

IWU 2020: Diversity 2018-19 Progress Report Executive Summary of Goal Status

Much progress was made on our diversity commitments in 2018-19. 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. Every campus department submitted department-level diversity action plans. Departments will be asked to report progress in Spring 2020.
- b. A Religious Accommodations statement was developed to support diverse worldviews and to recognize a variety of faith holiday observances.
- c. Martin Luther King, Jr. holiday recognition: The University will begin recognizing the Martin Luther King, Jr. federal holiday as a non-class day and will use that day as a professional development/service day for faculty and staff.

B. Educate for Diversity and Social Justice:

- a. Faculty developed and approved several new diversity-related majors/minors including American Cultural Studies with concentrations in African American Studies, Latinx Studies, and Native American Studies; Religious Diversity minor; minors in Italian and French/Francophone Studies with emphasis on cultural aspects.
- b. Course Development Grants (\$25,000) were awarded to faculty to develop assignments and courses in support of diversity and inclusion.
- c. The Inclusive Excellence Education Task Force (IEETF) developed recommended mandatory training for all students, faculty and staff. Will be implemented in Fall 2019.
- d. Co-curricular programming included 158 educational programs related to diversity/inclusion.

C. Develop and Sustain an Inclusive Campus Climate:

- a. HEDS Diversity and Equity Survey results were reviewed by the Campus Climate Assessment Committee and distributed to the Campus Community.
- b. Three consultants regarding diversity provided professional development for staff and faculty regarding action planning, cultural humility, and engaging religious diversity. A Behind Closed Doors diversity role-playing session (80+ attendees) allowed hands-on learning.
- c. Policy and professional development regarding supporting trans students was ongoing.
- d. Disability services: 146 students (8.6%) registered with 122 requesting academic accommodations; 447 exams were proctored. Medical single room requests increased from 10 (2017-18) to 18 (2018-19).
- e. Bias reports: 13 bias reports received; key issues included vandalism (poster defacement) and six classroom issues related to micro-aggressions and inclusion climate. These will inform developmental work moving forward.

D. Recruit and Retain a Diverse Student Body:

- a. New students of color increased from 29% in 2017 to 30% in 2018. Latinx students have the largest representation at 11%. International student representation is 3% (a steady decline in 2014).
- b. Retention for all students (FY-SO in Fall 2018) increased to 91%. Black student retention decreased from 93% to 80%, the lowest in a number of years. The Retention Task Force will study this trend more fully in 2019-20.
- c. Realigned resources to recruit an Outreach Coordinator to focus on recruiting and retaining underrepresented students.
- d. Facility improvements for the Chapel (Summer, 2018) and the Multicultural House (Spring, 2019) assist in creating positive inclusive spaces.

E. Recruit and Retain a Diverse Faculty and Staff:

- a. The Hiring for Diversity Task Force completed its report and the report was distributed to the campus community in Fall, 2018. Key recommendations included training and education regarding unconscious bias and inclusive search procedures including search advocates. Report is available in Appendix D: Inclusive Search Process.

F. Involve Constituencies that Represent Diverse Groups

Diversity Goals for 2019-20

There are many initiatives and goals occurring across campus in support of diversity and inclusion. We have been challenged to consider whether we should focus our goals to 1-2 key initiatives. For the UCD as a governing group, we will focus this year on contributing to the strategic plan, strengthening our best practices around recruiting for diversity and empowering the full community to contribute to inclusivity.

A: Sustain a Commitment to Diversity

- The UCD will actively engage the Strategic Planning process to ensure a strong commitment to inclusive excellence for the future of IWU. The UCD will support the Board of Trustees Diversity Initiatives Committee as they create a clear charter for Trustee-level engagement with diversity.
- The University will continue to identify processes and resources that enhance our ability to enhance racial/ethnic representatives among the faculty/staff. The Presidential Search Committee will include a search advocate and the search committee will understand the institutional goals related to diversity and inclusion.
- The University will develop several strong professional development experiences to enhance faculty and staff knowledge and skills related to diversity and inclusion, including a faculty-approved mandatory training (through Everfi) and the Martin Luther King, Jr. professional development day.
- The Campus Climate Assessment Committee will review HEDS Sexual Assault Survey results and make recommendations.

B: Educate for Diversity and Social Justice

- Co-curricular Programming Committee will develop learning outcomes for diversity and inclusion and begin assessment.
- The Faculty Committee on Diversity will continue to refine their mission/purpose/role.
- The IEETF.2 will implement mandatory training regarding inclusive excellence, including assessment and plans for year 2.

C: Develop and Sustain an Inclusive Campus Climate

- ODI will 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.
- The Dean of Students Office will continue to review policies and practices regarding support for TGNC students, related to name change, pronouns and other policies that make IWU a more trans-friendly campus.
- Disability Services and Residence Life will continue to assess how to meet the academic and housing accommodations needs of the growing population of students with disabilities. Explore additional testing space and the room assignments process for students requesting medical singles.

D: Recruit and Retain a Diverse Student Body

- ODI will successfully onboard the new Outreach Coordinator through the Office of Diversity and Inclusion, with a specific emphasis on recruiting and retaining Latinx students. We will assess successes in the first year of this position.
- The Retention Task Force in partnership with ODI will assess Black student retention through focus group discussions.
- Admissions will explore recruitment opportunities students of color/supporting their graduation success (Chicago Scholars?).

E: Recruit and Retain a Diverse Faculty and Staff

- Human Resources will lead efforts to more fully implement hiring best practices, including the search advocate program.

F: Involve Constituencies that Represent Diverse Groups

- Work to connect with historically marginalized alumni and communicate campus diversity initiatives.
- Expand programming with the Pride Alumni Community, MAN, CFW regional activities that is more frequent and activities to meet alumni in varying life phases (i.e. professional development, service, family, etc.).
- Continue developing the International Alumni Network by creating connections where they are and with students.
- Collaborate across affinity groups on events and programs as appropriate to foster greater engagement with other alumni.
- 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

2018-2019 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 work is represented throughout this report. (IIIA) In 18-19, the UCD also undertook work with the faculty handbook and election/appointment process to ensure that the appropriate subcommittees were regularly filled, so that more faculty on campus could be involved in our work, and to ensure shared governance. This enhanced faculty participation should begin Fall 2019.

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
Co-Curricular Advisory Committee Focus is on co-curricular initiatives.	Campus Climate Assessment Committee Charge is to assess the campus climate for target populations.
Intercultural Fluency Committee The purpose of IFC is to help faculty and staff develop knowledge, skills and abilities for educating and serving a diverse community.	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.
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.	Council on Inclusion and Awareness 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.
	Council on Religious Life The purpose of the Council on Religious Life is to protect, encourage, and support worldview diversity on campus and to monitor and discuss matters and programming pertinent to the religious and spiritual climate on campus.

Sustain a Commitment to Diversity

III.A2: Strong Institutional Statement of Core Values: The Office of Communications strives to demonstrate the value placed on campus diversity in representations of Illinois Wesleyan to all audiences and across all publicity channels. In our Be Breakthrough brand strategy launched in 2017, the messaging map includes statements of our supportive environment that fosters "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: In the strategic planning process underway through the summer and fall of 2019, a specific working group will be assigned to ensure that ideas arising in the overall process meet the higher-order goals of diversity and inclusive excellence. This structure was articulated by the representative Strategic Planning Coordinating Committee, chaired by the provost, a trustee and a faculty member.

The [President's Leadership Initiative on Inclusive Excellence](#) launched in Spring, 2018 comprises three priorities : 1) students, 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.

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 across all channels. A number of press releases and *IWU Magazine* articles distributed during the past year highlight a broad range of diversity efforts. A few examples are included in Appendix A.

Recognition of Martin Luther King Holiday: Historically, the University has maintained Martin Luther King, Jr. holiday as a "day on" for both classes and work with the hopes that a strong educational experience through the MLK Teach In would allow us to model a commitment to diversity. However, the failure to recognize the MLK holiday also speaks to our support for diversity. The campus-wide Calendar Committee entertained a request from the Student Senate with support from CUPP to designate the national MLK holiday as a non-class day. This request was approved. The University will remain open and sponsor a professional development and service day for all faculty and staff, but students will have a day off.

Religious Accommodations Statement: The Chaplain, the Council on Religious Life and CUPP worked collaboratively to approve the Religious Accommodations statement that outlines support for students celebrating religious and spiritual life holidays (both majority and minority worldviews).

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 *Becoming Nicole: The Transformation of an American Family*, by Amy Ellis Nutt. The book followed the lives of a Transgender girl (Nicole) and her family as they faced family struggles, and social and political obstacles while helping

Nicole live her own authentic life. Speaking at President's Convocation, Amy Ellis Nutt shared her process in writing the book including her relationship with Nicole and her family and what she learned about about the plight of transgender individuals in this country.

Again during the 2018-2019 academic year IWU had the opportunity to affirm its institutional commitment and values around diversity through hosting the annual Dr. Martin Luther King Jr. Teach-In on MLK Day. This year the Office of Diversity and Inclusion paired with the Peace Fellows in hosting the Teach-In, the theme for this year was Gender and Social Justice and included a keynote by IWU and former leader of Black Youth Project 100 Charlene Carruthers.

Additionally, our campus enjoyed several higher profile diversity related programs throughout the academic year, thanks largely to a community of offices and individuals committed to inclusion on campus. Some of these programs include cartoonish, musician, and social critic Keith Knight (Sponsored by Ames Library); Denice Froham (Sponsored by Hispanic Studies and other departments), and Step Afrika (Sponsored by Student Senate).

III.A2/II.E1: *Facilities and Counterspace:* Evelyn Chapel was renovated 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.

In an effort to support a broad range of events, Student Senate's Diversity and Inclusion Commissioner and other student leaders who frequently utilize the Multicultural House funded the renovation of the MC House. The plan included purchasing new, more versatile furniture, a conference table for meetings, new computer desks, and chairs, new kitchen appliances, new cookware, plates, pots, and pans, etc.

III.A4: *Campus Climate:* The Campus Climate Assessment Committee administered the HEDS Sexual Assault Campus Climate Survey for students. The Survey asks students about their perceptions of their campus' climate for unwanted sexual contact and sexual assault, their perceptions of how their institution responds to sexual assaults, and whether and how often they have experienced unwanted sexual contact or sexual assault. Results will be available in the fall of 2019.

Goals for 2019-2020

- Actively engage the Strategic Planning process to ensure a strong commitment to inclusive excellence for the future of IWU.
- The University will continue to identify processes and resources that enhance our ability to enhance racial/ethnic diversity among the faculty/staff.
- The Presidential Search Committee will include a search advocate and the search committee will understand the institutional goals related to diversity and inclusion.
- With the transition of the Martin Luther King, Jr. holiday to a non-class day, the University will develop a strong professional development experience to enhance faculty and staff knowledge and skills related to diversity and inclusion.
- Review HEDS Sexual Assault Campus Climate Survey results and make recommendations.
- Support the Board of Trustees Diversity Initiatives Committee as they create a clear charter for Trustee-level engagement with diversity.

Educating for Diversity and Social Justice

III.B1: *Inside the Classroom:* This year's Faculty Committee on Diversity (FCD) met twelve times. Primarily, FCD members reviewed diversity action plans submitted by academic affairs units.

With support from the Mellon Center, Chair Nillas continued to facilitate a monthly teaching circle on inclusive practices (7 participants Fall; 9 in spring). Discussions include topics on engaging students in difficult dialogues and sharing of interesting readings from different classes that engage students to critically examine issues of diversity in their disciplines. Beyond having time to share, reflect and explore, faculty members who participated in the teaching circle were interested to know more about addressing needs of underrepresented and marginalized students, connecting students within the classroom, addressing diversity issues outside the classrooms, and how to treat sensitive content-related issues.

In addition to regularly updating FCD's Moodle page on inclusive practices, feature articles and word for the month sections are included this year in the monthly FCD written report shared during faculty meetings. This task is done to make information sharing and materials accessible to all faculty members.

After preliminary conversations, we need to examine the structure of FCD in relation to other committees on campus. Connecting with other existing committees like UCD, IFC, CETAL, AELTF, IEETF, and FDC is deemed necessary. FCD does not see the need to duplicate the work of other committees and recognizes that examining the structure requires more time and discussion beyond this semester. In its current structure, FCD has no influence or resource to support initiatives to make IWU curriculum or teaching inclusive. FCD recommends to keep the old language for SY 2019-20. FCD will continue the discussion this Fall 2019 and submit a proposal to UCD detailing proposed refinement to the committee's structure and charge.

III.B1: *Mandatory Training/Inclusive Excellence Education Task Force:* In the Fall, 2018, student leaders petitioned the faculty to mandate ongoing training for students, faculty and staff which the faculty endorsed. The University Council on Diversity then formed the Inclusive Excellence Education Task Force with representatives from across campus. Their charge included conducting a needs assessment, developing learning outcomes, recommending implementation format, compliance and assessment. Ultimately, they selected an online educational approach using Everfi (a nationally benchmarked product, customizable to IWU) to be implemented in the Fall, 2019. The full report is available in Appendix B.

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 fifth annual Human Rights Workshop in September 2018 was entitled "Human Rights and Environmental Justice" and included fifty-four registered students, faculty and staff. The Student Undergraduate Research Conference in February 2019, "Changing Climates in Human Rights," included twenty-four students from IWU as well as five students from Luther, Southwestern, and Haverford Colleges, a faculty colleague from Luther College and a Scholar at Risk faculty member originally from Ethiopia, now teaching at Xavier University in Louisiana.

The Center continued to sponsor the Scholars at Risk Advocacy Seminar which sent four students to Washington, D.C. in March 2019 for Student Advocacy Days to advocate for Saudi Arabian Women's Studies scholar and activist Hatoon al-Fassi. While in Washington, they meet with the staffs of Senators Dick Durbin, Martha McSally, and Kyrsten Sinema, and representative Lauren Underwood. The Center also sponsored activities initiated by the IWU's Peace Fellows program. These included gathering a list of favored human rights books for the Social Justice Reading Room in Ames Library, sponsoring an international Peace Conference in the fall, which brought together NGO representatives from Japan, and former inhabitants of Jordan and the Sudan during a two-day event. In addition, the Peace Fellows co-sponsored Jamnesty, a five hour campus wide event with music and performance, dedicated to human rights causes. Finally, the Center convened the committee overseeing the Fund for Human Rights, Social Justice, and Environmental Sustainability. In 2018-19, the Fund awarded \$13,900 in stipends to four IWU students pursuing global summer internships in Hong

Kong, Illinois, and Washington, D.C..

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 158 events, programs, or meetings (e.g., Posse Retreat, ReligiosiTEA, 3D (Diversity, Dialogue, Dignity, etc.) that touched upon some facet of diversity. Some of our larger events included the President’s Convocation Speaker (Amy Ellis Nutt); the Human Rights and Social Justice Workshop entitled “Human Rights and Social Justice;” Light the Night; the MLK Teach-In and MLK Teach-In keynote speaker, Charlene Carruthers; the Unity Gala; and the Interfaith Summit featuring Chris Stedman.

Of the 158 diversity programs, roughly 81 (51%) were coordinated or sponsored by student affairs. The Office of Diversity and Inclusion (3D and Poli-Talks) and the Chaplain’s Office (ReligiosiTEA) programs allow for a broad spectrum of diversity, inclusion and social justice topics to be addressed.

The annual theme which focused on topics related to changing climates, ideas and actions provided an excellent platform for collaborative programming. Key examples of collaborative programs are the MLK Teach-In, “Gender and Social Justice” was sponsored by the Action Research Center, Political Science Department, and the Office of Diversity and Inclusion; the 3D program, “A Dying Breed- Ianne Fields” was sponsored by the Office of Alumni Engagement, the Sociology Department, and the Office of Diversity and Inclusion; the 3D program “ Why Are People Still Racist- Keith Knight” was sponsored by Men of Color and the Office of Diversity and Inclusion. 3D program “Poet and Performer Denice Frohman” was sponsored by Hispanic Studies Department, English Department, Dean of Students Office, Evelyn Chapel, and the Office of Diversity and Inclusion. The Interfaith Summit, “Common Ground: An Interfaith Summit” featuring Chris Stedman was sponsored by the Evelyn Chapel Office and the Multifaith Ambassadors, IWU Interfaith, IWU Pride Alliance, and the Secular Student Association.

3D Programs were sponsored by 19 different academic departments, co-curricular offices or student groups. Poli-Talks were facilitated by faculty and staff members from 3 different departments.

2018-19 Campus Wide Co-Curricular Diversity, Inclusion and Social Justice Programs - ~158 programs

Category	# Sponsored	# of attendees	Sample Programs
General Diversity	34- includes all 3D and Poli-Talks	700+	3D: A Dying Breed- Ianne Fields, President’s Forum on Diversity (4), Dialogues across Differences, Step Afrika, Posse Plus Retreat-The State of Our Union, 3D: Human Genetics and Diversity, Unity Gala
Race/Ethnicity	21	500+	3D: Race and Reconciliation in South Africa, 3D: Let’s Pow Wow: Native American Traditions Yesterday and Today, Exploring Racial Identity Development, Black History Month Banquet, Poet and Performer Denice Frohman, 3D:Why Are People Still Racist- Keith Knight

Religion	49- includes weekly ReligiosiTEA programs	500+	Climate Change Bible Study at the Chapel, Interfaith Leader Eboo Patel, Response to the Pittsburg Synagogue Attack, Light the Night; Interfaith Summit featuring Chris Stedman, Weekly ReligiosiTEA (30)
Gender	12	400+	Poli-Talks: Pay inequalities between the Sexes, International Film Series: A Fantastic Woman, IWU Women's Summit (3 major programs), REvisiting #MeToo: Empowering One Another, Women of Color speaker , Jae Nichelle, 3D: Black Women in Social Movements: The Unsung Heroes
Sexual Orientation/Gender Identity	13	250+	Fruit Mixer, Safe Zone trainings (3), President's Convocation Speaker- Amy Ellis Nutt, , IWU Pride Summit, Non-Org: Supporting Students with Gender Pronoun Inclusivity,
Social Justice	10	700+	Poli-Talks: Are National Parks Evil? Exploring Environmental Advocacy in South East Asia; Human Rights and Social Justice Workshop, JAMNESTY: A Night to Fuse Art and Advocacy, MLK Teach In Keynote Speaker- Charlene Carruthers
International/Cross Cultural	29	350+	International Film Series (17), 3D: The Experience of International Students at IWU, African Cultural Week, African Culture Night, International Day of Peace Conference

III.B1: Curricular initiatives: The faculty made changes to majors and added minors that reflect a curricular commitment to diversity. The major, American Studies, is now American Cultural Studies with concentrations in African American Studies, Latinx Studies and Native American Studies. Religion added a minor in Religious Diversity. Italian and French and Francophone Studies also enhanced cultural studies aspects of these minors.

III.B1: Course Development Grants: Through Mellon Center grant funding, the President's and Provost's offices provided \$25,000 in course development grant funding. FCD members reviewed and selected awardees (12 micro-grants and 8 full course grants). Some new courses include African-American religions, queer theories and literatures, dialogues in religion, Latinx drama, and two new gateway writing courses focusing on diversity and inclusion. Consistent with the grant objectives, these revised and new courses will increase the number and variety of courses offered on campus that address issues of diversity and are responsive to challenges of inclusion. Grant recipients are expected to share their curricular materials and course redesign ideas during professional development workshops for faculty and/or staff.

Goals for 2019-20

- Continue to refine the mission/purpose/role of the FCD.
- Implement mandatory training regarding inclusive excellence, including assessment and plans for year 2.
- Continue to examine learning outcomes for diversity and inclusion educational activities.

C. Develop and Sustain an Inclusive Campus Climate

III.C1: Faculty and Staff Education and Training: Some of our effort this year was devoted to utilizing the Engaging Tomorrow's Students grant from the Mellon Foundation, which expired at the end of 2018. To this end, we invited Prof. Anita Davis, Vice President for Diversity, Equity and Inclusion at Trinity College in Hartford, CT, to campus in the fall, in order to help facilitate Action Planning, following our Spring Campus Climate report. Her visit included a day of meetings with various stakeholders, and a presentation attended by Chairs and Directors, Academic Affairs Staff, members of BFSA, CUPP, FCD, Inclusive Excellence Education Task Force, ODI, Search Advocates, Staff Council, and the UCD. The campus community also took part in three half-day workshops on Cultural Humility, Engaging Religious Diversity, and a "Behind Closed Doors" workshop on navigating challenging diversity-relevant encounters with students. An important outcome of some of these workshops was also acting on a shared desire to go deeper in some of these conversations around diversity and inclusion. Toward that end, the Intercultural Fluency Committee also developed a reading and discussion group specifically devoted to whiteness. These efforts and conversations will continue in 19-20.

Beyond the Mellon half-day workshops, co-curricular and/or professional development opportunities during the 2018-19 academic year included the following:

- "Supporting Students with Gender Pronoun Inclusivity: A Safe Zone Refresher for Faculty and Staff," led by Meghan Burke and Hannah Mesouani
- Student Affairs Division-wide staff retreat, August, 2019 (33 participants)

III.C2: Positive Campus Climate: In 2018-2019, the University's Campus Climate Assessment Committee examined the 2018 HEDS Diversity & Equity Survey, which was administered to all students, faculty, and staff. The Executive Summary of the results are as follows:

2018 Diversity and Equity Survey Executive Summary: Recommendations

Campus Climate

Overall, white students, faculty, and staff were generally satisfied with the campus climate and their sense of belonging or community at the University. These satisfaction levels decreased when asked specifically about diversity and the extent to which all community members sense a belonging to IWU. Constituencies of color, however, consistently reported significant levels of dissatisfaction with all of the climate-related items, regardless of an "overall" outlook or specific to their own personal perspective as it related to diversity and inclusion. Although with some fluctuation within respondent groups, women generally reported significantly greater dissatisfaction with campus climate issues than men.

Institutional Support

All of the University's constituency groups (students, faculty, staff) and subgroups (white, of color, men, women) expressed dissatisfaction with the campus environment being tension-free regarding individual and group differences. Students of color expressed significant dissatisfaction with all of the institutional support items. Staff and faculty of color had similar dissatisfaction levels, but not as comprehensive as the students. While there was some support for senior leadership and its commitment to diversity and equity among all staff, white faculty, and white students, there were significant levels of dissatisfaction among students and faculty of color. Similar to the campus climate items, women generally reported significantly greater dissatisfaction with the remaining institutional support issues than men.

Insensitive or Disparaging Remarks

All of the University's constituency groups (students, faculty, staff) and subgroups (white, of color, men, women) reported hearing a significant amount of insensitive remarks concerning people of a different political affiliation. Staff and students of color also reported a significant amount of comments concerning people with a different race/ethnicity and sexual orientation. Insensitive remarks concerning age or generation were also reported by white faculty and female faculty. Students of color included disparaging remarks concerning immigrants and non-English native speakers, while female students reported insensitive remarks concerning non-English native speakers and sexual orientation.

Recommendations

Based on the evidence provided by the 2018 Diversity and Equity Survey, it is recommended that the University continue to provide and strengthen its current diversity policies, programs, and practices. Fostering a robust and inclusive campus climate that supports all races, ethnicities, classes, genders, sexual orientations, countries of origin, political affiliations, and religions should continue to be an institutional priority. In addition, and as stated by the students, faculty, and staff in the open-ended survey questions, resources should be allocated to recruit and retain greater levels of constituencies of color (e.g., Hiring for Diversity Task Force, Inclusive Excellence Education Task Force), increase educational experiences (e.g., forums, training), and provide more opportunities for integration and interaction (e.g., campus wide activities, cultural events).

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. There is anecdotal corroboration that this has helped faculty provide more support for students who are transitional English writers.
2. The International Office continued to refine the orientation process for international students, including a revamping of the International Student Handbook, sent to all incoming international students..
3. IWU held a special International senior recognition ceremony on April 13, 2019 to give special recognition to international student degree completion.
4. The Spring 2019 Commencement Ceremony included real time translation of the proceedings into Mandarin using the WeChat live streaming.
5. The International Friendship Family Program, launched in fall 2017, continued to grow in 2018-19. The program pairs interested international students with local families for cross-cultural sharing. Friendship Families meet multiple times each semester to visit, enjoy shared activities, attend community and/or university events, and share holiday and cultural traditions together.
6. As part of International Education Week (Nov 12-16, 2018), IWU ran its second annual IEW essay contest, open to international students and students who have studied abroad; co-hosted a 3D panel featuring international students discussing their experiences coming to the United States and at IWU; and launched a #YouAreWelcomeHere campaign with a wall display in the Memorial Center.
7. To continue the #YouAreWelcomeHere campaign, the International Office and University Communications have been working on a #YouAreWelcomeHere video featuring students, faculty, and staff, and a series of video interviews with current international students in their first language about their time at IWU.

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, we continue 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. 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](#). One issue that has

arisen among our Transgender and gender non-conforming community is the need for consistency across the university in regards to recognizing preferred names for students. The Dean of Students office continues to work with the Information Technology office to devise a process by which transgender and gender non-conforming have control of their name presentation on campus. This revision has support from IT and other offices on campus and will be further addressed during the 2019-2020 academic year. This 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 and in a faculty non-org that focused on the use of TGNC pronouns in academic settings.

Residential community: In its fourth year, the Rainbow Floor (gender-blind housing option/theme floor) has become a popular living choice by members of our LGBQA TGNC community. Four incoming first-year students joined the community, sharing that the Rainbow Floor was a deciding factor for choosing to attend Illinois Wesleyan. The Rainbow Lounge on the first floor of Pfeiffer was enhanced with library resources. Additionally, the fourth annual Fruit Mixer saw a 144% increase in attendance from 18 students, faculty, staff, and alumni in 2017 to 44 in 2018. In addition to the Rainbow Floor, gender-neutral housing was also made available for students attending the Posse Plus Retreat.

Education: Safe Zone training was revised to better meet the needs of specific audiences including beginner, intermediate and expert (or lived-identity) presentations. All editions were revised to include updated terminology, racial and ethnic diversity and campus specific bystander training examples and support. An awareness-raising campaign regarding the need for gender-neutral bathrooms took place in March.

Three all-campus Safe Zone trainings occurred this academic year - Mission Day (August/60 attendees), November (12 attendees), and April (7 attendees). Three additional Safe Zone trainings were requested by Acacia, The School of Theatre Arts, and Posse II.

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. ODI staff also developed a Pronouns Safe Zone specifically designed for faculty and staff to better understand support for TGNC students and peers in an academic setting. This presentation was given in a November non-org and then revised as part of the School of Theatre Arts Safe Zone which was given in January.

Lavender Graduation allows us to celebrate graduating seniors who have been a part of the LGBQA/TGNC community at IWU. Thirteen students were recognized (compared to ten in 2018). The celebration grew from 20 grads and guests and 2018 to a total of 47 in 2019. Dean Carney-Hall and Pride Alumni representative Paige Buschmann '17 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 2018-19 academic year, 146 (8.6%) of the 1,693 enrolled students at IWU registered with Disability Services for academic and/or housing and/or meal plan accommodations, which is an increase from 7.8% in 2017-2018 and 5.6% in 2016-2017. Based on our own and nationwide trends, this number is expected to continue to increase.

Academic accommodations:

Of the 1,693 enrolled students in 2018-19, 122 (7.2%) students registered for academic accommodations (which is a slight

increase from 6.9% in 2017-18 and 4.9% in 2016-17). One hundred and two (6.0%) enrolled students requested that their academic accommodation information be distributed to faculty (this is consistent with 5.9% in 2017-18, but an increase from 4.1% in 2016-17). The most frequently requested accommodations for 2018-19 were:

- extended time on exams/quizzes (80 students);
- reduced-distraction exam environment (72 students);
- note-taking support (smart pen, laptop note taking, recorder use, BrailleNote Touch) (43 students);
- flexibility to request extensions on assignments/papers (38 students);
- flexibility with class attendance (21 students); and
- Assistive Services in Ames Library (15 students).

Disability Services continues to provide exam proctoring services to students with academic accommodations (e.g. extended time, reduced-distraction environment). As a result of the increasing number of Nursing majors with exam accommodations, the required timing of their exams/quizzes, and an additional School of Nursing staff member being available in 2018-2019, the majority of Nursing students with accommodations had their Nursing exams/quizzes proctored by School of Nursing staff. Throughout 2018-2019, School of Nursing staff proctored 245 exams/quizzes for 13 students.

Between Disability Services and the School of Nursing, total proctoring numbers continued to increase to 447 exams for 50 students in 2018-2019, up from 350 exams for 49 students in 2017-18, and from 326 exams for 38 students in 2016-17. The increase of almost 100 exams from 2018-2019 is significant due to space and staffing limitations. Further, it is important to note that these numbers do not include additional staff members who might be assisting faculty with proctoring exams for students who do not utilize Disability Services (these numbers are not tracked systemically). Proctoring in Disability Services is an area where problem-solving will be likely be needed, due to the loss of the additional staff member in the School of Nursing for 2019-2020, and if the number of exams continue to increase as they have over the past three years.

Housing and meal plan accommodations:

In 2018-19, 36 (2.1%) of the 1,693 enrolled students registered for housing and meal plan accommodations, this is a slight increase from 1.9% in 2017-2018 and 1.5% in 2016-17. For this academic year, housing and meal plan accommodations included living in a medical single (18 students), being able to live off-campus even though their residency requirement was not met (3 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 (5 students).

It is important to note that the number of requests for medical singles are increasing (from 10 (.06%) in 2017-18 to 18 (1.0%) students in 2018-2019) and that trend is expected to continue. This could create a challenge as there are a limited number of medical singles available in the residence halls.

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. The 2018-19 academic year saw approved emotional support animals hold steady at seven. It is expected that the number of students requesting this accommodation will continue to grow. Accommodations were offered to students observing Passover and Ramadan.

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 last year and sponsors lunches that provide a safe space to build community and provide support. This year, the organization developed more structure to support its members by conducting weekly meetings. Additionally, the organization sponsored its first campus-wide support week which featured poet Jae Nichelle. 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. This year, the group continued to strengthen its outreach efforts to reach a more broad range. Additionally, the group provided personal and professional development for its members by attending the Black and Latino Male Summit sponsored by the University of Illinois Urbana-Champaign.

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 responds 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. 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), educational responses and/or appropriate institutional committees discussed the issues (Council on Religious Life, Sexual Assault Task Force, Student Senate, etc).

Thirteen bias reports were made online, through ORL, Campus Safety, Human Resources or the Dean of Students Office in 2018-19 with six referencing concerns about faculty, one regarding staff, two regarding peers/students and three clearly unknown. Of the 13 total reports received, investigations led to a reclassification of the complaint because there was no evidence of bias (parking complaint, communication issue) and were resolved in other ways. Of this year's reports, there were several notable trends:

- Unlike other years, most of this year's reports involved racial bias.
- In the 2017-18 school year, there were several issues in Presser Hall before the start of the school year, indicating perhaps an issue with a campus visitor. In 2018-19, there were several incidents of Black Lives Matter posters within Presser. Using installed cameras and other investigation techniques, we were able to address the concern with a non-University guest. Unfortunately, Black Lives Matter posters were also defaced in residence halls which likely involved enrolled students. We responded with active discussion within the community through four forums related to diversity and inclusion.
- Six bias reports regarding the classroom experience is concerning and requires further exploration and diligence. Microaggressive behavior was cited, specifically students feeling singled out based on race/nationality and/or inappropriate racial slurs or stereotypes. Additionally, one department was characterized as "unwelcoming to transgender students" based on a series of interactions between a faculty member and students. As requested by the reporter, each situation was addressed by the Provost's office. Although we recognize that these reports were the actions of a limited number of faculty (only 3 faculty total), we must remain diligent in creating the inclusive environment we desire. The UCD discussed at length how best to acknowledge our short-comings and hold our community accountable. We have agreed that when a concerning trend is identified in any department or office area, those areas may be named within future reports. Two of the six reports were determined not to meet the criteria of bias and were successfully addressed by the student through quality communication.

	Race/ ethnicity	Gender	LGBT TGNC	Religion	Politics	International	SES	Ability
2018-19								
N=13 reports received; 9 considered bias (4 classroom; 5 out of class) - reporting here only those considered bias reports								
Classroom/faculty	2		1			1		
Classroom/peers								
Out of class/peers known	1							
Out of class/peers unknown	2							
Out of class/staff	1							
Non university	1							
2017-18								
N= 26 reports online, ORL reports, DOS reports (2 classroom; 24 out of class)								
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						

Goals 2019-20:

- 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.

- Continue to review policies and practices regarding support for TGNC students, related to name change, pronouns and other policies that make IWU a more trans-friendly campus.
- Continue to assess how to meet the academic and housing accommodations needs of the growing population of students with disabilities. Explore additional testing space and the room assignments process for students requesting medical singles.

D: Recruit and Retain a Diverse Student Body

The University's 2018 entering students of color representation is 30% (an 8% increase from 2016). International student representation is 3% (17 enrolled students), which has continued to decrease since 2015 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/2-fty-iwu-fb1819-110618.pdf>

Enrollment: <https://www.iwu.edu/institutional-research/factbook/3-enr-iwu-fb1819.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) increased from 21% to 24% in 2018, with Hispanic students having the largest representation at 9%. The percentage of international students at IWU has decreased to 6% from a high of 9% two years ago, a significant portion of IWU's student body. First-year to sophomore retention rates for the 2017 cohort was 91%, after dipping to 89% the previous year (2016 cohort). It should be noted that the Black student first-year to sophomore retention rate decreased to 80%, which is the lowest for this group in a number of years.

<https://www.iwu.edu/institutional-research/factbook/5-rtntn-iwu-fb1819.pdf>

<https://www.iwu.edu/institutional-research/factbook/6-rtntn-race-iwu-fb1819.pdf>

Six-Year Graduation Rates by Race/Ethnicity:

The overall six-year graduation rate for the 2012 cohort was 79%, a slight increase from the previous cohort (2011 = 78%). The six-year graduation rate for students of color are as follows (using the 2012 cohort): Black = 71%; Asian = 78%; Hispanic = 63%; Multi Racial = 100%; White = 83% (for context).

<https://www.iwu.edu/institutional-research/factbook/7-grad-race-iwu-fb1819.pdf>

III.D2: Positive Climate: Pre-orientation Programs and Targeted Welcome/Inclusion Events: Three 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. 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: 39% Latinx/Hispanic, 35% Black/African-American and 26% Asian. The MALANA pre-O program remains disproportionately women (72%). After careful deliberation, MALANA Pre-Orientation has been renamed IMPACT (Influencing and Maximizing Positive Academic and Campus Transitions) Pre-Orientation, for Fall 2019.

Turning Titan: The Office of Communications partnered 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. Additionally, the Office of Orientation Services offered a new diversity program during first year student orientation. The program challenged students to think about their own identities and how they interact with the broader community.

Welcome events: 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.

Peer Mentoring: The Office of Diversity and Inclusion added a first year Peer Mentoring Program in 2017-18. In the 2018-2019 academic year, 38 first-year students elected to be paired with 38 upper-division mentors compared to last year's 37 first-year students and 24 upper-class mentors. Program structure was mostly social networking and adjustment to college.

Social events: The Second Annual Unity Gala, sponsored by students, ODI and the Alliance hosted over 500 students, faculty, staff and alumni participated in a fun-filled evening of food and dancing. The purpose of the Gala is 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.

Senior recognition: Multicultural Graduation allows us to celebrate the IWU experiences of seniors. 33 students of color were recognized during Multicultural Graduation (compared to 43 in 2018).

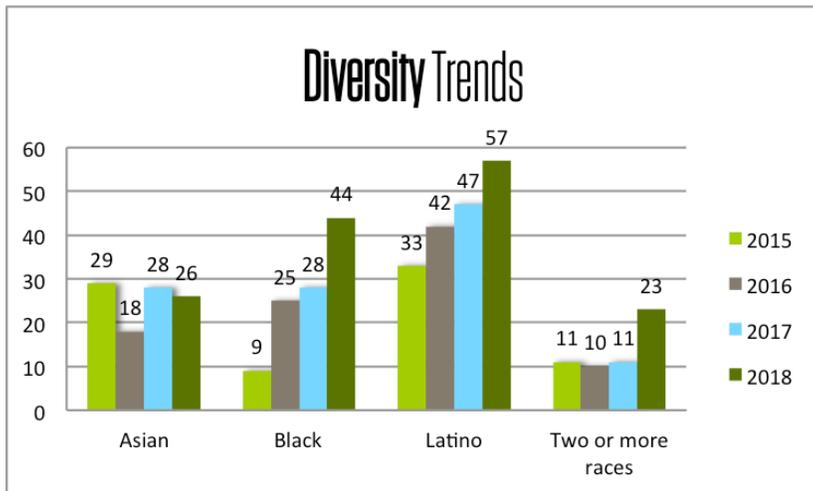
III.D2: Positive Climate: Accessibility of services to underrepresented students: Several departments regularly review services for students of color (SOC) and/or international students to ensure that we are reaching all students for services and support. The overall percentage of students of color and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

- Residence Life: During the Fall 2018 semester, ORL student staff racial/ethnic diversity was 42% (10% Asian, 18% African American, 6% Hispanic/Latinx, and 8% International). ORL student staff racial/ethnic diversity was 46.8% (10.6% Asian, 14.9% African American, 10.6% Hispanic/Latinx, and 8.5% International) for the Spring 2019 term. This is up from 40% last academic year. Compared to last year's 0% representation, the office made significant improvements in recruiting and retaining Hispanic/Latinx students for the student staff each semester to better reflect our campus population.
- Hart Career Center reports seeing 53% women. Twenty-five percent of appointments were with students of color, while 12% of appointments were with international students.
- Counseling and Consultation Services reported 63% women, 23% LGBT TGNC (an increase from 16%), 10% registered with disability services, 9% Hispanic/Latino, 8% Asian/Asian-American, 6% Multi Racial, 10% African American (up from 4%), 4% International, and 20% first generation.
- Health Services: Arnold Health Services served 62% women, 6% International students, 10% Asian students, 7% African-American students, 7% Latino/a, and 6% 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. For Fall 2018, we increased aid which positively impacted low SES enrollment, increasing access and affordability. 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 2019-20:

- Successfully onboard new Outreach Coordinator through the Office of Diversity and Inclusion, with a specific emphasis on recruiting and retaining Latinx students. Monitor recruitment and retention successes in the first year of this position.
- Assess Black student retention through focus group discussions.
- Explore opportunities for recruiting students of color and supporting their graduation success (Chicago Scholars, etc).
- The Retention Task Force will continue to explore best practices related to 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 remained steady at approximately 16%. The University’s percentage of full-time instructional faculty of color in 2018 was 13%. The percentage of IWU international faculty was 4% over the same year.

The UCD’s Hiring for Diversity Task Force drafted a set of recommendations for new full-time faculty hires. The final report and recommendations were distributed in September, 2018. ([Inclusive Search Rationale and Outline](#)) These procedures were used by all departments launching full-time tenure-track and visiting faculty searches in 2018-19.

Full-Time Staff by Gender and Race/Ethnicity:

<https://www.iwu.edu/institutional-research/factbook/14-staff-iwu-fb1819.pdf>

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

<https://www.iwu.edu/institutional-research/factbook/13-fac-iwu-fb1819.pdf>

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

2018-19 Senior-level Searches - There were no senior level searches conducted in 2018-19.

III.E2: Hiring for Diversity: The Hiring for Diversity Task Force completed their work in Fall, 2019 and shared their report with the campus community. The report focused attention on best practices regarding hiring, specifically the use the search advocates, creating candidate evaluation rubrics, and strong recruitment practices.

Goals for 2019-20:

- With the transition of a new Director of Human Resources, the Inclusive Excellence hiring recommendations will be reviewed and more fully implemented.

F. Involve Constituencies that Represent Diverse Groups

III.F1: Alumni initiatives: The Office of Alumni Engagement and the Alumni Association Board of Directors is strongly committed to diversity by connecting and engaging alumni and students, including those from historically marginalized groups, through events and programs specifically targeted to foster meaningful conversations and thoughtful interactions with one another and the University. The engagement opportunities for students are an effort to assist with student admission, matriculation and successful completion toward receiving an IWU degree. For alumni, the intent is to create a list of volunteer opportunities, increase giving, and create events and programs conducive to overall increased alumni participation. To be diverse and inclusive, events are hosted throughout the country in various regions. In addition, the Alumni Association Board of Directors is extremely diverse in its membership and makes a concerted effort to ensure diversity across demographics, regions, affinity groups and relational identification. This year, there was a strategy to develop programs and events specifically targeting Young Alumni (defined as graduates of the last decade). This included an event in Arizona, which emerged out of a plan to host alumni who were transferred by State Farm. There was also an event in Bloomington at a popular new venue which has created a buzz around town, the Titans Roaring Soiree was successful in being unique and creative while offering an experience for alumni. The Office of Alumni Engagement will continue to be purposeful in ways to engage with alumni in offering opportunities for diversity and inclusion through all events and programs. In addition, there will be a focus to tell and share the Illinois Wesleyan story which can have a great impact. There is a realization of the need to continue to improve on the diversity by engaging more alumni of color. This does not go unnoticed by the Engagement team or the Alumni Association Board of Directors; as such, the mission and goals to remain focused to continually improve in the areas of diversity, equity, and inclusion will be reflective in the plans going forward. Below is a list of the alumni events and programs with number of attendees.

2018-19 Alumni Events and Programs - 1,081 attendees

Affinity Group/Engagement Opportunity	# of Attendees
Regional Events (Chicago, Arizona, California, St. Louis, Dallas, Florida, North Carolina, Washington, D.C., Seattle, McLean County, and	715

Milwaukee; also includes student events such as Career Immersion Excursion, Collegiate Choir Tour, and School of Theatre Arts)	
Council for Women	172
Homecoming Mixer	25
Navigating Change Summit	147
International Alumni Network	36
Homecoming Networking Event	24
Professional Series Workshop	12
Minority Alumni Network	91
Annual Picnic	47
Homecoming Reception	28
Chicago Mixer	16
Pride Alumni Community - Summit	24
Young Alumni Council	43
Young Alumni Connection - Arizona	19
Titans Roaring Soiree - Bloomington	24

III.F2: Student-focused partnerships: There are many programs that purposefully connect students with alumni to encourage interactions and mentoring relationships. Alumni from each of the affinity groups - Council for IWU Women (CFW), Pride Alumni Network, Minority Alumni Network (MAN), and International Alumni Network work as a group and individually to be a resource, provide guidance and support to students throughout their time at IWU (and beyond).

The Council for IWU Women (CFW) has an annual summit to which students are invited to participate. Currently, The CFW works with female students to have them involved in planning various sessions, participate as speakers and panelists during the event. The plan is to have female students play a more integral role in the organization as a whole, with this event and throughout the year in CFW activities. CFW leadership has been discussing ways in which to become more involved with students and increasing interactions with alumnae throughout the year. This includes the possible development of a mentor program, working more closely with faculty to see how alumnae can assist with the needs of students, and plans to expand the summit beyond Bloomington in an effort to involve more alumnae who may not be able to come to campus. In the coming months, the CFW will be rebranding that will include changing the name of the annual event (The Summit) to be more relevant with topical content. In addition, the name of the council and its purpose is being reviewed to be more inclusive of students who are non-binary in their identification.

The Pride Alumni Network and its members continue to be an ongoing advocates, allies and supporters of students who identify with this group. They host various events including a reception and brunch during Homecoming to which students are invited. During the Pride Summit, students are actively involved in planning and participating in the event. The Pride Alumni Network also hosts several smaller events in partnership with the Pride student organization to foster connections.

The Minority Alumni Network (MAN) has an annual picnic and Homecoming reception to which students are invited to attend and interact with alumni. This year, MAN had a leadership change with naming a new chair and committee. The committee is diverse with representation from African American and Latinx. They work very diligently to address the concerns and requests from students as it relates to engaging with alumni. The new leadership will also be discussing with previous leaders the future of the group, the group's name, and its relevance to all students of color. There is a need for

current students to be able to connect with alumni of color for shared experiences and guidance. As a result, MAN will host an alumni networking panel during Homecoming 2019 with opportunities for students to interact with alumni based on major/industry. MAN has also started hosting quarterly networking mixers for alumni in the Chicago region. These mixers are to facilitate networking, but also include a topical speaker based on feedback from alumni.

The International Alumni Network is adding members to its committee who are extremely engaged and passionate about being able to assist international students. This year, there were a number of interactions with students, including assistance with resumes, completing various forms specific to international students, and general advice based on personal experience. Alumni also made themselves available during their international travel to meet with other alumni in various countries such as, London, Thailand, and China.

In addition to giving of their time and talent, alumni of these groups have been very intentional about their financial support of students: CFW provided three scholarships at this year's Summit, Pride Alumni Network completed funding for an endowed scholarship and will be starting another campaign, the International Alumni Network has funded an annual scholarship this year as well. All of these affinity groups made a concerted effort to encourage their members to support All In For Wesleyan (annual giving day) in April. We want to continue to have alumni share the importance of financial support with other alumni as relatable imaging.

This year, we hosted two events specifically targeting young alumni (graduates of the last decade) - Arizona in January and Bloomington in February. Both were very well attended. We want to continue to develop engagement opportunities for young alumni that include social media, events and giving. There will be a concerted effort from the Alumni Association Board of Directors to lead this programming through the Young Alumni Council. The plan is to partner with regional committees to identify a more defined role for young alumni to assist in those activities.

Goals for 2019-2020:

- Work to connect with historically marginalized alumni and communicate campus diversity initiatives in an effort to increase engagement with students, one another, and the University
- Expand programming with the Pride Alumni Community, MAN, CFW regional activities that is more frequent and activities to meet alumni in varying life phases (i.e. professional development, service, family, etc.)
- Continue developing the International Alumni Network by creating connections where they are and with students
- Collaborate across affinity groups on events and programs as appropriate to foster greater engagement with other alumni
- Make concerted effort to engage young alumni (graduates of the last decade) through creative programming
- Set fundraising priorities related to diversity initiatives as identified by University leadership

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 the 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.

Appendix A: Campus News Stories Related to Diversity and Inclusion

- [Students Present Inclusive Education Research at Conference](#)

Yesenia Martinez-Calderon '20 and Maxwell Crowninshield '20 presented their research project at the Culturally Responsive Evaluation and Assessment (CREA) Conference in Chicago. Their research focuses on inclusion in higher education, exploring traits and strategies of inclusive professors who create welcoming, supportive classrooms for all students but particularly students of color, students with disabilities, and students who identify as LGBTQ+.

- [Hopkins and Common Earn Inclusive Excellence Awards](#)

Nursing faculty member Amanda Hopkins and Brandon Common, assistant vice president of student affairs, won the second annual President's Award for Inclusive Excellence at Illinois Wesleyan. The Award is intended to recognize outstanding contributions made by individuals that champion diversity, inclusion, and sustained commitment at Illinois Wesleyan University.

- [Khan '97 Authors Debut Teen LGBT Novel](#)

Alumna Sabina Khan '97 gives a voice to Muslim LGBT teens searching for acceptance in her debut book "The Love and Lies of Rukhsana Ali."

- [Annual Gospel Festival to Celebrate King's Legacy](#)

Presented by Illinois Wesleyan University and the United Community Gospel Singers of Bloomington-Normal, the Gospel Festival honors and celebrates the legacy of Martin Luther King Jr.

- [Carruthers to Give Keynote at MLK Teach-In](#)

Alumna and activist Charlene Carruthers '07 will give the keynote address at this year's Dr. Martin Luther King Jr. Teach-In, which centers on the theme "Gender and social justice."

- [Burke Tackles Modern Racism in Book](#)

Fighting against racism requires more than simply ignoring race, as Associate Professor and Chair of Sociology and Anthropology Meghan Burke explores in her book *Colorblind Racism*.

- [\\$4.6 Million NSF Grant to Fund NexSTEM Program](#)

The National Science Foundation has awarded \$4.6 million to a consortium comprised of local universities Illinois Wesleyan, Illinois State and Heartland College to fund NexSTEM, a program that fosters STEM leaders in a collaborative effort to increase the recruitment and retention of talented, socio-economically underrepresented students.

- [Torres Luna Shares Transformative Narrative at Benefactor Dinner](#)

Veronica Torres Luna '19 immigrated to the U.S. with her parents and siblings, and will become the first in her family to earn a college degree.

- [International Students Find Their Home at IWU](#)

As Illinois Wesleyan welcomes 20 incoming international students to campus, several initiatives have helped this group of new Titans find a supportive and welcoming home at IWU.

- [Isani '11 Authors Book on Muslims and International Government](#)

IWU alum Mujtaba Ali Isani '11 delves into Muslim attitudes toward the legitimacy of global government in his book *Muslim Public Opinion Toward the International Order*.

- [Poet and Activist Denice Frohman to Perform](#)

Award-winning viral poet Denice Frohman will perform at Illinois Wesleyan on Sept. 25. Her poetry is informed by her identity as a queer woman from a multicultural background (Puerto Rican and Jewish), and explores topics relating to social equality, cultural identity and self acceptance.

- [Carruthers '07 Takes Radical Approach to Social Justice in Book](#)

Illinois Wesleyan alumna Charlene Carruthers '07 reimagines the Black Radical Tradition in her debut book *Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements*.

- [Evelyn Chapel Provides Home for Interfaith Community](#)

Newly renovated Evelyn Chapel serves as the hub for Illinois Wesleyan's diverse religious programming by offering unique avenues of understanding religious and secular diversity.

- [Students Honored with Consulado General de México Scholarship](#)

Five Illinois Wesleyan students of Mexican heritage will receive financial support through a \$25,000 scholarship awarded to the University by the Institute of Mexicans Abroad (IME) Scholarship Program, an initiative aimed at contributing to the development and educational improvement of Mexican migrants living in the United States.

- [SEP Interns Gain New Perspective on Careers and Community](#)

This year's 12 participants in Illinois Wesleyan's Summer Enrichment Program gained valuable insights into themselves, their peers and their potential career. The program supports a cohort of students from diverse, underrepresented backgrounds taking part in a summer-long internship program at sites across the Bloomington-Normal area.

[Nursing Students Awarded Grant for Interfaith Research](#)

Six Illinois Wesleyan University nursing students have been awarded a \$4,000 Campus Innovation grant from the Interfaith Youth Core (IFYC) to conduct two projects exploring religious diversity within nursing during the 2019-20 academic year.

[Campus Community Celebrates Holidays](#)

Photo Gallery: The Illinois Wesleyan community celebrated the holiday season with events including Light the Night, a Kwanzaa Dinner, and the Christmas Choral Concert.

- (Alumni Magazine Feature) [Posse Power](#)

Supporting one another has been key to the success of Illinois Wesleyan's first class of Posse Scholars.

Appendix B:

Inclusive Excellence Education Task Force Final Report, May 13, 2019

I. Background

In the fall of 2018, several Black Lives Matter posters were defaced in academic buildings and residence halls on the campus of Illinois Wesleyan University. Immediately following these incidents, IWU's Black Student Union, in conjunction with the Division of Student Affairs, hosted an open forum to address this concern. Although the forum, which drew approximately 200 attendees, originated as a response to the poster incidents, the discussion that took place quickly broadened to include the status of civility and inclusion on campus.

Several weeks later, a group of students committed to creating lasting change on our campus drafted a petition that referenced a broad range of bias-related incidents at IWU over the past 4-5 years. The petition called for the university community to participate in campus wide diversity training on an annual basis. Over five hundred students, faculty, staff, and alum signed the online petition in just over sixteen hours and students presented the petition at the October 3, 2018 General Faculty Meeting. The motion passed overwhelmingly and as a result, the University Council on Diversity (UCD) created the Inclusive Excellence Education Task Force (IEETF).

This document provides an overview of the IEETF's work, including the purpose, structure, and process followed to arrive at the recommendations listed below. The balance of the document outlines the proposed plan for the implementation of an education plan.

1. IEETF Charge

Needs Assessment

- Review current campus models for educating students, faculty, and staff about diversity and inclusion; assess the current status of educational efforts regarding breadth of outreach; and explore opportunities for institutionalizing existing training.
- Examine “best practices” for compulsory training models by reviewing other campus models and existing “online” options (Everfi, etc.).
- Create opportunities for receiving feedback from the IWU community regarding this program.

Learning Outcomes

- Identify learning outcomes for diversity and inclusion training.
- Determine learning outcome priorities for the campus community as a whole and differential needs of faculty, staff, and students.

Delivery

- Recommend a training approach for the 2019-2020 academic year for students, faculty, and staff.
- Determine resources (e.g. financial, technology, and time) required to deliver the recommended training approach(es).

- Develop a timeline for implementation.

Compliance

- Discuss the viability of mandatory training in alignment with best practices and the desired learning outcomes.
- Recommend a system of accountability for a genuine commitment to inclusion.

Assessment

- Propose a process for review and assessment.
- Design an effective training program to advance our understanding of inclusion throughout campus for all faculty, staff, and students.

1. **Membership**

- Brandon Common, co-chair, Assistant Vice President of Student Affairs
- Lynda Duke, co-chair, Associate Provost
- Kwame Patterson, Office of Diversity and Inclusion
- Leah Nillas - Faculty Committee on Diversity, Chair
- Mignon Montpetit Jolly - faculty representative, CUPP appointed
- Derrick Tillman Kelly - alum
- Anna Bromaghim - Staff Council
- Ray Martinez - Staff Council
- Nykia Rutledge - student/BSU
- Kameryn Cavanaugh - student/PRIDE
- Lilia Garcia - student/SALSA
- Jordan Baker - student/College Republicans
- Jarlai Morris - student/Dean of Students Office/student senate

1. **Meetings**

In November 2018, the co-chairs of the UCD appointed the co-chairs and members of the IEETF. The group met in late November for an initial review of the charge and overview of the work ahead. For the spring semester, two hour meetings (Wednesdays, 2-4) were scheduled to facilitate meaningful and in-depth discussions (Dr. Tillman-Kelly joined via conference call). During the spring semester the task force met thirteen times for a total of 26 hours (in addition to work conducted outside of meeting times, such as weekly planning meetings between the co-chairs). Overall, the group adopted a “what is discussed in the meeting stays in the meeting” approach—conversations were often raw and real as the group grappled with difficult topics.

Prior to the first meeting in the spring semester, each member read the results of the latest Campus Climate Survey, IWU’s 2018-2019 Diversity Progress Report, and pertinent documents provided by the Office of Institutional Research and Planning. This information provided context for the current climate and served as the foundation for understanding current needs related to diversity and inclusion education.

1. Structure

The task force recognized that it would be difficult to keep meetings focused if conversations jumped back and forth between the three constituents (faculty, staff, students); thus, the meeting discussions were divided into three areas—roughly four meetings for each category. At the onset of discussions, members of the group under review provided context, so that others could gain a better understanding of the relevant issues for that group. For example, when the conversation shifted to students, the students on the task force provided context for their experiences at IWU. This strategy strengthened the task force’s ability to provide more focused recommendations.

1. Transparency

Recently, some members of the IWU community have shared a concern that there is a lack of transparency by “administration” when it comes to diversity and inclusion initiatives. In an effort to be as transparent as possible, the task force shared weekly meeting minutes with the entire IWU community (with a standing invitation to reach out to any task force member with questions, concerns, and/or suggestions) and the minutes are archived on the IWU diversity web page. In addition, members of the IEETF shared progress updates at UCD meetings, the February Board of Trustees meeting, and two campus wide forums (March 18 & April 2).

1. Definitions

As the group grappled with diversity, inclusion, equity, civility, and related topics, it soon became clear that having a shared understanding of these, and other terms, was important. The following is our working list of definitions:

- **Academic Freedom:** The freedom of teachers, students, and academic institutions to pursue knowledge wherever it may lead, without undue or unreasonable interference. At the minimum, academic freedom involves the freedom to engage in the entire range of activities involved in the production of knowledge, including choosing a research focus, determining what to teach in the classroom, presenting research findings to colleagues, and publishing research findings.
- **Diversity:** Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.
- **Equity:** defined as “the state, quality or ideal of being just, impartial and fair.” The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state of affairs or a lofty value. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept. (Race, Equity, and Inclusion Action Guide, 2014)

- **Inclusion:** The active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect – in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.
- **Inclusive Excellence:** The integration of diversity and educational quality efforts into the core of the academic mission and institutional functioning. Diversity and inclusion are conceptualized as a multi-layered process through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more.
- **Intersectionality:** The interconnected nature of social identities as they apply to an individual or group, viewed as creating overlapping and interdependent systems of power, privilege, and oppression.
- **Social Justice:** A broad term for action intended to create genuine equality, fairness, and respect among peoples. (University of Massachusetts Lowell)

VIII. Education Plan

As the task force members learned about the three primary constituents on campus (students, staff, and faculty), it became apparent that there is often a lack of information and understanding concerning the lived experiences of individuals across groups, as well as the commonality of needs. For example, the concept of academic freedom and overall autonomy in their work environment that faculty enjoy was enlightening to the staff and students at the table; the diversity in education levels, type of work, and working conditions for staff were an important discussion point; and for students, while a disappointment, it was instructive to learn that many students do not feel a strong sense of community on campus.

Below is a bulleted summary of the areas discussed, by constituent groups:

Faculty

Context of the working environment

- Academic freedom is an essential foundation of their work
- Shared governance structure
- Oversee the curriculum (“own” the curriculum)
- Teaching, research, service are all part of their work and competing demands
- Often have a discipline oriented perspective
- Higher education is in flux

Goals for the program

- Develop concrete skills for addressing and responding to bias situations in the classroom and the

broader campus community.

- Acquire techniques to strengthen their ability to teach and interact with all students, faculty, and staff.
- Identify their own biases.
- Learn how to demonstrate respect for perspectives/experiences/beliefs different from their own.
- Understand how to engage in conversations that center around broad diversity related topics.

Staff

Context of the working environment

- Represented in all 5 campus divisions
- 209 Non-exempt (hourly) and 114 Exempt (salary)
- Diverse work schedules, levels of education, languages spoken, status of positions, and socioeconomic status
- Some diversity in race and ethnicity, but only in certain areas of campus
- Top down decision-making model & year-to-year contracts

Goals for the program

- Develop concrete skills for addressing and responding to bias situations in their workplace environment and the broader campus community.
- Acquire techniques that strengthen their ability to interact effectively with all students, faculty, and staff.
- Identify their own biases.
- Learn how to demonstrate respect for perspectives/experiences/beliefs different from their own.
- Understand how to engage in conversations that center around broad diversity related topics.
- Supervisors will learn, develop, and apply skills for fostering a safe and positive environment conducive to diversity and inclusion.

Students

Context for the student experience

- Diverse along multiple lines; but, predominantly a white student body
- Enrollment (2018)
 - 52% Women & 48% Men,
 - 0% Native American; 1% unknown; 3% Multiracial; 5% Asian; 6% International; 6% African American; 9% Hispanic; 69% White
- Students are heavily involved in extracurricular activities (RSOs, athletics, Greek Life,, etc.)
- Many students have expressed that they do not feel welcome on campus

Goals for the program

- Obtain skills training to address and respond to bias situations in the classroom, residence halls, and the broader campus community.
- Acquire techniques that strengthen their ability to interact with all students, faculty, and staff.
- Identify their own biases.
- Learn how to demonstrate respect for perspectives/experiences/beliefs different from their own.
- Understand how to engage in conversations that center around broad diversity related topics.
- Gain skills to promote inclusivity to real-world experiences.

IX. Recommendations

Outlined below are a set of recommendations for the UCD to consider:

1. Create a Standing Committee

In order to realize a successful education program for students, faculty, and staff, UCD should create a standing committee, with a well-defined charge, comprised of 9 faculty, staff, and students.

- Staff: 2 members, aside from a staff member from ODI, to be nominated by staff.
- Students: One seat will be held by the Inclusion and Awareness Commissioner from Student Senate and the other 2 to be nominated and elected by the entire Senate.
- Faculty: CUPP should determine faculty representation; perhaps the chair from the FCD should have a seat and two faculty members nominated by the faculty.
- One faculty and one staff member should serve as co-chairs.

2. Module implementation

The IEETF recommends the implementation of an online diversity module through the company Everfi. A contract, for a 3-year commitment, has been signed with Everfi, effective July 15, 2019.

- UCD will oversee crafting the campus specific components for the Everfi module during the 2019 summer, for an August 15th implementation.
- The Everfi Module will be an ongoing requirement for first-year students, and staff and faculty who are new to the university.
- Faculty, returning and first -year students, and staff will be required to take the module by October 1, 2019.

3. Additional educational components

Recommended optional educational resources by the IEETF include participation in implicit bias exercises, utilizing faculty resources, and attending speakers, workshops, and co-curricular opportunities offered on campus throughout the academic year.

1. USC modules - classroom management for faculty (<http://cet.usc.edu/challenging-discussions/>)
2. Harvard Implicit Bias Test <https://implicit.harvard.edu/implicit/takeatest.html>
3. Workshops/presentations throughout the year, organized across campus
 - a. utilize in-house expertise
 - b. review Diversity Action Plans for ideas/needs
 - c. supervisor support for attendance for staff
 - d. a variety of levels and topics to meet a variety of needs
 - e. allow time for discussion
 - f. make efforts to include staff from all shifts
 - g. extra credit opportunities for students

4. Implementation / accountability

Faculty

Setting expectations, tracking mandated activities, and follow-up for non-compliance will be the responsibility of the Provost and Associate Provost. Academic Affairs will ensure compliance of the mandated portion of the program by all faculty and work to foster an ongoing commitment to inclusive excellence at the individual, departmental, and division levels.

Staff

Setting expectations, tracking mandated activities, and follow-up for non-compliance will be the responsibility of Human Resources, VPs, and supervisors. Human Resources will affirm the authority of staff supervisors to require their supervisees to participate in diversity and inclusion related training as part of their professional development.

Student

Setting expectations, tracking mandated activities, and follow-up for non-compliance will be the responsibility of the Dean of Students Office, Student Employment Supervisors, Athletic Coaches, and Office of Student Involvement. The primary non-academic units that have influence over students will leverage their authority to assure that all students participate in diversity and inclusion related educational opportunities.

Possible approaches to ensure student participation in the mandated portion of the program might include a hold on:

- registration for classes
- the housing application for first-year students

5. Assessment

Due to time limitations, the task force was not able to explore methods of assess this program. Thoughts to consider, include:

- Qualitative and quantitative methods
- Adding a related question to course evaluations (this would need faculty approval)
- Administering the Campus Climate Survey more frequently
- Assessment by departments/divisions
- Track attendance at workshops, etc.
- More frequent (annual) surveys on the student experience/campus climate
- Use the bystander intervention training as a model

6. Funding

- Student Senate will fund all costs associated with the implementation and delivery of the student component of the online module which totals \$3,200 per academic year (three-year commitment).
- Academic Affairs and Student Affairs will contribute resources to fund the implementation and delivery of the faculty/staff component of the online module, (\$2,800 per academic year).

Other funding sources to consider, as the program evolves:

- Provost's Office

- President's Office
- Future grants
- Human Resources
- Various Offices on campus

X. Summary

For Illinois Wesleyan University to fulfill its goals, as they relate to diversity and inclusion, it will take a sincere commitment by the entire community (i.e., students, faculty, and staff). It will also require understanding and accepting the idea that to be a campus that fully and wholeheartedly embraces every facet of diversity, and that is inclusive in all of its policies and practices, means that the work it always in “progress”. Simply put, we will never reach an end goal and have the opportunity to sit on our successes, as diversity and inclusion are elusive and ever-changing. Thus, our approach to this work must be ever-changing and never-ending. The creation of the IEETF and the work that this group has been able to accomplish (and subsequent iterations of this group) is a step in the right direction, but it is one of many steps that we as a community will take together to assure that everyone on our campus feels validated in every way on our campus.

Appendix C: **Religious Accommodations Statement**

Approved by:

- Council on Religious Life (2/15/19)
- The Provost (2/20/19)
- Curriculum Council (2/22/19)
- CUPP (4/2/19)

Illinois Wesleyan University affirms the religious and secular diversity of its students, faculty, and staff. In order to protect, encourage, and support this diversity, the Council on Religious Life and Evelyn Chapel offer this [Multifaith Awareness Calendar](#) so that we may all become better aware of the many holidays observed by members of the Illinois Wesleyan community.

Out of respect for this diversity--and because there are times when the academic calendar conflicts with these major holidays--faculty, staff and students are encouraged to refrain from scheduling campus events during times of major holidays (Eid al-Adha, Rosh Hashanah, Yom Kippur, Good Friday, Easter Sunday, for example).

Students are strongly encouraged to bring to the attention of their instructor any religious observances that conflict with required coursework at the beginning of each semester. Faculty members are requested to exercise reasonable flexibility in accommodating students with conflicts due to religious observance.