. The programmatic series sponsored by the Office of Diversity and Inclusion (3D and Poli-Talks) and the Chaplain’s Office (ReligiosiTEA) allow for a broad spectrum of diversity, inclusion and social justice topics to be addressed. The programmatic series also allow for increased collaboration with academic departments and other co-curricular departments.

The annual theme which focused on topics related to revolutionary movements, inventions, ideas and actions provided an excellent platform for collaborative programming. Key examples of collaborative programs are the MLK Teach-In, “The Evolution of Housing Equity as a Civil Right” was sponsored by the Action Research Center, History Department, Office of Diversity and Inclusion and Sociology Department; the 3D program, “The History of the U.S. Counterrevolution in North Korea” was sponsored by the History Department, Asian Studies, International Studies, the Korean Culture Club and the Office of Diversity and Inclusion; the 3D program “Puerto Rico after Maria: Tales from Canaries in the Coal Mine was sponsored by the Environmental Studies Program, Hispanic Studies Department, Latin American Studies and the Office of Diversity and Inclusion. The Interfaith Summit, “Revolutionary Love: An Interfaith Summit” featuring Valarie Kaur was sponsored by the University Chaplain’s Office and the Multifaith Ambassadors.

3D Programs were sponsored by 13 different academic departments, co-curricular offices or student groups. Poli-Talks were facilitated by faculty and staff members from 8 different departments.

2017-18 Campus Wide Co-Curricular Diversity, Inclusion and Social Justice Programs - ~162 programs

Category	# Sponsored	# of attendees	Sample Programs
General Diversity	41- includes all 3D and Poli-Talks	700+	Community Discussion: Fostering Respect and Civility in Challenging Times, Poli-Talk: Co-Opt or Cop - Out: Can Derogatory Language be Reclaimed, Founder’s Day speaker, Jeremy McCarter, John Wesley Powell speaker, Aleksander Hemon, Slam Poet, Neil Hilbron (mental illness)
Race/Ethnicity	15	500+	President’s Convocation Speaker, Jelani Cobb, MLK Teach In, 3D Colonized Black Body: Between the World and Me and Get Out, 3D: Let’s Pow Wow: Native American Traditions Yesterday and Today, Cultural Identity and Accent, Black History Month Banquet
Religion	36- includes weekly ReligiosiTEA programs	400+	Religion, Music, and the Humanities: The Reformation and Revolution, Poli-Talks: The Creation of Islamophobia, Light the Night; Interfaith Summit featuring Valerie Kaur, Weekly ReligiosiTEA (18)

Gender	14	400+	Poli-Talks: #MeTo and #MenToo Movements and Reproductive Rights, ReligiosiTEA: Women’s Rights are Human Rights: When Feminisms Collide, IWU Women’s Summit (3 major programs), Women of Color keynote speaker, Carmen Mojica, 3D: Women of Color at the Forefront of Social Movements
Sexual Orientation/Gender Identity	10	250+	Fruit Mixer; Safe Zone trainings (3), film Check It (LGBTQA people of color), Poli-Talk: Framing Sexual Assault in the LGBQA TGNC Community, The Evolution of Sexual Norms: A Visual History, Faculty Colloquium: “Androgynes, Agnes, Amazons: Transgender and College Girl, 1865-1880”, Molly Robey, Sociology Colloquium- “Negotiating Parenthood in Chinese Lesbian and Gay Households”
Social Justice	13	400+	DACA Rally, Poli-Talks: DACA Information Session; Human Rights and Social Justice Workshop: Freedom of Expression on the College Campus: Rights and Responsibilities; Puerto Rico After Maria; Contemporary Artist, Luba Lukova, Unfractured documentary; Chavella Pittman, Creating Inclusive Classroom for Underrepresented Students; Bryant Smith, Jamie Washington
International/Cross Cultural	38	350+	International Film Series (25), 3D: The Whole World is Texting, “Postcolonialism Real and Imagined: The Experience of India in Context”, History of the U.S. Counterrevolution in North Korea, Meiji Restoration in Japan, African Cultural Week and African Cultural Week Keynote Speaker, Teresa Barnes, Poet Spencer Reece, African Culture Night, Asian Studies Colloquia (3), fall Sociology Colloquium- Rise and Decline of the Tahrir Paradigm in Egypt, Western European Colloquium

III.B2: US Diversity flag and Global diversity flag: The General Education Task Force is actively reviewing all general education requirements. There have been significant discussions about how best to represent student demand for diversity and contemporary social justice topics in the classroom. This work is ongoing.

Goals for 2018-19

4. ODI and Communications will continue to enhance event marketing and calendar availability for event resources. (III.B1)
5. Faculty will engage in critical discussions about diversity and inclusion in the curriculum (general education, departmental coursework, interdisciplinary opportunities, and signature work) .
6. The Co-Curricular Programming Committee will determine learning outcomes for co-curricular diversity programming and begin assessment strategies.

C. Develop and Sustain an Inclusive Campus Climate

III.C1: Faculty and Staff Education and Training: Much of our effort this year was devoted to utilizing the Engaging Tomorrow's Students grant from the Mellon Foundation, which expires at the end of 2018. To this end, we invited Dr. Chavella Pittman to campus in November, who gave a half-day workshop for faculty titled *Teaching Excellence: Developing Effective Practices for Inclusive Classrooms*. In May, we invited Anne Gillies to give two half-day workshops for faculty and staff titled *Implicit Bias: Causes, Effects and Solutions*. These workshops were well-attended, and feedback has been largely positive. We have also been working to help coordinate an Action Planning Workshop for the Fall 2018 semester, in order to use these remaining funds.

Beyond the Mellon half-day workshops, co-curricular and/or professional development opportunities during the 2017-18 academic year included the following:

- A Non-Org: "Students with Disabilities," led by Chandra Shipley
- A Non-Org: "DACA Information Session," led by Melissa Ramirez
- A Non-Org: "Safe Zone Training 101," led by Greta Franklin
- A Non-Org: "Bias Incidence Reporting at IWU," led by Karla Carney-Hall and Meghan Burke
- A Non-Org: "Diversity Pre-Orientation Programs," led by Greta Franklin, Robyn Walter, and Meghan Burke
- A Non-Org: "Inclusive Classrooms," led by Amanda Hopkins and the Faculty Committee on Diversity
- A Non-Org: "Sexual Assault," led by Karla Carney-Hall
- *Inclusive? The Classroom Experiences of Under-Represented Students*, talk by Dr. Chavella Pittman

In the coming year, we anticipate responding to the climate survey results as well as results from a survey of those who took part in the Mellon Center workshops in order to craft workshops that attend to the issues or desires that emerge. We are also working to develop some standing modules, to be offered on an annual basis, and will begin by developing a module related to understanding and engaging religious diversity on campus.

III.C2: Positive Campus Climate: Hispanic Students: In 2017-2018, the University's Campus Climate Assessment Committee examined the engagement of IWU's Hispanic students. The results of the 2016 National Survey of Student Engagement (NSSE) show that Hispanic seniors at IWU have surprisingly low levels of engagement throughout their time at the University.

Learning Strategies: In their four years at IWU, high percentages of Hispanic students indicated that given the options "never," "sometimes," "often," and "very often," "sometimes" best described the frequency of times they used the following learning strategies:

- Over 42% "sometimes" identified key information from reading assignments
- 57% of Hispanic seniors "sometimes" summarized what they learned from class or course materials
- Over 70% "sometimes" reviewed their notes after class

Student-Faculty Interaction: The majority of IWU Hispanic senior respondents felt they "sometimes" or "never" interacted with faculty in these crucial areas. At least 50% felt they "sometimes" talked about career plans with a faculty member and "never" or "sometimes" discussed their academic performance with faculty. More than 44% of Hispanic seniors "never" worked with a faculty member on activities other than coursework, and 25% of Hispanic seniors "never" discussed course topics, ideas, or concepts with a faculty member outside of class in their four years at IWU.

Supportive Environment: Half to all of the senior Hispanic students that responded to the survey felt that IWU created a supportive environment only "very little" or "some" of the time in the variety of areas included in the

survey. Over 65% described the amount of support provided for their overall well-being and attendance at campus events as “very little” to “some.” Over 80% of Hispanic students felt that “very little” to “some” encouragement was provided to be involved socially and engage among students from different backgrounds. All of the Hispanic senior respondents felt they received “some” or “very little” help managing their non-academic responsibilities.

Conclusion: These Engagement Indicators statistics from the 2016 NSSE show overall low levels of engagement among Hispanic students at IWU. Though only 10 Hispanic students responded to the survey, this comprised approximately 44% of the Hispanic student population at IWU in the 2016 senior class.

Follow-Up: The 2016 NSSE has a question concerning the self-identification of first-generation students - approximately 24% of the senior respondents indicated as such. That said, there were no significant differences between first-generation and non-first-generation students regarding the engagement indicators. In another exercise, four of the 10 Hispanic students identified as first-generation, but again no significant differences between the two groups.

III.C2: Positive Campus Climate: International students: The HERI Diverse Learning Environments climate survey highlighted the critical need to continue to address issues of inclusion for international students. Efforts this year included:

1. International students continue to be evenly distributed across Gateway sections in 2016-2017. There is anecdotal corroboration that this has helped faculty provide more support for students who are transitional English writers.
2. Stacey Shimizu and Robyn Walter have continued to refine the orientation process for international students, and they have expanded the online pre-arrival materials.
3. IWU held a special International Student graduation ceremony on April 15, 2018 to give special recognition to international student degree completion.
4. The Spring 2018 Commencement Ceremony included real time translation of the proceedings into both Mandarin and Spanish. Families were provided headsets free of charge.
5. In Oct 2016, the Student and Exchange Visitor Program (SEVP) issued guidance on so-called pathway programs, which would include any program that conditionally admits students pending completion of ESL coursework. IWU would need to apply to update our F-1 visa program to allow for a pathway program, and given the limited number of students and other challenges, pursuing an agreement with Heartland does not make sense at this time.

III.C2: Positive Campus Climate: LGBQA TGNC students: After receiving national recognition for being one of the top LGBTQ+ Friendly Colleges and Universities in 2016, our campus continues to promote inclusiveness in this area. Our use of the LGBQA (lesbian, gay, bisexual, queer and asexual) and TGNC (transgender gender non-conforming) terminology demonstrates our commitment to acknowledge and distinguish the differences between gender identity and sexual orientation. That topic was heavily discussed during the Fall Faculty Workshop in a session that focused on how to create more inclusive learning environments for our students.

Residential community: In its third year, the Rainbow Floor (Pfeiffer Hall) has become a popular living choice by members of our LGBQA TGNC community. In the fall of 2017, the Office of Residential Life provided students the opportunity to select a gender-blind housing option on the Rainbow Floor of Pfeiffer Hall. Ten upper-division students chose this housing option. Additionally, the third annual Fruit Mixer was well attended (18 students, faculty, staff and alumni).

Education: In addition, the Office of Diversity and Inclusion revised the Safe Zone training workshop to better meet the needs of specific audiences. The student Safe Zone training is revised regularly to include updated terminology, general diversity and inclusion information and best practices (i.e. intent vs. impact) and best practices for being an effective ally. Two student Safe Zone trainings occurred this academic year - Mission Day (August) and November 1. The attendance at

the Mission Day Safe Zone training yielded the highest number of attendees, over 60 students attended. The other student-focused training had 20 students which is a significantly higher number than student Safe Zone trainings last year which averaged about 5 students. In 2018-19, the committee will focus on more intentional outreach to RSO's, Greek organizations, and faculty members to generate more interest and buy-in from students.

ODI staff facilitated four presentations about LGBQA TGNC identities that were not Safe Zone trainings. Two were presentations for classes - Nursing and Sociology. One presentation was in reference to the 2018 summer reading book, *Becoming Nicole: The Transformation of an American Family* and one presentation, *Framing Sexual Assault in LGBQA TGNC Communities* was for a program during Sexual Assault Awareness Week.

The LGBQA TGNC student coordinator for ODI created a newsletter that focuses on topics related to LGBQA TGNC history and culture and editorials regarding current social, cultural and political issues. The newsletter also included a feature story on a prominent, yet usually lesser known person who made a significant impact on the LGBQA TGNC community. The newsletter was sent to over 150 students, faculty and staff bi-weekly.

Lavender Graduation allows us to celebrate graduating seniors who have been a part of the LGBQA/TGNC community at IWU. Ten students were recognized (compared to 5 in 2017). President Jensen and Dean Carney-Hall provided remarks.

III.C2: Positive Campus Climate: Students with Disabilities: Illinois Wesleyan University is committed to providing equal access to all campus programs, opportunities, and activities for students with disabilities. For the 2017-18 academic year, 129 (7.8%) of the 1,649 enrolled students at IWU registered with Disability Services for academic and/or housing and/or meal plan accommodations. *Although the overall student enrollment was lower in 2017-2018, it is important to note that registration with Disability Services increased by 2.2% or 29 students from the 2016-2017 academic year (100 (5.6%) of 1,771 enrolled students).*

In October 2017, Chandra Shipley, Director of Academic Advising and Coordinator of Disability Services, facilitated a non-org entitled "Students with Disabilities at IWU" that was open to both faculty and staff members. In this session she provided a snapshot of IWU's population of students with disabilities, discussed the accommodations which support students (in and outside of the classroom), reviewed ways that students with disabilities struggle in the college setting, and shared tips for supporting students with disabilities.

Academic accommodations:

Of the 1,649 enrolled students in 2017-18, 114 (6.9%) students registered for academic accommodations (up from 4.9% in 2016-17 and 3.3% in 2015-2016). Ninety-eight (5.9%) of enrolled students requested that their academic accommodation information be distributed to faculty (up from 4.1% in 2016-17 and 2.6% in 2015-16). The most frequently requested accommodations for 2017-18 were:

- extended time on exams/quizzes (78 students);
- reduced-distraction exam environment (66 students);
- note-taking support (smart pen, laptop note taking, recorder use, BrailleNote Touch) (47 students);
- flexibility to request extensions on assignments/papers (34 students);
- Assistive Services in Ames Library (20 students); and
- flexibility with class attendance (17 students).

Disability Services continues to provide exam proctoring services to students with academic accommodations (e.g. extended time, reduced-distraction environment). These numbers have continued to increase to 350 exams for 49 students in 2017-18 (up from 326 exams for 38 students in 2016-17). As a result of proctoring a larger number of exams for an increased number of students, Disability Services is working on creating more stations in the proctoring office for students to utilize.

Housing and meal plan accommodations:

In 2017-18, 32 (1.9%) of the 1,649 enrolled students registered for housing and meal plan accommodations, this is a slight increase from 1.5% in 2016-17. Approximately half (17) of the 32 students with housing and meal plan accommodations are also eligible for academic accommodations. For this academic year, housing and meal plan accommodations included living in a medical single (10 students), being able to live off-campus even though their residency requirement was not met (7 students), having a reduced meal plan or being removed from a meal plan (4 students), and other accommodations such as living on a lower floor or having a strobe alarm installed (6 students).

Due to the Fair Housing Amendments Act (FHAA), 2016-17 was the first year that IWU had emotional support animals in the residence halls. This number more than doubled from three in 2016-17 to seven in 2017-18; it is expected that the number of students requesting this accommodation will continue to grow.

III.C2: Positive Climate: Men and Women of Color: ODI sponsors two groups that focus on supporting students of color by gender identity: Women of Color and Men of Color. The Women of Color group became an RSO this year and sponsors lunches that provide a safe space to build community and provide support. The purpose of the Men of Color group is to create opportunities for connection, networking, support, and development for male identifying students, faculty and staff.

III.C3: Bias Reporting: Bias incidents may be reported through an online reporting form or in person in a variety of offices (Dean of Students, Diversity and Inclusion, Human Resources, or Provost). For each online report received, Student Affairs, Academic Affairs or Human Resources will respond to the person submitting the report, depending on the incident. The goal is to validate the concern, empower, and provide the tools for self-advocacy (when appropriate) and/or institutional advocacy, when warranted. We made several reporting process improvements this year including clarifying responsiveness and allowing reporters to include photos or video. Additionally, we were more vigilant in ensuring that all complainants were informed about both process and resolution. Bias incident responders also discussed potential restorative justice processes for potential future implementation.

When the perpetrator was known and the complainant desired direct follow-up, staff from appropriate divisions followed up with appropriate discussions, sanctions (including employment documentation and suspension to give a few of this year's examples), educational responses and/or appropriate institutional committees discussed the issues (Council on Religious Life, Sexual Assault Task Force, Student Senate, etc).

Twenty-six bias reports were made online, through ORL, Campus Safety, Human Resources or the Dean of Students Office in 2017-18 with two referencing concerns about faculty, nine regarding staff, 12 regarding peers/students and three clearly unknown. Of this year's reports, there were five notable trends:

- An increase in bias complaints colleague-to-colleague (5 complaints this year). These concerns stemmed from issues regarding inclusion - openness to different ideas, hiring search processes, mutual respect, insensitive approach to differences. In response to these concerns, approximately one-third of all staff have been trained on

implicit bias. Additionally, in May, the Intercultural Fluency Committee hosted a speaker regarding implicit bias where 90 faculty and staff attended. We will continue to provide implicit bias training for faculty and staff.

- Consistent with the national rhetoric around immigration/DACA/international students, we saw bias incidents (6) around this issue and groups of people. We anticipate that our bias incidents will align with national discussions so will work to anticipate concerns and be proactive.
- Although most of our reported incidents do not coalesce around one space, we had a series of bias incidents/vandalism in August in Presser before classes started. In response, we increased patrols and began exploring camera installation. We are adding an exterior card reader in the fall of 2018, that will help us monitor later evening traffic in the future.
- Unfortunately, we also saw an increase in overtly aggressive incivility. Hate imagery or slurs as well as ripped posters were more prevalent suggesting that perpetrators of intolerance are emboldened to be more overt. We will work to address this more directly in our civility expectations to start the school year and will think carefully about training of first responders to these acts of aggression (RAs, Campus Safety, supervisors, etc).
- We were pleased to see a decrease in classroom bias with only two reports received. It's our hope that previous year's Fall Faculty Conference, the work of the Intercultural Fluency Committee and the Faculty Committee on Diversity's work is helping contribute to a positive classroom environment.

2017-18 N= 26 reports online, ORL reports, DOS reports (2 classroom; 24 out of class)	Race/ethnicity	Gender	LGBT TGNC	Religion	Politics	International	SES	Ability
Classroom/faculty		1					1	
Classroom/peers								
Out of class/peers known	1		2	1		1		
Out of class/peers unknown	5		1	2	1	1		
Out of class/staff	5	3	1				1	1
2016-17 N= 22 reports online, ORL reports, DOS reports (7 classroom; 15 out of class)								
Classroom/faculty	2		2	1		1		
Classroom/peers	1							
Out of class/peers known	3	1	1	2	3			

Out of class/peers unknown	1			5				
Out of class/staff	1	2						
2015-16 N=7								
Classroom/faculty	1		2					
Out of class/unknown	1		1	1				
Out of class/known	1							
2014-15 N=17								
Classroom/faculty	3	1		1		1		
Classroom/peers								
Out of class/peers known	3		1			1		
Out of class/peers unknown	3	1		1				
Out of class/staff								

Goals 2018-19:

1. Continue to explore the development of an institutional values statement around diversity as a potential tool for addressing bias when incidents occur.
2. Continue to explore developing a restorative justice process and/or inter-group dialogue practice that allows for the community to more effectively address bias that occurs on campus.
3. Review the results of the HERI Diversity and Equity Survey and make recommendations.
4. Continue to education staff and faculty about implicit bias.

D: Recruit and Retain a Diverse Student Body

The University's 2018 entering students of color representation is 25% (a 4% increase from 2017 and 2016). International student representation is 8% (22 enrolled students), which has continued to decrease since 2016 due to changes in geo-political climates, especially in China. Our first Posse cohort joined us in 2017.

III.D1: Recruitment benchmarks

The University's recruitment outcomes concerning students of color and international students may be accessed via the following links:

IWU Fact Book: <https://www.iwu.edu/institutional-research/factbook/>

First-time, First-year Student Characteristics:

https://www.iwu.edu/institutional-research/factbook/adm2_iwu_fb1718.pdf

Enrollment: https://www.iwu.edu/institutional-research/factbook/enr1_iwu_fb1718.pdf

III.D2: Positive Climate: Retention and Graduation Rates:

First-time, First-Year to Sophomore Retention Rates by Race/Ethnicity and Gender:

The University's percentage of students of color (new entering and total) has increased from 18% to 21% in 2017, with Hispanic students having the largest representation at 8%. The percentage of international students at IWU has decreased to 8% from 9% over the past year, a significant portion of IWUs' student body. First-year to sophomore retention rates for the 2016 cohort remained relatively high overall (89%), with some positive and negative fluctuations between groups as compared with the 2015 cohort. Hispanic and White students were the only racial identity groups below that average with 88% retention rates.

https://www.iwu.edu/institutional-research/factbook/ret1_iwu_fb1718.pdf

https://www.iwu.edu/institutional-research/factbook/ret2_iwu_fb1718.pdf

Six-Year Graduation Rates by Race/Ethnicity:

The overall six-year graduation rate for the 2011 cohort (78%) was three percentage points lower than the 2010 cohort (81%). This decrease was reflected in a few groups including Native American, Asian, White, and students of unknown race/ethnicity. The six-year graduation rate for students of color are as follows (using the 2011 cohort): Black = 65%; Native American = 75%; Asian = 85%; Hispanic = 74%; Multi Racial = 100%; White = 80% (for context).

https://www.iwu.edu/institutional-research/factbook/ret3_iwu_fb1718.pdf

III.D2: Positive Climate: Pre-orientation Programs and Targeted Welcome/Inclusion Events: Three dynamic pre-orientation programs exist to sustain an inclusive campus community and assist with retention: Pre-orientation for Students of Color, International Student pre-orientation, and Engaging Diversity. The International Roommate Connections program was paused this year due to staffing and we will re-evaluate our approach for the future. Although these programs are transition programs focused on support and retention, they also collaborate to create an inclusive environment and facilitate connections across underrepresented groups. For MALANA Pre-Orientation, it is important to recognize the diversity within that program: 42% Latinx/Hispanic, 30% Black/African-American and 23% Asian. The MALANA pre-O program remains disproportionately women (72%).

Additionally, there were two welcome receptions for underrepresented groups: The Fruit Mixer (LGBQA/TGNC) and the ODI Welcome Back Social reception. Both events feature networking among students, faculty and staff. Turning Titan Orientation changed the diversity-focused event for all students to a student-led panel featuring a mix of personal narrative and community expectations.

The Office of Diversity and Inclusion added a first year Peer Mentoring Program in 2017-18. Thirty-seven new students elected to be paired with upper-class mentors and 24 pairs met regularly. Program structure was mostly social networking and adjustment to college.

Also new this year was the Unity Gala, sponsored by students, ODI and the Black Faculty and Staff Association. Over 400 students, faculty, staff and alumni participated in a fun-filled evening of food and dancing. The purpose of the Gala was to celebrate the contributions of multicultural groups and individuals and to create a fun social environment for students. The energy was contagious as students shared formal attire through a sponsored swap shop and enjoyed a fun evening of dancing.

Multicultural Graduation allows us to celebrate the IWU experiences of seniors. Forty-three students of color were recognized during Multicultural Graduation (compared to 27 in 2017).

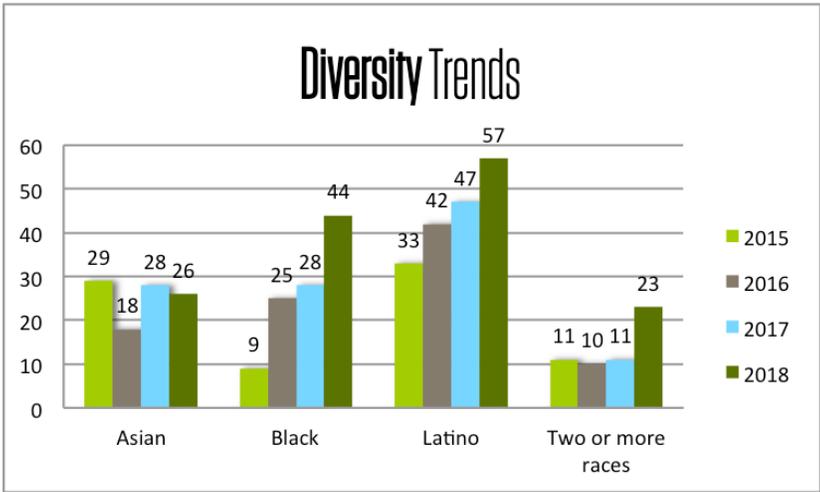
III.D2: Positive Climate: Accessibility of services to underrepresented students: Several departments regularly review services for students of color (SOC) and/or international students to ensure that we are reaching all students for services and support. The overall percentage of students of color and international students on campus is 27%.

- Greek life: Fraternities report 19.4% students of color and international students (up from 15%); sororities report 25.6% (up from 18.5%); total Greek membership is 22.9% SOC/International (up from 16.4%). The numbers of students participating in Greek Life by race are as follows: African-American – 10, Asian – 26, Hispanic/Latino – 43; Multi Racial – 9; International – 9. Sororities have consistently worked to improve the diversity of membership, up from 15% in 2015-16 and very close to mirroring the campus demographics.
- Residence Life: ORL student staff racial/ethnic diversity was approximately 40% (14% Asian, 14% African American, 8% International; 8% Multi Racial). Notable is the lack of Hispanic/Latinx RAs given that population's size in our student body.
- Hart Career Center reports seeing 55% women. Eighteen percent of appointments were with students of color, while 12% of appointments were with international students.
- Counseling and Consultation Services reported 61% women, 16% LGBT TGNC, 14% registered with disability services, 8% Hispanic/Latino, 13% Asian/Asian-American (up from 7%), 7% Multi Racial, 4% African American (down from 15%), 7% International, and 20% first generation. CCS is concerned about the decline in participation by African-American students and will create outreach efforts for this demographic of students.
- Health Services: Arnold Health Services served 64% women, 10.1% International students, 11% Asian students, 6% African-American students, 7% Latino/a, and 5% Multi Racial students.

III.D2: Positive Climate: Low Socioeconomic (SES) students and availability of financial aid: Changes to discounting for the 2018 new student recruitment year increased need-based aid for several income bands that most directly affect diversity. The University's need-based financial aid awarding structure allows for a contingency budget for students who have particular needs outside of the standard awarding opportunities. The committee review of these requests takes diversity into high consideration when making award adjustments.

III.D2: Positive Climate: Recruitment Initiatives: Throughout the recruitment process, we are following best practices as outlined in the Jack Kent Cooke Foundation's "Opening Doors: How Selective Colleges and Universities Are Expanding Access for High-Achieving, Low-Income Students." Some of the highlights include making sure the true cost

of attendance after financial aid, paying for low-income students to visit campus, ensuring we're cognizant of marketing materials as representative of diversity and allowing for lower standardized test scores for diverse students if other aspects of the application are of appropriate quality. The following table demonstrates the diversity increases of our incoming new students for the last four years:



Goals for 2017-18:

1. Continue to focus on diversity in recruitment using best practices. Expand intentional outreach to prospective students from diverse religious backgrounds.
2. Retention Task Force, sponsored by the President's office, will explore retention best practices, especially related to addressing concerns about underrepresented student retention.

E: Recruit and Retain a Diverse Faculty and Staff

The University's percentage of full-time staff of color (international and domestic diversity) has increased over the past four years from 13% to 15% in 2017. The University's percentage of full-time faculty of color in 2017 was 14%. IWU's percentage of international faculty fell from 9% to 7% over the past year.

The UCD's Hiring for Diversity Task Force drafted a set of recommendations for new full-time faculty hires. These procedures must be used by all departments launching full-time tenure-track and visiting faculty searches in 2018-19. This will be the second round of beta-testing, since preliminary recommendations were run on a trial basis for the two national searches conducted in 2017-18 (in Accounting and in Computer Science). Feedback from the 2017-18 search processes was important in refining the current draft. The searches conducted in 2017-18 were somewhat atypical in that faculty searches in these disciplines are very much constrained by very small applicant pools -- most institutions feel they are fortunate if pools reach the double digits or mid double digits with regard to the number of applicants. In the Accounting search there were 12 applicants in all, and one of these was a candidate from a diverse background (African-American male). That applicant let the search committee know that he had already been hired before our application period had even closed. In the end, Accounting hired Maureen O'Brien into the permanent position. In Computer Science, the candidate pool numbered 38 applicants in which there were 16 candidates from Asian backgrounds, 12 from Middle Eastern backgrounds, and 2 from Hispanic backgrounds. Two Asian candidates and one white male candidate were brought to Bloomington for on-campus interviews. The two Hispanic candidates and all six women had accepted positions before we began the first stage in applicant reviews. In the end, the search was unsuccessful, and we will be searching again for a computer scientist in 2018-19.

Academic Affairs will be working with a group of Black IWU Alumni led by Princess Galloway to help us extend our search efforts to reach more candidates from diverse backgrounds. A list of all of the searches authorized for 2018-19 was shared with the alumni group, and the chairs of the search committees will be in touch with them as they plan and execute their searches.

Full-Time Staff by Gender and Race/Ethnicity:

<https://www.iwu.edu/institutional-research/factbook/stff-iwu-fb1718c.pdf>

Full-Time Instructional Faculty: Gender and Race/Ethnicity:

https://www.iwu.edu/institutional-research/factbook/fac_iwu_fb1718.pdf

III.E1: Diverse faculty and staff at various levels of responsibility:

2017-18 Senior-level Searches - There was one Vice President vacancy in the 2017-18 academic year. A national search was conducted with a campus process. Finalists included one woman and one man. Matt Bierman was selected after the competitive search process. The Associate Provost position was also filled this year after an internal search. Two women were finalists and Lynda Duke was selected after the competitive process. The Advancement Office was successful in recruiting and hiring Rosetta Clay, as Assistant Vice President for Engagement. Rosetta is an African-American woman with extensive background in alumni relations and annual giving and will actively represent the University in engagement opportunities on and off campus.

III.E2: Hiring for Diversity: The Hiring for Diversity Task Force meet on regular basis with their primary work focusing on a draft report addressing recruitment, hiring and onboarding strategies for a diverse workforce. An initial draft was shared, in the early spring semester, with the UCD, Staff Council and CUPP. These groups provided valuable feedback and their suggestions for change were incorporated. The recommendations in the report will be implemented for all full-time faculty searches in the 2018-19. Importantly, they include the use of Search Advocates on all hiring committees. In addition, all searches must be *active*, with an emphasis on recruiting rather than the more passive approach of simply posting job ads. Candidates must also include in their application materials a statement that conveys their understanding and commitment to inclusive excellence (and any relevant experience). Search committees must draft a rubric for the evaluation of candidates in advance of posting the job announcement. The rubric must be employed at all stages of the search, and search committees will be asked to submit their report and search findings using the rubric to provide evidence for their outcomes. The Task Force is completing the remaining sections of the report and will ask the above listed groups to again provide feedback throughout the coming academic year as new hiring procedures become fully adopted. A final report draft is included in the Appendix.

In addition to the work of the Hiring for Diversity Task Force, the IWU faculty adopted in 2016-17 a new policy allowing for the provost to hire of a person who would add to the racial and ethnic diversity of the faculty without the need to go through the normal process for requesting a new faculty line. (In the past, such policies were often called “opportunity hires,” but this language is no longer in use across academia.) In the 2017-18 academic year, this new policy enabled us to hire an African-American woman to the faculty in the School of Nursing. The provost remains vigilant for other opportunities to use this policy to make strategic gains in diversifying the IWU faculty.

Goals for 2018-19:

1. Demonstrate commitment to the diversification of faculty and staff through improved diversity of applicant pools, intentional recruitment efforts and appropriate resources to yield diverse candidates using new search procedures.

2. Solidify the search advocate program within Human Resources.

F. Involve Constituencies that Represent Diverse Groups

III.F1: Alumni initiatives: The Office of Alumni Relations and the Alumni Association Board of Directors is strongly committed to diversity by connecting students, including those from underrepresented groups, to alumni through programs specifically targeted to facilitate conversations about current issues and to collaborate on solutions. In addition to programming throughout the year, each alumni group incorporates an opportunity for connection and support during our annual Homecoming weekend. The Network (aka the Minority Alumni Network) and the PRIDE Alumni Community (PAC) both sponsor events at Homecoming. One crucial element to each of these alumni groups is the student scholarship component. Alumni are encouraged to participate in The Wesleyan Fund for Annual Giving in order to provide scholarship support for our diverse students. Under development are administrative mechanisms to record, recognize, and motivate engagement in diversity efforts through annual alumni awards, speaking opportunities, networking events and mentoring. Alumni remain frustrated with the lack of POC among our faculty. We must continue to communicate with our alumni about our opportunities and challenges and commitment to being the campus that we aspire to be. We truly value their mentoring and support of our growing diverse student body. In 2017-18, due to the success of the Homecoming theme, Titans Around the World, the Alumni Association formed the International Alumni Network. This is being led by new alumni association board member, Teddy Petrova '10, and co-chaired by Faizal Chaudhury '96. The primary goal of the IAN is for international alumni (those who came to Illinois Wesleyan as international students) to support current students with job searches, interviews and networking. Secondary goals include international alumni supporting each other through networking and social interaction and events; international alumni supporting recruitment efforts to attract international students to Illinois Wesleyan; and providing international alumni with access to highly qualified, entry-level talent for their organization.

III.F2: Student-focused partnerships: There are several diversity-related programs that connect students with alumni and community members in meaningful ways. The Council for IWU Women and the Pride Alumni Network consistently connect with students at their annual Summits. The Minority Alumni Network (MAN) hosted a summer picnic that included new and current students in the Chicago area and a Homecoming reception which also fostered student-alumni connections. This year we will also add additional alumni connections for our international student population. The Alumni Association Board of Directors also met with POSSE students at a luncheon to welcome them to the alumni association.

Goals for 2018-19:

1. Continue to work to connect with minority alumni and communicate campus diversity initiatives.
2. Continue to develop the International Alumni Network by cleaning the data for our international alumni and working to connect international alumni and students at Homecoming and a winter event in Chicago.
3. Continue to develop programming with the Pride Alumni Community, inc Homecoming and regional activities.
4. Continue to identify fundraising priorities related to diversity initiatives: POSSE, SEP funding, Promise Scholarships, course development funds (III.B1), speakers funds (III.B1)

Conclusion:

In our fourth year of producing this report, we believe our strengths are in co-curricular educational offerings and support services regarding diversity. Unfortunately, our lack of faculty diversity severely hinders progress in creating the intellectual environment we desire. Although we continued to address needs and concerns across the University, we also focused heavily on hiring for diversity and addressing system and personal bias. The information in this report suggests there is much to celebrate in our commitment to diversity and the work that was done this year, and yet, we know that there are campus climate issues that we demand persistent efforts to create our desired community.