

IWU 2020: Diversity 2014-15 Progress Report Executive Summary

Much progress was made on our diversity commitments in 2014-15. 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. The University Council on Diversity was reconfigured to focus energy and allow for greater outcomes.
- b. Office of Diversity and Inclusion was rebranded.
- c. President Wilson and other senior campus leadership made frequent public mention of diversity commitments.
- d. Walls and Bridges intellectual theme and the 3D Thursday series provided a strong framework for discussion. Convocations featured racial, gender, and religious diversity in both content and speaker selection.
- e. Counter-space for underrepresented groups was improved with the Office of Diversity and Inclusion, Multi-faith prayer space, Rainbow floor and Shirk gender inclusive locker room.

B. Educate for Diversity and Social Justice:

- a. Faculty Committee on Diversity (FCD) developed a set of action steps to guide their work inside the classroom.
- b. Over 70 co-curricular programs provided students with the opportunity to develop awareness and understanding as well as communication and leadership skills.

C. Develop and Sustain an Inclusive Campus Climate:

- a. Thirteen professional development sessions were offered this year for faculty/staff to enhance their understanding of diversity.
- b. International students and their experiences academically and co-curricularly received significant attention due to the growth in this population.
- c. Thirteen bias incident reports (8 out-of-class, 5 in-class) were received and addressed in appropriate ways.
- d. Three campus climate surveys were conducted regarding race/ethnicity, sexual assault, and religious and spiritual climate.

D. Recruit and Retain a Diverse Student Body: MALANA representation is 18% (an increase at IWU, but still lower than our peers). International student representation is 8% (increase from 4% in 2012 and on-par with peers). Retention of MALANA students by race remains lower than white student retention. MALANA graduation rates by race are consistent with peer institutions, but continue to be lower than our white student rates. First generation activities increased this year, including a welcome reception for first gen students.

E. Recruit and Retain a Diverse Faculty and Staff: MALANA faculty representation is decreasing and remains at the bottom of our peer group. MALANA staff representation is 12% and above the median of our peer groups.

F. Involve Constituencies that Represent Diverse Groups: Homecoming activities support alumni from underrepresented affinity groups (Minority Alumni Network, Alumni PRIDE Alliance). Several additional events are held annually including MAN summer picnic, the Council for IWU Women's summit and the PRIDE summit.

Diversity Goals for 2015-16

Sustain a Commitment to Diversity

1. Align our web messages to match our commitment to diversity. As we continue to strengthen our commitment to diversity, our web presence (photos, video, and story content) need to continue to reflect that commitment. Our website related specifically to diversity (www.iwu.edu/diversity) will be revamped in summer, 2015.
2. Improve administrative and support processes for transgender students transitioning while at IWU.
3. Explore improving community space for MALANA students and multicultural student organizations (specifically the Multicultural House or a space like it).
4. Continue to improve content/format for this annual report regarding diversity initiatives.

Educate for Diversity and Social Justice

5. Develop programs focusing on disability/ability, men, bi-racial students, and men of color; these topics are lacking in our out-of-class programming.
6. Engage students in discussions around intersecting identities. Intersecting identities refers to the complexity of multiple identities of underrepresentation (for example: an African American, gay male will have several intersecting identities worthy of discussion and exploration).
7. Create and market a calendar of events related to diversity and inclusion to effectively promote opportunities and minimize over-programming.

Develop and Sustain an Inclusive Campus Climate

8. Review climate assessments for race/ethnicity, spirituality, and sexual assault; consider the collection of qualitative data elements to support and inform the quantitative information; make recommendations regarding action steps. Review Campus PRIDE index for improvements.
9. Review and enhance the international student experience and organizational supports to continue to meet our growing international population. (III.C2)
10. Consider expectations for faculty/staff regarding diversity-related professional development. Although voluntary diversity professional development is offered consistently, developing a culture where all faculty/staff regularly enhance their intercultural fluency is important.

Recruit and Retain a Diverse Student Body

11. Enrollment management will develop appropriate benchmarks for evaluating our recruitment efforts (including SES, first generation, etc). (III.D2)
12. Develop more systematic ways of tracking diversity beyond race, ethnicity, and gender. Institutionalize a definition of first generation and determine how to track key indicators in Banner. Explore collecting student demographic data around sexual orientation and gender identity.

Recruit and Retain a Diverse Faculty and Staff

13. Senior cabinet-level leadership reflects minimal diversity. A diverse pool of Presidential candidates is strongly desired by the campus community. (III.E1)
14. Campus hiring authorities will understand the value of hiring for diversity and will feel confident in their ability to recruit and retain a diverse staff (III.E2)
15. Develop a recruitment and retention plan for faculty diversity. (III.E2)
16. The effectiveness of the faculty-mentoring program in terms of retention has not been assessed. (III.E3)

Involve Constituencies that Represent Diverse Groups

17. Identify fundraising priorities related to diversity initiatives: SEP funding, course development/research funds (III.B1), speakers funds (III.B1)
18. Explore the creation of an alumni affinity group for international alumni.

Illinois Wesleyan University

IWU 2020: Diversity

2014-2015 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 2014-15 (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 (III.A3): The University Council on Diversity (UCD) is the visioning group of dedicated campus leaders responsible for assisting in advancing campus diversity initiatives. *IWU 2020* outlined a new organizational structure for the UCD which included two categories of sub-committees: educating for diversity (Faculty Committee on Diversity, Co-curricular Advisory Committee, and Intercultural Fluency Committee) and creating an inclusive environment (Campus Climate Assessment Committee, Policy and Protocol Review Committee, and Diversity Leadership Team). All sub-committees met this year and refined their mission, goals and objectives. Their work is represented throughout this report.

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 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. | Campus Climate Assessment Committee 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 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. | Policy and Protocol Review Committee 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. |
| Multicultural Fluency Committee 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. | Diversity Leadership Team Leadership group consisting of the leaders of all diversity-related RSOs, Senate, athletics, Greek life, multicultural educators, engaging diversity and RHA. This team of students helps the DOS keep her 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. As part of embracing a broad definition of diversity, the Office of Multicultural Student Affairs was re-branded to the Office of Diversity and Inclusion (ODI). This new office title reflects our understanding that diversity is a critical part of University life and inclusion is key to all students' success. Additionally, ODI coordinated programs for first generation students, women, and LGBTQ+ students through the lens of and with attention to critical intersections of identity. Where previously the office primarily emphasized race and ethnicity, the Office of Diversity and Inclusion supports a

broad definition of diversity. Additionally, the Chaplain's office intentionally creates opportunity for multi-faith and inter-faith exploration.

III.A2: Institutional Statements and Core Values: University Communications strives to accurately reflect the value the institution places on campus diversity through messaging and imagery. One of our five core messages is to communicate: *An engaged and welcoming community that values diversity in people, ideas and experiences.* This message helps to guide our selection of news stories; the stories, videos and images featured on our website; Admissions marketing materials; our internal *CampusWeekly* e-newsletter; and other University communications.

In 2014-15, President Wilson consistently listed the growth in diversity as one of the major accomplishments of his presidency. He provided remarks at the Lavender Graduation (LGBTQ+ celebration) and video remarks at the MALANA senior recognition event that expressed significant support of inclusive communities. <https://vimeo.com/130789319> The Walls and Bridges intellectual theme also provided many opportunities for the President and other campus leaders to emphasize diversity, inclusivity, and community. The Chaplain's office created a video to further explain the value of interfaith activities at IWU. <https://vimeo.com/129057774>

Press releases and stories consistently represent diverse students, faculty and staff. Several news stories highlighted the broad definition of diversity including: "International Students Offer Language Experience to Local Sixth Graders" (international), "Council on IWU Women Awards Four Scholarships" (gender), "Woodstein '15 Pens, Produces Independent Play" (mental health/LGBT). The IWU Magazine featured a story on first generation students and sexual assault initiatives on campus. (Addendum: news release summary)

Significant efforts were also made this year to offer diverse images in the *Consent is Sexy* sexual assault awareness campaign. Although this campaign focused on preventing sexual assault, it was widely embraced for the diversity of images used in the marketing campaign. Race/ethnicity, gender, and sexual orientation were all incorporated seamlessly to engage a broader conversation about assault. This campaign established a new standard for representing diversity in campus marketing. (<https://www.iwu.edu/notalone/consent-is-sexy.html>)

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 reading selection was *The Madonnas of Echo Park* by Brando Skyhorse. Speaking at President's Convocation, Skyhorse's remarks were informed by his Native American and Latino heritage, and the text challenged readers to think critically about the experience of Hispanic, Latino/a and Chicano/a people at interesting intersections of race, language, culture and class. The Founder's Day convocation featured Anita Lobel, a Jewish woman, Holocaust survivor and children's book illustrator. Our Commencement speaker was an accomplished female alum, Judge Elizabeth Robb. The ARC-sponsored Martin Luther King, Jr. Teach In focused on the Voting Rights Act and its impact on marginalized groups.

III.A2/II.E1: Facilities and Counterspace: Four improved physical spaces this year helped to advance our commitment to diversity and inclusion. The Office of Diversity and Inclusion received a minor makeover by re-imagining the office space in Holmes Hall. The office now includes a warm, open lounge where students socialize, study, and plan activities with staff more frequently. The Chaplain's office also led an initiative to renovate the meditation room in the Memorial Center into a Multi-faith Meditation Room. With the help of donor funds (Sharon Merwin), renovation occurred in the summer, 2015, and the space will be dedicated in August, 2015. The Office of Residential Life and the IWU PRIDE Alliance worked together to develop the Rainbow Floor, a gender-inclusive, living-learning program focused on LGBTQ+ identity development and educating for social justice. Finally, the addition to the Shirk Center will include a gender inclusive locker room space and attention to individual privacy in new team locker rooms to support the involvement of trans athletes.

Goals for 2015-16:

1. Align our web messages to match our commitment to diversity. As we continue to strengthen our commitment to diversity, our web presence (photos, video, and story content) needs to continue to reflect that commitment. Our website related specifically to diversity (www.iwu.edu/diversity) will be revamped in summer, 2015.
2. Explore improving community space/counterspace for MALANA students and multicultural student organizations (specifically the Multicultural House or a space like it).

3. Improve administrative and support processes for transgender students transitioning while at IWU.
4. Continue to improve content/format for this annual report regarding diversity initiatives.

B. Educating for Diversity and Social Justice

III.B1: Inside the Classroom: The Faculty Committee on Diversity (Nawaraj Chaulagain, Daynali Flores-Rodriguez, Carole Myscowski, Kristine Nielsen, and April Schultz) has undertaken a review of the current state of affairs and developed a set of recommendations to improve efforts in this area including:

1. Reorganizing and expanding diversity resources on academic websites
2. Offering annual workshops for faculty on diversity
3. Surveying faculty and students for suggestions on how to better “infuse diversity” into the curriculum
4. Creating a training module for diversity on the model of our new Title IX training
5. Preparing a handbook for faculty on diversity issues related to their work
6. Creating a Diversity and Inclusion Certificate program
7. Subscribing the university to the National Center for Faculty Development and Diversity to access their resources

III.B2: Outside the Classroom: Michael Brown (youth shot by police in Ferguson, MO, just outside St. Louis), the Oklahoma University fraternity racial incident, the signing of the Indiana religious freedom law, Caitlyn Jenner’s gender transition and other national discussions shaped and reflected campus initiatives and discussions. Over 70 co-curricular programs provided students with the opportunity to develop awareness and understanding, communication skills and leadership skills for living and leading in a diverse world

1. Student Affairs launched a collaborative series called 3D Thursday: Diversity, Dignity and Dialogue that was widely supported by students, faculty and staff. 3D provided weekly programs discussing a broad definition of diversity in a variety of ways.
2. The 3D kick-off speaker was Valerie Kaur, inspirational interfaith and social media activist.
3. In response to Mike Brown and other similar racial incidents, ODI sponsored a town hall meeting and students later sponsored a die-in to raise awareness. Bloomington Police Chief Brendan Heffner joined us for the town hall meeting.
4. Collaborative partners, funded by campus Mellon grant resources (Re-Centering the Humanities grant), hosted the TRANSVOICES speaker series featuring Christina Kahrl, a trans sports writer.
5. The Center for Human Rights and Social Justice sponsored the Human Rights Workshop featuring activist and alum Charlene Caruthers, the Student Undergraduate Research Workshop with a theme of human rights and free expression, and the John Sayles Film Fest.
6. The Chaplain’s office initiated ReligiosiTEA, a regular series focused on interfaith dialogue and continued strong support of holiday traditions with a Kwanzaa dinner, Hanukkah dinner, and an expanded Light the Night celebration.
7. Men’s outreach is beginning to grow through connections with Extraordinary Ordinary Men (Bloomington-Normal non-profit) and masculinities work around sexual assault (Dicktations performance).
8. ODI also sponsored “First Friday” community building events at the Multicultural House in order to support students socially.

Categories of topics covered are highlighted below.

| Category | Number Sponsored | # of Participants | Example Programs |
|-------------------|------------------|-------------------|--|
| General Diversity | 22 | 600+ | #Here@IWU, Cross Cultural Connections Halloween, First Human Rights Workshop, Engaging Diversity |
| Race/Ethnicity | 16 | 500+ | Civil Rights Talk, El Baile, African Cultural Night, Ferguson Talk, etc. |
| Faith | 10 | 500+ | Valerie Kaur, Light the Night, Diwali |
| Sexuality | 12 | 300+ | Cristina Kahrl, Jen Kober, Drag Ball, Trans-day of Remembrance |
| Gender | 8 | 200+ | Dicktations, Women’s Panel |

Goals for 2015-16:

1. Develop programs focusing on disability/ability, men, bi-racial students, men of color, and middle sexualities; these topics are lacking in our out-of-class programming.
2. Engage students in discussions around intersecting identities. Intersecting identities refers to the complexity of multiple identities of underrepresentation (for example: an African American, gay male will have several intersecting identities worthy of discussion and exploration).
3. Create and market a calendar of events related to diversity and inclusion to effectively promote opportunities and minimize over-programming.

C. Develop and Sustain an Inclusive Campus Climate

III.C1: Faculty and Staff Education and Training: Diversity and inclusion educational opportunities occurred in many ways this year. On average, diversity-related professional development was offered monthly during the school year (13 total sessions were offered). With the growth in our international student population, faculty and staff identified the need to continue to grow in our understanding of their experiences.

Professional development included: staff retreat on intercultural communication (student affairs), counseling Chinese students (counseling and consultation services), understanding China (student affairs, faculty), cultural differences regarding plagiarism (open faculty), racial/ethnic identity development (open faculty and staff, nursing faculty), intercultural communication and culture shock (Mellon Center/International Office – Stella Ting Toomey; open faculty and staff), sexual assault initiatives update (faculty, Board of Trustees), multi-faith prayer space development (faculty, Board of Trustees), online sexual assault training (all employees). Overall, faculty and staff show a growing commitment to learning about diversity and strengthening our intercultural fluency.

III.C2: International Students: A group was formed during the summer of 2014 to identify ways in which the university can better support international students on campus. Its membership included staff from Admissions, Student Affairs, Advising, Academic Affairs, the International Office, and faculty. Some new initiatives include:

1. ESL services were co-located with the Writing Center in the Ames Library.
2. Teodora Nikolova expanded her training for peer writing tutors who work with students for whom English is not a first language.
3. Stacey Shimizu developed a suite of interactive resources through Moodle to help incoming international students prepare for their transition to the U.S. and our campus.
4. Orientation for international students was restructured to accommodate the increased number of participants and to integrate more of their activities with those of domestic students.
5. Efforts are being made to more evenly distribute international students across sections of the Gateway seminars to allow faculty to adequately support students who may need additional support with their writing.
6. International students were allowed to stay in residence halls during the breaks, and some programming was provided for them during these periods.
7. Roommates of new international students were offered a pre-orientation program to assist with intercultural communication and finding the balance between roommate and ambassador.

Among the many international curricular and co-curricular programs on campus, the visit of students and faculty from Beijing Union University was particularly successful. In addition to the programs this group presented on campus, the visit allowed our own Chinese students to take leadership roles as hosts and translators throughout the visit.

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.

- In 2014-15, we received 13 bias incident reports through online reporting.
- Of the 13 incidents, the bias was directed at race (7), gender (5), international status (2), faith/secular identity (1), and sexual orientation/identity (1).

- Eight of these were out-of-class issues: vandalized posters, epithets written on whiteboard or spoken between students, and students who felt demeaned by peers based upon their heritage and/or status. When the perpetrator was known, staff from Student Affairs followed up with appropriate sanctions, educational responses and/or appropriate institutional committees discussed the issues (Council on Religious Life, Sexual Assault Task Force, Student Senate, etc).
- Five Bias Incident reports were connected to the classroom. These included the use of prejudicial language within the classroom, discussion of sensitive topics for which students believed a trigger warning was appropriate, a student born in the U.S. who was asked by a faculty member if she was seeking ESL support, and a student who believed she was being treated differently from majority students. In each case where the faculty member was identified, the Provost followed up with the faculty member and/or department chair to discuss the issues raised in the Bias Incident reports with the intention of using this feedback to foster a stronger atmosphere of inclusion in the future.

III.C4: Campus Climate: Three campus climate surveys were conducted this year by the Office of Institutional Research and Planning and Student Affairs: the HERI Diverse Learning Environments Survey, the HEDS consortium Campus Sexual Assault Climate Survey, and Campus Religious and Spiritual Climate Survey (Interfaith Youth Core). Survey results will be received in the summer/fall, 2015 and reviewed in 2015-16 with recommendations to the UCD from the Campus Climate Assessment sub-committee.

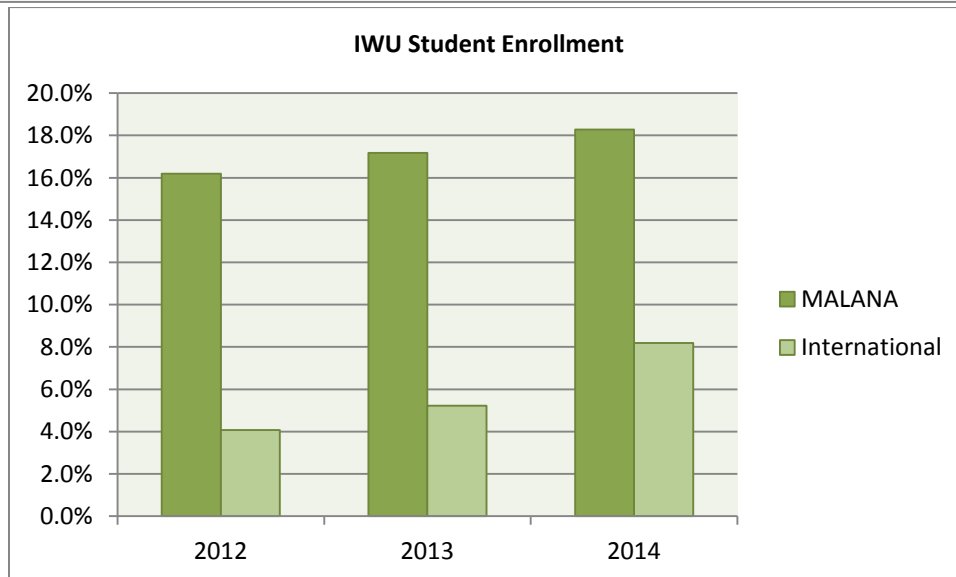
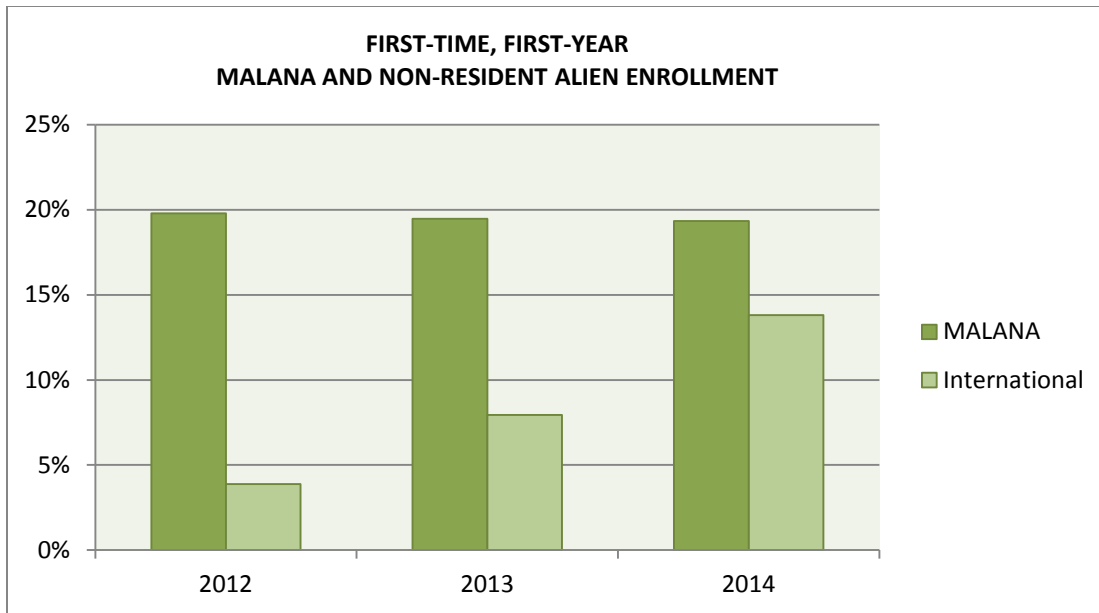
Several departments regularly review service to MALANA and/or international students. Fraternities report 14% MALANA and international student members; whereas sororities report 13%. ORL student staff racial/ethnic diversity is 46%. Hart Career Center reports seeing 61.3% women. Counseling and Consultation services reported 9% of their clients were international students (up from 4%), 26% MALANA. Encouragingly, sorority MALANA and international membership increased to 13% this year (compared to 10.5% last year); although the total diverse membership in fraternities and sororities is 13.4%, well below the campus average of 26%.

Goals for 2015-16:

1. Review climate assessments for race/ethnicity, spirituality, and sexual assault; consider the collection of qualitative data elements to support and inform the quantitative information; make recommendations regarding action steps.
2. Gathering demographic data around sexual orientation and gender identity to help articulate the experience and outcomes for LGBTQ+ students.
3. Review and enhance the international student experience and organizational supports to continue to meet our growing international population. (III.C2)
4. Consider expectations for faculty/staff regarding diversity-related professional development. Although voluntary diversity professional development is offered consistently, developing a culture where all faculty/staff regularly enhance their intercultural fluency is important.

D: Recruit and Retain a Diverse Student Body

Over the past three years, the University increased its entering Multi Racial, African-, Latin-, Asian- and Native American (MALANA) student figures to approximately 20% of the enrolling cohort. These sustained increases have resulted in an overall MALANA student representation of 18% (up from 14% in 2011). Although we are very proud of these increases, IWU is still below the median of its Peer/Aspirant Group. Over the same period, international student representation in the entering cohorts increased from 4% to 14%. International students now represent 8% of the University's entire student body (up from 4% in 2012). In 2014-15, significant increases in international enrollment placed IWU above and at the median of the Peer/Aspirant Group for first-time, first-year and total international students, respectively.



FTFY MALANA STUDENTS

| FALL | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------------------------|------------|------------|-------------|-------------|------------|
| IWU (73) | 16% | 18% | 20% | 20% | 19% |
| Augustana (105) | 12% | 17% | 22% | 22% | 21% |
| Carleton (8) | 22% | 23% | 22% | 27% | 23% |
| Denison (51) | 22% | 21% | 23% | 26% | 28% |
| DePauw (51) | 20% | 18% | 19% | 22% | 20% |
| F & M (37) | 14% | 19% | 19% | 20% | 23% |
| Kenyon (30) | 14% | 17% | 18% | 21% | 20% |
| Knox (81) | 22% | 26% | 27% | 35% | 38% |
| Lawrence (59) | 17% | 13% | 21% | 18% | 25% |
| Macalester (24) | 24% | 22% | 19% | 20% | 23% |
| Rhodes (54) | 16% | 19% | 18% | 20% | 23% |
| St. Olaf (54) | 15% | 15% | 16% | 16% | 18% |
| Wooster (69) | 17% | 19% | 18% | 16% | 22% |
| Mean | 18% | 19% | 20% | 22% | 23% |
| Median | 17% | 19% | 19% | 20% | 23% |
| Med. Differential | -1% | -1% | 1% | 0% | -4% |
| IWU % of Median | 94% | 95% | 105% | 100% | 83% |

MALANA = Multi Racial, African-, Latin-, Asian- and Native American.

MALANA STUDENTS

| FALL | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------------------------|------------|------------|------------|------------|------------|
| IWU (73) | 14% | 14% | 16% | 17% | 18% |
| Augustana (105) | 10% | 13% | 16% | 18% | 20% |
| Carleton (8) | 21% | 22% | 23% | 23% | 24% |
| Denison (51) | 18% | 19% | 20% | 23% | 24% |
| DePauw (51) | 17% | 18% | 18% | 19% | 20% |
| F & M (37) | 14% | 15% | 17% | 18% | 21% |
| Kenyon (30) | 15% | 15% | 17% | 17% | 19% |
| Knox (81) | 19% | 23% | 24% | 26% | 31% |
| Lawrence (59) | 14% | 13% | 14% | 16% | 18% |
| Macalester (24) | 20% | 20% | 21% | 21% | 21% |
| Rhodes (54) | 17% | 17% | 17% | 18% | 20% |
| St. Olaf (54) | 11% | 13% | 14% | 15% | 16% |
| Wooster (69) | 13% | 15% | 15% | 16% | 18% |
| Mean | 16% | 17% | 18% | 19% | 21% |
| Median | 15% | 15% | 17% | 18% | 20% |
| Med. Differential | -1% | -1% | -1% | -1% | -2% |
| IWU % of Median | 93% | 93% | 94% | 94% | 90% |

MALANA = Multi Racial, African-, Latin-, Asian- and Native American.

FTFY INTERNATIONAL STUDENTS

| FALL | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------------------------|------------|------------|------------|-------------|-------------|
| IWU (73) | 2% | 5% | 4% | 8% | 14% |
| Augustana (105) | 1% | 1% | 1% | 3% | 4% |
| Carleton (8) | 8% | 10% | 8% | 9% | 10% |
| Denison (51) | 4% | 7% | 6% | 7% | 8% |
| DePauw (51) | 12% | 10% | 10% | 8% | 5% |
| F & M (37) | 10% | 12% | 13% | 17% | 13% |
| Kenyon (30) | 3% | 3% | 6% | 5% | 5% |
| Knox (81) | 7% | 15% | 11% | 11% | 12% |
| Lawrence (59) | 10% | 6% | 9% | 12% | 10% |
| Macalester (24) | 12% | 14% | 13% | 12% | 14% |
| Rhodes (54) | 2% | 2% | 2% | 2% | 2% |
| St. Olaf (54) | 3% | 6% | 7% | 7% | 8% |
| Wooster (69) | 9% | 5% | 8% | 7% | 12% |
| Mean | 6% | 7% | 8% | 8% | 9% |
| Median | 7% | 6% | 8% | 8% | 10% |
| Med. Differential | -5% | -1% | -4% | 0% | 4% |
| IWU % of Median | 29% | 83% | 50% | 100% | 140% |

Non-resident aliens.

INTERNATIONAL STUDENTS

| FALL | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------------------------|------------|------------|------------|------------|-------------|
| IWU (73) | 4% | 4% | 4% | 5% | 8% |
| Augustana (105) | 1% | 1% | 1% | 2% | 2% |
| Carleton (8) | 8% | 8% | 8% | 9% | 9% |
| Denison (51) | 6% | 7% | 7% | 7% | 7% |
| DePauw (51) | 10% | 11% | 11% | 10% | 9% |
| F & M (37) | 9% | 9% | 10% | 13% | 14% |
| Kenyon (30) | 4% | 3% | 4% | 4% | 4% |
| Knox (81) | 7% | 9% | 11% | 11% | 13% |
| Lawrence (59) | 10% | 8% | 8% | 11% | 10% |
| Macalester (24) | 11% | 12% | 13% | 12% | 14% |
| Rhodes (54) | 4% | 4% | 3% | 3% | 3% |
| St. Olaf (54) | 3% | 4% | 5% | 6% | 7% |
| Wooster (69) | 6% | 6% | 6% | 7% | 8% |
| Mean | 6% | 7% | 7% | 8% | 8% |
| Median | 6% | 7% | 7% | 7% | 8% |
| Med. Differential | -2% | -3% | -3% | -2% | 0% |
| IWU % of Median | 67% | 57% | 57% | 71% | 100% |

Non-resident aliens.

First-year to sophomore retention rates for MALANA students significantly fluctuated from year to year in both race/ethnicity and gender. For example, the retention rates for African-American men and women this year (2013 cohort) were 100%, while the African-American men of the 2012 retained at only 73% (women = 100%). The retention rates for Hispanic men and women in the 2013 cohort were 82% and 81%, respectively. Last year, Hispanic men and women were retained at 78% and 70%, respectively. Conversely, white students maintained a retention rate of approximately 90% over the same periods. International students had overall retention rates of 98% and 100%. Comparative data elements concerning first-year to sophomore retention by race/ethnicity are not available. Please note that some of the figures in race/ethnicity categories are small, especially when examined at the gender level. Please interpret with caution.

IWU FIRST-TIME, FIRST-YEAR TO SOPHOMORE RETENTION RATES BY RACE/ETHNICITY & GENDER

| COHORT YEAR | 2012 | | | | | | | 2013 | | | | | | |
|--------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| RETURNING YEAR | 2013 | | | | | | | 2014 | | | | | | |
| | Chrt Men | Chrt Wmn | Actv Men | Actv Wmn | Rtntn Men | Rtntn Wmn | Rtntn All | Chrt Men | Chrt Wmn | Actv Men | Actv Wmn | Rtntn Men | Rtntn Wmn | Rtntn All |
| Race/Ethnicity | | | | | | | | | | | | | | |
| Non-resdnt. Alien | 10 | 9 | 10 | 9 | 100% | 100% | 100% | 19 | 22 | 18 | 22 | 95% | 100% | 98% |
| Black/Afr-Amr. | 11 | 17 | 8 | 17 | 73% | 100% | 89% | 7 | 18 | 7 | 18 | 100% | 100% | 100% |
| American Indian | 1 | 0 | 1 | 0 | 100% | | 100% | 0 | 0 | 0 | 0 | | | |
| Asian | 10 | 17 | 8 | 17 | 80% | 100% | 93% | 12 | 5 | 11 | 4 | 92% | 80% | 88% |
| Hispanic/Latino | 9 | 30 | 7 | 21 | 78% | 70% | 72% | 11 | 26 | 9 | 21 | 82% | 81% | 81% |
| White | 146 | 213 | 131 | 191 | 90% | 90% | 90% | 189 | 188 | 169 | 170 | 89% | 90% | 90% |
| Multi Racial | 0 | 2 | 0 | 2 | | 100% | 100% | 13 | 10 | 12 | 8 | 92% | 80% | 87% |
| Unknown | 10 | 5 | 6 | 3 | 60% | 60% | 60% | 3 | 4 | 3 | 4 | 100% | 100% | 100% |
| Total | 197 | 293 | 171 | 260 | 87% | 89% | 88% | 254 | 273 | 229 | 247 | 90% | 90% | 90% |

Definitions and Notes - 1) Chrt = cohort. 2) Actv = active. 3) Rtntn = retention rate. 4) The active students category does not include students on leave of absences, hence some minor differences from "official" retention rates.

Similar to the first-year to sophomore retention rates, the University's six-year graduation rates for MALANA students fluctuated between and within race/ethnicity categories. For example, the African-American graduation rate was 59% for the 2008 cohort, down from the 2007 cohort rate of 69%. Comparatively, the Hispanic graduation rate was 56% (2008 cohort), down from the 2007 cohort rate of 85%. The graduation rates for the 2008 and 2007 white cohorts were 82% and 79%, respectively, while the international students were 87% and 88%, respectively. Aside from the 2007 cohort, IWU's six-year MALANA graduation rates (combined) have been at or close to the median of the University's Peer/Aspirant Group.

IWU SIX-YEAR GRADUATION RATES BY RACE/ETHNICITY

| COHORT CLASS YEAR | 2006 2010 | | 2007 2011 | | 2008 2012 | |
|----------------------|--------------|------|--------------|------|--------------|------|
| Adjusted Overall | Chrt | % | Chrt | % | Chrt | % |
| | 552 | 82% | 538 | 78% | 562 | 81% |
| Non-resdnt. Alien | 13 | 85% | 17 | 88% | 31 | 87% |
| Black/Afr-Amr. | 33 | 67% | 29 | 69% | 34 | 59% |
| American Indian | 3 | 100% | 2 | 100% | 2 | 100% |
| Asian | 26 | 85% | 27 | 67% | 22 | 82% |
| Hispanic | 19 | 74% | 13 | 85% | 18 | 56% |
| White, Non-Hspnc | 445 | 84% | 420 | 79% | 416 | 82% |
| Multi Racial | 1 | 100% | | | 1 | 100% |
| Unknown | 12 | 75% | 30 | 77% | 38 | 90% |

Definitions and Notes - 1) MALANA = Multi Racial, African-, Latino-, Asian-, and Native American students. 2) Chrt = cohort.

6-YEAR MALANA GRADUATION RATE

| COHORT | 2003 | 2004 | 2005 | 2006 | 2007 |
|--------------------------|-------------|------------|------------|-------------|------------|
| IWU (73) | 83% | 74% | 71% | 76% | 72% |
| Augustana (105) | 71% | 76% | 71% | 63% | 62% |
| Carleton (8) | 87% | 92% | 92% | 94% | 89% |
| Denison (51) | 80% | 81% | 74% | 74% | 86% |
| DePauw (51) | 73% | 70% | 83% | 64% | 67% |
| F & M (37) | 71% | 76% | 74% | 83% | 83% |
| Kenyon (30) | 90% | 78% | 86% | 84% | 92% |
| Knox (81) | 53% | 71% | 85% | 73% | 73% |
| Lawrence (59) | 88% | 56% | 53% | 64% | 83% |
| Macalester (24) | 80% | 85% | 84% | 92% | 81% |
| Rhodes (54) | 87% | 78% | 66% | 81% | 76% |
| St. Olaf (54) | 82% | 78% | 78% | 85% | 89% |
| Wooster (69) | 69% | 74% | 68% | 65% | 61% |
| Mean | 78% | 76% | 76% | 77% | 78% |
| Median | 80% | 76% | 74% | 76% | 81% |
| Med. Differential | 3% | -2% | -3% | 0% | -9% |
| IWU % of Median | 104% | 97% | 96% | 100% | 89% |

MALANA = Multi Racial, African-, Latin-, Asian- and Native American.

III.D2: Positive climate: Pre-orientation Programs and Targeted Welcome Events: Four dynamic pre-orientation programs exist to sustain an inclusive campus community and assist with retention: MALANA pre-orientation, International Student pre-orientation, Engaging Diversity, and International Connections, a new program for the domestic roommates of new international students. 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. Additionally, there were two welcome receptions for underrepresented groups: Conexiones and a first generation student reception. Both events feature networking among students, faculty and staff. During Turning Titan, a session called “Keeping It Real” was added specifically to address a broad range of diversity-related topics. The session was interactive and allowed students to talk in small groups about their experiences with diversity.

Recruitment personnel: Two individuals were hired this year to continue to assist with recruitment of international and Latino/a students (Adam Guo and Melissa Ramirez). Additionally, Robyn Walter joined the International Programs office to assist with international transition and success.

Goals for 2015-16:

1. Enrollment management will develop appropriate benchmarks for evaluating our recruitment efforts (including SES, first generation, etc). (III.D2)
2. Develop more systematic ways of tracking diversity beyond race, ethnicity, and gender. Institutionalize a definition of first generation and determine how to track key indicators in Banner. Explore collecting student demographic data around sexual orientation and gender identity.

E: Recruit and Retain a Diverse Faculty and Staff

The University’s full-time instructional MALANA faculty representation currently stands at 10%, down from 12% in the fall of 2010 (Share actual numbers, not just percentages). Comparatively, IWU is at the bottom of its Peer/Aspirant Group. Eight percent of the full-time instructional faculty members are international. The international figures do not include a number of faculty members who were born outside the United States and are now permanent residents. The total number of full-time faculty from other countries is approximately 16%.

The University’s full-time MALANA staff representation currently stands at 12%, up from 9% in the fall of 2010. Comparatively, IWU is well above the median of its Peer/Aspirant Group. There are currently no international representatives (non-resident aliens) on the staff.

| Total Staff | Ethnicity | | Race | |
|-------------------------|-----------|---------|------|---------|
| A - Asian | 1 | 0.38% | 1 | 0.38% |
| B - African American | 12 | 4.53% | 12 | 4.53% |
| H - Hispanic | 14 | 5.28% | 14 | 5.28% |
| M - Mixed Race | 12 | 4.53% | | |
| W - White, Non-Hispanic | 226 | 85.28% | 226 | 85.28% |
| | 265 | 100.00% | 265 | 100.00% |

| Exempt | Ethnicity | | Race | |
|-------------------------|-----------|---------|------|---------|
| A - Asian | 0 | 0.00% | 0 | 0.00% |
| B - African American | 4 | 3.60% | 4 | 3.60% |
| H - Hispanic | 5 | 4.50% | 5 | 4.50% |
| M - Mixed Race | 6 | 5.41% | | |
| W - White, Non-Hispanic | 96 | 86.49% | 96 | 86.49% |
| | 111 | 100.00% | 111 | 100.00% |

| Nonexempt | Ethnicity | | Race | |
|-------------------------|-----------|---------|------|---------|
| A - Asian | 1 | 0.65% | 1 | 0.65% |
| B - African American | 8 | 5.19% | 8 | 5.19% |
| H - Hispanic | 9 | 5.84% | 9 | 5.84% |
| M - Mixed Race | 6 | 3.90% | | |
| W - White, Non-Hispanic | 130 | 84.42% | 130 | 84.42% |
| | 154 | 100.00% | 154 | 100.00% |

A University Women's Coalition for faculty and staff women was formed this year with volunteer leadership. Activities included a reading group, several discussion groups, socials and researching women's role in the University's history to develop a future mural.

Addendum reports: <https://www.iwu.edu/instres/factbook/>

Goals for 2015-16:

1. Senior cabinet-level leadership reflects minimal diversity. A diverse pool of Presidential candidates is strongly desired by the campus community. (III.E1)
2. Campus hiring authorities will understand the value of hiring for diversity and will feel confident in their ability to recruit and retain a diverse staff (III.E2)
3. Develop a recruitment and retention plan for faculty diversity. (III.E2)
4. The effectiveness of the faculty-mentoring program in terms of retention has not been assessed. (III.E3)

F. Involve Constituencies that Represent Diverse Groups

III.F1: Alumni initiatives: The Office of Alumni Relations 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 Minority Alumni Network (MAN) 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.

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 consistently connects with students at the annual Summit. The Pride Alumni Community also developed a Summit for LGBTQ+ students and alumni in 2014 that is expected to be held in even numbered years. We also partner with the Pride Employee Resource Group of State Farm Insurance to help provide LGBTQ+ mentors for our students who may want to talk about identity in the work world. 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. There were two new programs sponsored this year to connect students with diverse alumni: Mike Mason, Board of Trustees and alumni, spoke with MALANA students about his experiences in the FBI and with Verizon. The 3D Thursday series hosted a program on professional experiences for diverse students.

Goals for 2015-16:

1. Identify fundraising priorities related to diversity initiatives: SEP funding, course development/research funds (III.B1), speakers funds (III.B1)
2. Explore the creation of an alumni affinity group for international alumni.

Conclusion:

We are pleased to share this progress report regarding 2014-15 initiatives and are excited about future progress on our diversity commitments. Our new organizational structure and sub-committee work will allow us to be focused in our efforts and move initiatives forward with strong communication. We recognize the financial challenges facing the University and hope to continue collaborative, creative and resource-efficient ways to enhance our service to students and our community, while staying committed to inclusion as a core value worthy of our investment of time and money. Our financial resources are particularly challenging regarding diversifying the faculty and staff. The information in this report suggests there is much to celebrate in our commitment to diversity, and yet, we know that there are campus climate issues that we must be persistent in addressing to create our desired community.