



2016

# IWU 2020: Diversity 2015-16 Progress Report

University Council on Diversity, Illinois Wesleyan University

---

## Recommended Citation

University Council on Diversity, Illinois Wesleyan University, "IWU 2020: Diversity 2015-16 Progress Report" (2016).

*Related Documents*. Paper 10.

[http://digitalcommons.iwu.edu/ucd\\_docs/10](http://digitalcommons.iwu.edu/ucd_docs/10)

This Article is brought to you for free and open access by The Ames Library, the Andrew W. Mellon Center for Curricular and Faculty Development, the Office of the Provost and the Office of the President. It has been accepted for inclusion in Digital Commons @ IWU by the faculty at Illinois Wesleyan University. For more information, please contact [digitalcommons@iwu.edu](mailto:digitalcommons@iwu.edu).

©Copyright is owned by the author of this document.

# IWU 2020: Diversity 2015-16 Progress Report Executive Summary

Much progress was made on our diversity commitments in 2015-16. 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. New University website for diversity was developed and launched – [www.iwu.edu/diversity](http://www.iwu.edu/diversity)
- b. Diversity was a clearly articulated priority with Presidential candidates.
- c. Nation(s) Divided? intellectual theme and 3D, Queer Lives, ReligiosiTEA, and Intersections provided strong frameworks for diversity centered discussions. Convocations featured racial and religious diversity.
- d. Counter-space for underrepresented groups was improved with the Multifaith Meditation Room, Rainbow Floor and the Shirk Center gender inclusive locker room.
- e. IWU was named No. 38 on the Best LGBT Friendly Colleges and Universities by Campus Pride ratings.

## B. Educate for Diversity and Social Justice:

- a. 163 co-curricular education programs provided students with learning opportunities.
- b. Mellon Center grant for *Engaging Tomorrow's Students* will help support ongoing discussions about curricular approaches and pedagogical reform.
- c. General Education Task Force explored the US Diversity flag and Global Diversity flag.

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

- a. At least 14 professional development sessions were offered this year for faculty/staff to enhance their understanding of diversity and inclusion.
- b. Ongoing improvements to the experience of international students were made throughout the year.
- c. Bias incidents: 5 bias incident reports representing 8 complaints (5 classroom based, 2 out-of-class, 1 administrative/non-student complaint) were made through online reporting. Two additional significant issues occurred that deserve mention: chalking incident at Aspiration fountain (racial) and vandalism of the mural on the Rainbow Floor (sexual orientation).
- d. The results of three campus climate surveys were distributed to the campus community.
- e. LBGTQ+ initiatives like Safe Zone, the Fruit Mixer, Rainbow Floor, and intentional recruitment efforts continue to enhance support for students.

## D. Recruit and Retain a Diverse Student Body:

MALANA representation is 18% (a decline from 2014 and lower than our peers). International student representation also decreased in 2015 due to lagging enrollments from China. Most concerning was a decline in first-year African-American students (only 11 in the class of 2019). However, this year's recruitment efforts will result in a major return to historical numbers (around 26 in class of 2020) and the addition of POSSE in 2017 will also have a positive effect. African American student six-year graduation rates (70%) are also significantly different from White students (84%) and Hispanic students (80%). The six-year graduation rate for students of color (66%) places it below the median of its Peer/Aspirant Group (79%) (using the 2008 cohort).

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

- a. MALANA faculty representation increased to 11% and remains at the bottom of our peer group (median is 17%). In contrast, IWU has the highest percentage of international faculty among its peers (9%) and is very close to the Peer/Aspirant median for female faculty (43%). MALANA staff representation is 13% and at the last available benchmark in 2013 placed us above the median of our peer group (9%).
- b. A Hiring for Diversity Task Force was selected and will complete a report in 2016-17.

## F. Involve Constituencies that Represent Diverse Groups

- a. Council of IWU Women sponsored their summit again this year, with tremendous success with the SHE Speaks Pecha Kacha event.

## Diversity Goals for 2016-17

### A: Sustain a Commitment to Diversity

1. Continue to evaluate and improve the organizational structure for sustaining our commitment to diversity. (III.A3)
2. Continue to improve content/format for this annual report regarding diversity initiatives. (III.A4)

### B: Educate for Diversity and Social Justice

1. Support the Women's Power, Women's Justice annual intellectual theme. (III.B1)
2. ODI and Communications will continue to enhance event marketing and calendar availability for event resources. (III.B1)
3. The General Education Task Force and the faculty will continue to review the US and global diversity requirements in the general education curriculum. (III.B2)
4. Faculty and staff will consider ways in which diversity and social justice fit in the University-wide discussions regarding signature work.
5. Faculty Committee on Diversity will establish the criteria for a new Faculty Teaching Award for Inclusive Excellence. (III.B1/III.B3)
6. The Co-Curricular Programming Committee will determine learning outcomes for co-curricular diversity programming and begin assessment strategies.

### C: Develop and Sustain an Inclusive Campus Climate

1. Fall Faculty Conference will assist faculty in continuing conversation about their role in enhancing diversity and inclusion in the classroom and on-campus. (III.C1)
2. Faculty and staff professional development opportunities will continue to be provided to enhance intercultural fluency. (III.C1)
3. Student Affairs will successfully transition two new staff in the Office of Diversity and Inclusion. (III.C2/III.E3)
4. Improve administrative and support processes for transgender students. (III.C2)
5. The UCD Policy/Protocol Review Committee will review policies related to inclusion including a policy statement regarding transgender bathroom usage, gender-blind housing option on the Rainbow floor, and the bias incident protocol. Also consider policy/process related to student name/gender change related to student records. (III.C3)

### D: Recruit and Retain a Diversity Student Body

1. Academic Affairs will lead a POSSE Transition Team with emphasis on scholarship, leadership and recruitment.
2. Enrollment management will study student attrition, with specific attention to underrepresented students. (III.D2)
3. The Campus Climate Assessment Committee will review the experience of underrepresented students as evidenced in campus surveys like NSSE, NCHA, and others. (III.D2)

### E: Recruit and Retain a Diverse Faculty and Staff

1. Senior leadership reflects minimal diversity. A diverse pool of Vice President for Enrollment and Marketing and Vice President for Advancement candidates is strongly desired by the campus community. (III.E1)
2. The Hiring for Diversity Task Force charge is as follows: 1) educate faculty and staff so they understand the need for and are ready to embrace a diverse workforce, 2) develop recruitment, hiring and onboarding strategies for a diverse workforce, and 3) create a program to ensure the retention of our diverse faculty and staff (III.E2)

### F: Involve Constituencies that Represent Diverse Groups

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

# Illinois Wesleyan University

## *IWU 2020: Diversity* 2015-2016 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 2015-16 (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. This is the first year all six committees were fully operational with strong outcomes. Their outstanding work is represented throughout this report. (IIIA)

### Commitment to Diversity: Creating a Results-Oriented Structure

<b>University Council on Diversity</b> (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
<p style="text-align: center;"><b>Faculty Committee on Diversity</b></p> <p>The FCD is charged with identifying and communicating strategies for infusing diversity into the curriculum and classroom, in order to create a more inclusive experience for all students and to prepare them for life in a global society. The focus of the FCD is on discovering and sharing related curricular resources, areas for collaboration, faculty development opportunities and assessment strategies. The FCD is an appointive committee of five faculty and elects its chair annually. Regular reporting at faculty meetings will be expected.</p>	<p style="text-align: center;"><b>Campus Climate Assessment Committee</b></p> <p>Charge is to assess the campus climate for target populations. Membership includes students, faculty, staff, administration. Chair - Institutional Research and potential class-based collaboration.</p>
<p style="text-align: center;"><b>Co-Curricular Advisory Committee</b></p> <p>Focus is on co-curricular initiatives. Membership includes OMSA, International Programs, Chaplain, Safe Zone/LGBT, Engaging Diversity director, women’s council, students (Senate awareness commissioner, athletics, FSL and ORL.</p>	<p style="text-align: center;"><b>Policy and Protocol Review Committee</b></p> <p>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.</p>
<p style="text-align: center;"><b>Multicultural Fluency Committee</b></p> <p>Focus is on faculty/staff/administrator development of knowledge, skills and abilities for educating and serving a diverse community. Membership includes Human Resources, Staff Council, CUPP, reps from each division, students. Co-chairs will be selected by Staff Council and CUPP.</p>	<p style="text-align: center;"><b>Diversity Leadership Team</b></p> <p>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.</p>

### A. Sustain a Commitment to Diversity

**III.A1: Diversity Broadly Defined:** The best learning opportunities take place in the context of difference: difference of opinion and idea, of experience and background, of identity and culture. Engaging difference in campus classrooms and communities fosters critical skills and capacities that will equip graduates as community and thought leaders in their pursuits beyond IWU. This year there was an increased co-curricular focus on engaging our community in conversations around intersectionality and its impact in the lives of marginalized individuals in our society. Broadly defined as the study of intersecting social identities, intersectionality challenges individuals to understand the interconnection of social categories (e.g., race, class, gender, etc.) and how they might create an overlapping interdependent system of discrimination or disadvantage. Through our Queer Lives Series, 3D events, and Diversity Talks programming, students had multiple avenues by which to unpack the meaning of and reflect upon intersectionality. Further, through hearing the

life experiences of speakers and engaging in deep discussion about contemporary events, students were able to see the connection between theory and reality. The Queer Lives Speaker and Performer series offered a program entitled “Witness Uganda,” which provided students with a glimpse into the lived experience of an African-American Gay male who tried to educate youth in Uganda, a country extremely hostile to LGBTQ+ identities. Students were also able to witness the role intersectionality plays in the lives of their fellow classmates through this year’s production of Vagina Monologues, which allowed participants to replace some of the traditional monologues with their own lived experiences as women. This change in the program allowed participants to get a more in-depth glimpse into the lives of their classmates. Students were also able to intensely discuss the role that socioeconomic status and race plays in the Flint water crisis, and then a group of students traveled to Flint to witness firsthand what is happening in that community. In all, students had a myriad of opportunities to attend programs and events (roughly almost 2 dozen) or engage in conversations that challenged them to think more critically and be more aware of intersectionality.

**III.A2: *Strong Institutional Statement of Core Values:*** University Communications strives to accurately reflect the value the institution places on campus diversity through messaging and imagery. One of our five core messages is to communicate “an engaged and welcoming community that values diversity in people, ideas and experiences.”

***Diversity Website Developed:*** One of this year’s goals was to align our web messages to match our commitment to diversity. In summer, 2015, the Office of Diversity and Inclusion created a comprehensive web page ([www.iwu.edu/diversity](http://www.iwu.edu/diversity)) to best reflect this commitment. The site includes a values statement, a calendar of events, inclusion-related policies and procedures, reports, research and resources for prospective employees or students and current faculty, staff and students.

Priority is placed on representing varied aspects of diversity, beginning in the planning stages for publicity and photography coverage, and guiding the selection of the stories, videos and images featured on our website; Admissions marketing materials; our internal Campus Weekly e-newsletter; and other University communications.

Several **press releases** during the past year highlighted a broad definition of diversity, including:

- [“Illinois Wesleyan Hosts Summit on Colorblind Racism”](#) with alumna Charlene Carruthers '07 as the keynote speaker;
- [“Illinois Wesleyan Earns High Rating for Efforts to Create Inclusive Community”](#) on the Campus Pride Index for institutional commitment to LGBTQ+-inclusive policies, programs and practices;
- [“Nation\(s\) Divided?” Selected as Intellectual Theme”](#) to explore in academic and co-curricular programming the identities that divide us;
- [“Illinois Wesleyan Dedicates Multifaith Space ‘Open to All,’”](#) thanks to the work of student Multifaith Ambassador Lisa Mishra and a major gift from the Merwin Foundation;
- [“Lowenthal ’16 Investigates Masculine Identity in ‘Gangsta Rap,’”](#) after becoming interested in expressions of black male identity in the literature course, “Slavery and the American Novel;”
- [“Students Seek to ‘Engage Diversity’ in Record Numbers.”](#) In the wake of unrest in Ferguson and Baltimore, incoming students voluntarily came to campus early for Illinois Wesleyan's pre-orientation Engaging Diversity program;
- [“Illinois Wesleyan Launches New Recruitment Initiative in New Orleans.”](#) The University is partnering with The Posse Foundation, a national college access and leadership development program, to recruit cohorts of students to receive scholarships, mentors and support.

***President:*** From the first days in his tenure as the University’s 19th president, Eric Jensen highlighted the importance of diversity – both racial and economic – among priorities facing his leadership at Illinois Wesleyan, including an [interview on WGLT Radio](#) and a [video](#) produced by Communications Office staff for the [University website](#).

This video was one feature among significant efforts invested in improving online communication about the value of diversity at Illinois Wesleyan. Top-level navigation links were added to improve visibility for [the new diversity website](#).

**Recognition:** With campus support organizations and resources also clearly communicated on the [University website](#), Illinois Wesleyan is No. 38 on the 2016 rankings of the [Best LGBT Friendly](#) Colleges and Universities, based on Campus Pride ratings and overall criteria for institutional quality and value.

**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 *An Unlikely Disciple: A Sinner's Semester at America's Holiest University*, by Kevin Roose. Speaking at President's Convocation, Roose's remarks were informed by his experiences at Liberty University and challenged listeners to think about open-mindedness to diversity in broad ways. The Founder's Day convocation featured Eboo Patel, a Muslim man committed to inter-faith understanding. The ARC and ODI sponsored Martin Luther King, Jr. Teach-In focused on Education and Social Justice. Additionally, Student Senate sponsored Opal Tometi with the Black Lives Matter movement.

**III.A2/II.E1: Facilities and Counterspace:** The Chaplain's office led an initiative to renovate the meditation room in the Memorial Center into a Multifaith Meditation Room. With the help of donor funds (Sharon Merwin), renovation occurred in the summer, 2015, and the space was dedicated in August, 2015. The Office of Residential Life and the IWU PRIDE Alliance worked together to develop the Rainbow Floor, a gender-inclusive, living-learning program focused on LGBTQ+ identity development and educating for social justice. Finally, the addition to the Shirk Center included a gender inclusive locker room space and attention to individual privacy in new team locker rooms to support the involvement of trans athletes. One of our 2015-16 goals included exploring options for counterspace for MALANA students (like the multi-cultural house). Fortunately, the ODI office has provided a quality counterspace but it does not meet all the needs expressed by students; so, we will keep this goal active for the next round of University master planning.

**III.A4: Campus Climate:** Three campus climate review processes occurred in 2015-16: the HERI Diversity Learning Environments Survey data was reviewed and shared with students, faculty, staff, and the Board of Trustees; the HEDS Sexual Assault Climate Survey was shared with students, faculty, staff, the parent board and the Board of Trustees; the Inter-faith Youth Core Religious and Spiritual Climate Survey was reviewed and shared with students, faculty and staff.

#### **Goals for 2016-17**

1. Continue to evaluate and improve the organizational structure for sustaining our commitment to diversity. (III.A3)
2. Continue to improve content/format for this annual report regarding diversity initiatives. (III.A4)

## **B. Educating for Diversity and Social Justice**

**III.B1: Inside the Classroom:** Faculty Committee for Diversity (FCD) met a total of 9 times during the Academic Year 2015-16. As part of the Diversity Goal for the University's Strategic Plan *IWU 2020*, the FCD decided to focus efforts on developing a mandatory faculty workshop on diversity and inclusion. This workshop will take place on August 26, 2016 using the Fall Faculty Conference as our launchpad. This already established, mandatory faculty event will help FCD to gain a wider audience, as well as to gather information about what is needed to make this event a working template for what we expect would be an Annual Faculty Workshop on Diversity and Inclusion.

Additionally, the Mellon Center was awarded a \$350,000 grant to develop a comprehensive, three-year program of new curricular approaches and pedagogical reform. The primary aim of the initiative, entitled *Engaging Tomorrow's Students*, is to increase student engagement and enhance learning outcomes. We anticipate that some of these resources will assist our efforts for educating for diversity.

**III.B1: Center for Human Rights and Social Justice:** The Center sponsors several signature programs including: The Human Rights Workshop, the Student Undergraduate Research Conference, a film series, the Scholars at Risk Advocacy seminar, and the Peace Fellows. The Human Rights Workshop specifically addressed the annual theme, Nation(s) Divided with a focused discussion on the Black Lives Matter movement. In follow-up to the workshop, Nicole Brown (alum and adjunct faculty member) and Mark Timmerman (alum) synthesized the group's sentiments into a document titled "Calls to Action: Black Lives Matter at Illinois Wesleyan University." This document was shared with the University Council on Diversity for discussion and action. Fortunately, many opportunities mentioned in the document are already in progress on campus. It is shared here in Appendix A.

In 2015-2016, the Center sponsored three speakers who addressed issues of mass incarceration, the needs of released female prisoners living in the Bloomington-Normal area, and the stigma and employment obstacles formerly incarcerated individuals confront. A film series focused upon the work of Africa's leading filmmaker, Ousmane Sembene. Additionally, a new Illinois Wesleyan University Fund for Human Rights, Sustainability, and Social Justice, with initial donations totaling over \$50,000.00, was established in support of internships, programming, and other needs, to be administered by the Center. The Center for Human Rights and Social Justice also sponsored James Kilgore (lecturer at UIUC and local activist who served 6 years in prison for his role with the Symbionese Liberation Army) who talked about his book that called attention to mass incarceration and race in this country.

**III.B1: Outside the Classroom:** We enjoyed another year of high quality co-curricular programming that sought to educate our community about different aspects of diversity. In total, there were 163 events, programs, or meetings (e.g., ReligiosiTEA, Diversity Talks, etc.) that touched upon some area of diversity. Some of our larger initiatives included the Queer Lives Speaker and Performer Series, the Human Rights Workshop, Walk A Mile In Her Shoes, Light the Night, MLK Keynote Speaker David Stovall (Professor of African American Studies and Educational Policy Studies, UIC), Founder's Day Speaker Eboo Patel (Founder and President of Interfaith Youth Core), and our Do Good Speaker Juan Salgado '91 (MacArthur "Genius" Fellow). Faculty were also highly engaged in providing co-curricular programming through the continued coordination of the international film series by International Studies and by inviting numerous scholars to visit our campus who touched on a variety of issues including race, mass incarceration, anti-racist readings, and African-Americans and education. Although there was a large variety of diversity related programming, areas that continued to receive less attention were those relating to ability status both physical and invisible and specific engagement with the topic of socioeconomic status.

The goals for the Co-Curricular Advisory Committee for 2015-2016 school year included providing more specific programming in the areas of disability status, men, bi-racial individuals, men of color, and intersecting identities. Broadly, all of these areas were addressed to some degree; however, some areas did not receive as much attention as intended or needed. *Disability status:* Students had the opportunity to engage in dialogue about mental health and disability issues via Diversity Talks. In these meetings, students talked about visible versus invisible disabilities and how possessing either of these identities might impact the experiences of students on our campus. *Men's Programming:* The Male Outreach Subcommittee of the Sexual Assault Task Force had another successful year engaging men on campus in healthy conversations about masculinity. Through a program called Dictations, a group of 10 men met on a bi-weekly basis to discuss masculinity at the intersection of areas such as family, friendships, relationships, and fatherhood. Men who were participants in this group were also active in the coordination of the first Walk a Mile in Her Shoes at IWU in several years. Walk a Mile had over 200 participants and educated men about domestic violence toward women. *Bi-racial individuals:* Students were able to engage in conversations about bi-racial identities and its impact on individuals through our Diversity Talk series; specifically, students engaged in conversations that addressed questions like how does interracial dating look for bi-racial individuals, and do these individuals have to "choose" one race with which to identify. Still, direct educational programming for this population was sparse this year. *Men of color:* Programming for men of color was also scant this academic year. Attempts were made to program for and with this population; however, most

communication and conversation about educational related issues occurred outside of an official program or initiative. Still, men of color were engaged in other male related initiatives including Walk a Mile and Dictations.

Category	# Sponsored	# of Participants	Notable Programs
General Diversity	22	500+	Do Good Speaker Juan Salgado; The Struggle for Freedom Series; Write4Rights 2015; Diversity Talks
Race/Ethnicity	44	700+	Opal Tometi Black Lives Matter Speaker; James Kilgore Mass Incarceration Talk; Dr. David Stovall MLK Keynote; MLK Teach-In
Religion	36	300+	Light the Night; Dedication of the Multifaith Prayer Space; Eboo Patel Founder’s Day; ReligiosiTEA
Gender	17	300+	Vagina Monologues; Walk a Mile In her Shoes; Haunting Ground Showing; Women’s Summit; Men’s Discussion Group
Sexual Orientation/Gender Identity	20	200+	Queer Lives series; Legacy Wall; Witness Uganda; Middle Sexualities Non-Org
Social Justice	12	200+	Alternative Break Trips; Human Rights Workshop; MLK Service Day Community Service and Discussion
International/Cross Cultural	12	200+	Alumni Career Panel; International Film Series; Roommate Connections

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

**Goals for 2016-17**

1. Support the Women’s Power, Women’s Justice annual intellectual theme. (III.B1)
2. ODI and Communications will continue to enhance event marketing and calendar availability for event resources. (III.B1)
3. The general education task force and the faculty will continue to review the US and global diversity requirements in the general education curriculum. (III.B2)
4. Faculty and staff will consider ways in which diversity and social justice fit in the University-wide discussions regarding signature work.
5. Faculty Committee on Diversity will establish the criteria for a new Faculty Teaching Award for Inclusive Excellence. (III.B1/III.B3)
6. The Co-Curricular Programming Committee will determine learning outcomes for co-curricular diversity programming and begin assessment strategies.

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

**III.C1: Faculty and Staff Education and Training:** The year began with a discussion of last year's diversity progress report, which was made more timely by a recent student demonstration following a racist chalking on the quad. The beginning of the academic year also included the formal dedication of the new Multifaith Meditation Room, and in the fall, an update on the campus climate survey around sexual assault. The Intercultural Fluency Committee focused on amplifying existing events already taking place on campus, while considering outside consultants or speakers for the following year, particularly around how hiring committees might consider the role of bias in their work. The Intercultural Fluency Committee also sent a faculty committee member to serve as liaison to the Faculty Committee on Diversity, which is planning the fall faculty conference that will be focused on diversity next academic year.

Professional development opportunities during the academic year, in addition to the report-sharing and discussions named above, included: the Martin Luther King Day Teach-In, whose theme was The Struggle for Equal Education in America (all employees); a Non-Org about enhanced cooperation among the Pre-Os around diversity, with a focus on how we can best support students from diverse backgrounds (all employees); a diversity training designed to help staff respond to racial climate challenges (all employees); a training on middle sexualities and student resistance of gender and sexual labels (all employees); a report on the campus religious and spiritual life survey (all employees); a training for faculty and staff to best respond to Islamophobia and religious diversity on campus (all employees); a forum on opportunity hires (geared primarily toward faculty); and a presentation about a conference about colorblind racism that took place in May 2016 (all employees). Overall, faculty and staff show an ongoing commitment to learning about diversity and strengthening our intercultural fluency.

**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. After Teodora Nikolova stepped down from her role supporting ESL training, she was ably succeeded by Cristina Sánchez-Martín. Cristina provides one-on-one tutoring in the Writing Center, and she provides professional development for the peer tutors in the Writing Center who work with ESL students.
2. International students were more evenly distributed across Gateway sections in 2015-2016. There is anecdotal corroboration that this has helped faculty provide more support for students who are transitional English writers.
3. Pre-orientation included greater integration of activities between International Orientation, MALANA Orientation, and the Engaging Diversity program.
4. Stacey Shimizu and Robyn Walter have continued to refine the orientation process for international students, and they have expanded the online pre-arrival materials.
5. The offices of Academic Affairs and Admissions have engaged in discussions with Heartland College about the possibility of contracting academic support services for selected ESL students. Preliminary conversations have also explored possible articulation agreements in which a cohort of international students could undertake an immersive ESL program at Heartland in preparation for enrollment at IWU.

**III.C2: Positive Campus Climate: LGBTQ students:** With campus support organizations and resources also clearly communicated on the [University website](#), Illinois Wesleyan is No. 38 on the 2016 rankings of the [Best LGBT Friendly Colleges and Universities](#), based on Campus Pride ratings and overall criteria for quality and value. The addition of the Rainbow Floor and related activities like the Fruit Mixer (kick off reception) assisted greatly in creating a positive campus climate. Additionally, we began collecting data regarding sexual orientation through the campus housing process to better assist us in supporting students and understanding their campus experience (retention, outcomes, etc). ODI and ORL staff met with several offices regarding the needs of transgender and gender non-conforming students. This included encouraging the use of pronouns more regularly in introductions. We also adopted the term LGBTQ & TGNC to better distinguish the difference between sexual orientation and gender identity. The Common Application for admissions was also adjusted this year to include a space for students to indicate a gender other than male/female.

The federal Office of Civil Rights also distributed a Dear Colleague letter articulating clear protections for students based on gender identity. To be specific, educational institutions are to treat students consistent with his/her gender identity. The UCD Policy and Protocol Committee recommended a “bathroom use” policy to President Jensen for consideration and adoption. We also discussed the educational records of trans students and how best to support the accuracy of their names and identities on class rosters, student IDs, directory information, etc. Unfortunately, our student records system (BANNER) does not have an easy solution, but we will continue to find interim solutions until BANNER can make a system-wide adjustment to “preferred name”. Finally, the policy group continues to discuss the Rainbow Floor request for gender-blind housing assignments. In April, 2016, the Parent Board discussed the growing number of trans students on campus and gender identity complexities and a proposal under consideration for gender-blind housing. The Parent Board supported this policy for the Rainbow Floor. We hope to finish vetting this proposal in Fall, 2016 for final resolution.

**III.C2: Positive Campus Climate: Students with Disabilities:** For the 2015-2016 academic year, 63 (3.4%) of the 1842 enrolled students at IWU registered with Disability Services, and 50 (79.3%) of those 63 students requested that their academic accommodation information be distributed to faculty. In the 2015-2016 academic year, tracking the type of academic accommodations being requested began. The most frequently requested accommodations are extended time on exams/quizzes (48 students), note-taking support (smart pen, laptop note taking, recorder use) (40 students), reduced-distraction exam environment (39 students), and flexibility to request extensions on assignments/papers (26 students). In 2015-16, the Academic Advising Center proctored 185 exams for 35 students with disabilities.

**III.C3: Bias Reporting:** Bias incidents may be reported through an online reporting form or in person in a variety of offices (Dean of Students, Diversity and Inclusion, Human Resources, or Provost). For each online report received, Student Affairs, Academic Affairs or Human Resources will respond to the person submitting the report, depending on the incident. The goal is to validate the concern, empower, and provide the tools for self-advocacy (when appropriate) and/or institutional advocacy, when warranted.

We received only 5 online incident reports which detailed 8 different complaints about bias. We added incidents reported to the Dean of Students office, the Office of Diversity and Inclusion, or the Chaplain to ensure a broad sense of the campus climate regarding bias. There were two additional incidents added by these offices. Six of the complaints occurred in the classroom and involved a faculty member’s comments or actions. The classroom incident reports can be characterized as reinforcing stereotypes, marginalizing identity groups, or differential treatment based on racial differences. Six incidents occurred outside the classroom with unknown offenders due to the nature of the incident (removal or destruction of RSO posters, chalking incident by Aspiration, vandalism of the Rainbow Floor mural.)

**III.C4: Campus Climate:** Three climate-based surveys were administered over the 2014-2015 academic year: the HEDS Sexual Assault Campus Climate Survey; the Diverse Learning Environments Survey; and the Campus Religious and Spiritual Climate Survey. The results of these assessments were disseminated over the 2015-2016 academic year to a number of campus constituencies including the University’s Board of Trustees, Cabinet, faculty, staff, and students through various committee meetings and presentations specific to climate assessment (e.g., non-orgs, open forums). Survey reports are available at <https://www.iwu.edu/diversity/reports-research.html>.

Recommendations concerning the surveys are as follows:

### **HEDS Sexual Assault Campus Climate Survey (19% response rate)**

- Overall, students have a positive perception of campus climate regarding sexual assault and appear to understand how to report incidents. Students indicate significant confidence in institutional responsiveness and the seriousness of addressing this issue, particularly relative to our peers.
- Visibility of Campus Security: Survey results indicate that we are lower than our peers in perceptions related to caring about the welfare of students and protecting them from harm. Safety outreach programs and visibility of security officers may enhance this perception.
- Timeliness of crisis responsiveness: Concerns about timeliness of responsiveness suggest several things: first, we must shape the norms regarding reasonable responsiveness when our most frequent crises are weather-related (aka ice storm closure) and second, that the University must be vigilant in responding to all campus crises in a prompt manner in order to gain trust. We would like to see this response, agree and strongly agree, 65% or higher (currently 47%).
- Peer interaction: Students, particularly women, have less confidence in their peers appropriately responding to or intervening with a sexual assault. Questions about genuine concern for welfare and students supporting victims indicate that we should continue to improve our bystander intervention efforts and our empowerment of students regarding helping friends who are victims of sexual assault. It would be important to focus more on the social psychological phenomena/dynamics that prevent students from taking action in a level 2 bystander training program. In addition to Consent is Sexy, it may also be important to develop a catchy outreach campaign encouraging students to take action when they see a situation that may escalate to sexual assault or harassment. It may be helpful to reward students publicly who DO take action to show the value of intervening on a community level and to heighten awareness that peers are willing to intervene.
- Guests/non-students: The number of students reporting unwanted sexual contact from a non-student is higher than expected and higher than peer institutions (46% and 27.9%). As part of our risk management educational programs, we need to continue to encourage students to carefully monitor guests.
- Incapacitation: Incapacity to give consent was particularly high (60.9%) in comparison to peer institutions (38.5%). This finding has implications for the Alcohol Task Force and our sexual assault educational efforts, including bystander intervention.
- Repeat assaults: We were certainly concerned that 50% of those who responded that they were assaulted, shared that they were assaulted more than once. Although we understand this pattern may be related to post-traumatic stress and learned helplessness, we need to help educate friends and survivors to this pattern.
- Reporting: Sexual assault remains one of the most underreported crimes and this survey reflects that underreporting. Encouraging reporting is consistently emphasized on campus. In these survey results, only five students reported to IWU and zero reported to the local police. We need to continue to make reporting options visible and trustworthy for students. Students were more likely to report to an IWU counselor than their parents which is a reflection of strong counseling and consultation rapport and openness.
- Support climate for men: Men reported a general sense of lack of support during difficult times and feeling valued by and connected to the campus community. Men also report lower awareness about confidential reporting resources than women do. Men's outreach efforts should focus on general climate of support and knowledge of resources.
- Risk reduction for LGBT students: The HEDS consortium data indicated that students who identified as a sexual orientation besides heterosexual are more likely to be sexually assaulted than those who are heterosexual. The data did not indicate whether assaults were by same-sex assailants or not. Regardless, we need to make certain that our policies, supports, and educational efforts are inclusive of the needs of LGBTQ+ community.

### **Diverse Learning Environments Survey (19% response rate)**

Based on the cumulative results of the Diverse Learning Environments Survey, the evidence suggests that a number of students frequently experience campus climate issues throughout their IWU experience. This was especially evident with international students who led all groups in having the most significant differences among the factors (7 out of 17). The

Campus Climate Assessment Committee has identified a number of recommendations that may improve the campus climate over time for all students.

- IWU and the University Council for Diversity should continue their strategic efforts on shaping and demonstrating a high institutional commitment to diversity.
- The University should continue to offer and strengthen programs that promote inclusion for diverse communities.
- The University should make a commitment to recruit and retain more faculty, staff, and students of color, which may require an examination of policies and practices that restrict in some way the University's ability to accomplish this task.
- Faculty and staff should receive more education on the student experience at IWU, as well as training on how they can better assist students to be more successful both inside and outside of the classroom. Some programs should address race/ethnicity issues.
- The University should identify more opportunities to develop cross-cultural group dynamics in and out of the classroom.
- Similar to the annual welcome receptions held for incoming international students and students of color, the University should consider instituting receptions for returning students to facilitate and enhance their identification of allies on campus.
- The University should consider aligning students with cross-cultural ambassadors to enhance communication and engagement.
- Co-curricular diversity events should be evaluated for success and potential growth.
- The University's campus climate should be assessed periodically to evaluate the student experience as it relates to the climate for diversity, including experiences with discrimination, cross-racial interactions, validation and sense of belonging.

### **Campus Religious and Spiritual Climate Survey (16.9% response rate)**

“The Campus Religious and Spiritual Climate Survey (CRSCS) is an assessment tool designed to assist campus leaders as they navigate the challenges and possibilities that religious and worldview diversity bring to higher education institutions. The survey gauges college students' perceptions of key climate dimensions and profiles attitudes and behaviors related to interfaith engagement.”<sup>1</sup>

In general, IWU responses mirrored the national sample (a snapshot of which can be found [here](#)).

- Students rated *Worldview Commitment*—defined as “the degree of reflection and consideration of other worldviews that students engage in prior to committing to their own worldview”—lower than the national average (IWU sample: 20.5/36 vs. National sample: 22.33/36).
- Students reported lower levels of accommodation for holiday and other religious observances (IWU sample: 2.6/4 vs National sample: 2.9/4). Open-ended questions on the survey demonstrated an interest in interfaith activities, support for and interest in an interfaith prayer space, as well as increased Christian worship services on campus.
- Students rated *Muslim Acceptance on Campus* lower than the national average (IWU sample: 9.5/16 vs. National sample: 10.5/16), and *Non-religious Acceptance on Campus* higher (IWU sample: 12.3/16 vs National sample: 11.7/16).
- Students rated *Coercion on Campus*—defined as “the degree to which students reported feeling coerced or pressured with respect to religion or worldview”—although this was ranked as a relatively low affect, it was still higher than the national average (IWU sample: 4.6/20 vs. National sample: 4.0/20).
- Students rated *Transformative Impact of College on Worldview*—defined as “the degree to which students feel their religious or spiritual worldview may have changed due to their overall college experience”—higher than the national average (IWU sample: 22.0/36 vs National sample: 19.8/36).

In addition, IWU students (in comparison with the national sample) reported higher levels of participation in interfaith activities (IWU sample: 5.4/22 vs. National sample: 5.1/22); similar perceptions of religious diversity on campus (IWU sample: 16.4/28 vs. National sample: 17.1/28); higher rates of classroom discussion related to religious diversity (74% of

---

<sup>1</sup> *IWU CRSCS Report*, p. 2

IWU sample vs. 55% of National sample has discussed religious diversity in the classroom); and more pressure to separate academic experiences from personal worldviews (IWU sample: 1.4/4 vs National sample: 1.1/4).

The Chaplain’s office in collaboration with the multifaith ambassadors and the Council on Religious Life offer the following recommendations from the survey results:

- Disaggregate Worldview Majority, Worldview Minority and Another Worldview student responses to get a clearer picture of student experiences and perceptions.
- Hold focus groups with student organizations on the results focused on an organization’s interests and identity.
- Present data to stakeholders like faculty, staff, and the Board of Trustees to encourage conversation.
- Support new student-initiated spiritual and religious RSOs on campus; promote the Multifaith Meditation Room and other existing interfaith programming.

**Goals for 2016-17:**

1. Fall Faculty Conference will assist faculty in continuing conversation about their role in enhancing diversity and inclusion in the classroom and on-campus. (III.C1) The Faculty Committee on Diversity (FCD) will explore making this type of faculty development on diversity and inclusion an annual event.
2. Faculty and staff professional development opportunities will continue to be provided to enhance intercultural fluency. (III.C1) Explore funding for consistent participation in the Social Justice Training Institute (FCD)
3. Establish criteria and funding for a Faculty Teaching Award for Inclusive Excellence (FCD)
4. Student Affairs will successfully transition two new staff in the Office of Diversity and Inclusion. (III.C2/III.E3)
5. Improve administrative and support processes for transgender students. (III.C2)
6. The UCD Policy/Protocol review committee will review policies related to inclusion including a policy statement regarding transgender bathroom usage, gender-blind housing option on the Rainbow floor, and the bias incident protocol. Also, the committee will consider policy/process related to student name/gender change related to student records. (III.C3)

**D: Recruit and Retain a Diverse Student Body**

The Fall 2015 entering class of new students saw a slight decline in the overall diversity in the entering class. The Fall 2015 entering class included fewer international students (48) than the record number of new international students in the Fall 2014 (75). Most of the decline was represented in the number of students enrolling from China (23 vs 45). Still, the 48 international students represent the third largest number of entering international students in a single year. Regarding domestic student enrollment, this class included a rebound in the number of Asian students (consistent with previous years), similar enrollment of Hispanic students and a decline in the number of African-American students. The number of students identifying as Multi-Racial students also declined from the previous year (10 vs 19).

**III.D1: Recruitment benchmarks**

Indicator:	FTFY STUDENTS of COLOR					STUDENTS of COLOR				
	Fall11	Fall12	Fall13	Fall14	Fall15	Fall11	Fall12	Fall13	Fall14	Fall15
<b>Year:</b>										
<b>IWU:</b>	18%	20%	20%	19%	18%	14%	16%	17%	18%	18%
<b>Peer Median:</b>	19%	19%	20%	23%	21%	15%	17%	18%	20%	20%
<b>Med. Differential:</b>	-1%	1%	0%	-4%	-3%	-1%	-1%	-1%	-2%	-2%
<b>IWU % of Median</b>	95%	105%	100%	83%	86%	93%	94%	94%	90%	92%
<b>High Institution</b>	26%	27%	35%	38%	35%	23%	24%	26%	31%	31%
<b>Low Institution</b>	13%	16%	16%	18%	15%	13%	14%	15%	16%	17%

Indicator:	FTFY INTERNATIONAL STUDENTS					INTERNATIONAL STUDENTS				
	Fall11	Fall12	Fall13	Fall14	Fall15	Fall11	Fall12	Fall13	Fall14	Fall15
Year:										
IWU:	5%	4%	8%	14%	9%	4%	4%	5%	8%	9%
Peer Median:	6%	8%	8%	10%	9%	7%	7%	7%	8%	9%
Med. Differential:	-1%	-4%	0%	4%	0%	-3%	-3%	-2%	0%	0%
IWU % of Median	83%	50%	100%	140%	100%	57%	57%	71%	100%	100%
High Institution	15%	13%	17%	14%	18%	12%	13%	13%	14%	14%
Low Institution	1%	1%	2%	2%	3%	1%	1%	2%	2%	3%

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

**First-Year to Sophomore Retention Rate by Gender and Race/Ethnicity**

COHORT YEAR RETURNING YEAR	2013 2014							2014 2015						
	Chrt Men	Chrt Wmn	Actv Men	Actv Wmn	Rtntn Men	Rtntn Wmn	Rtntn All	Chrt Men	Chrt Wmn	Actv Men	Actv Wmn	Rtntn Men	Rtntn Wmn	Rtntn All
Race/Ethnicity														
Non-resdnt. Alien	19	22	18	22	95%	100%	98%	26	37	23	37	88%	100%	95%
Black/Afr-Amr.	7	18	7	18	100%	100%	100%	9	10	7	9	78%	90%	84%
American Indian	0	0	0	0				0	0	0	0	0%	0%	0%
Asian	12	5	11	4	92%	80%	88%	2	16	1	14	50%	88%	83%
Hispanic/Latino	11	26	9	21	82%	81%	81%	14	20	13	16	93%	80%	85%
Ntv Hawaii/Pcfc	0	0	0	0				0	1	0	1	0%	100%	100%
White	189	188	169	170	89%	90%	90%	137	155	121	139	88%	90%	89%
Multi Racial	13	10	12	8	92%	80%	87%	6	10	6	10	100%	100%	100%
Unknown	3	4	3	4	100%	100%	100%	3	9	3	8	100%	89%	92%
<b>Total</b>	<b>254</b>	<b>273</b>	<b>229</b>	<b>247</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>197</b>	<b>258</b>	<b>174</b>	<b>234</b>	<b>88%</b>	<b>91%</b>	<b>90%</b>

The University's percentage of students of color (new entering and total) remained at 18% over the 2015-2016 academic year, with Hispanic students having the largest representation at 7%. The University remains below the median of its Peer/Aspirant Group concerning students of color (new entering and total). The percentage of new international students entering IWU dropped from the record setting fall of 2014 (14%) to 9% in 2015, still a significant portion of the entering class. First-year to sophomore retention rates for the 2014 cohort remained relatively high overall, with some positive and negative fluctuations between groups as compared with the 2013 cohort. The University's percentage of international students (new entering and total) places it at the median of its Peer/Aspirant Group.

**Six-Year Graduation Rates by Race/Ethnicity**

COHORT CLASS YEAR	2005 2009		2006 2010		2007 2011		2008 2012		2009 2013	
	Chrt	%								
Adjusted Overall	565	83%	552	82%	538	78%	562	81%	517	83%
Non-resdnt. Alien	17	82%	13	85%	17	88%	31	87%	21	81%
Black/Afr-Amr.	40	60%	33	67%	29	69%	34	59%	23	70%
American Indian	1	100%	3	100%	2	100%	2	100%	2	100%
Asian	25	92%	26	85%	27	67%	22	82%	25	88%
Hispanic	18	67%	19	74%	13	85%	18	56%	15	80%
White, Non-Hspnc	434	85%	445	84%	420	79%	416	82%	364	84%
Multi Racial			1	100%			1	100%	5	80%
Unknown	30	73%	12	75%	30	77%	38	90%	62	84%

Indicator:	<b>6-YEAR STUDENTS of COLOR GRAD. RATE</b>				
Year:	2004	2005	2006	2007	2008
<b>IWU:</b>	74%	71%	76%	72%	66%
<b>Peer Median:</b>	76%	74%	76%	81%	79%
<b>Med. Differential:</b>	-2%	-3%	0%	-9%	-13%
<b>IWU % of Median</b>	97%	96%	100%	89%	84%
<b>High Institution</b>	92%	92%	94%	92%	89%
<b>Low Institution</b>	56%	53%	63%	61%	63%

Student cohort graduating in six years or less.

The overall six-year graduation rate for the 2009 cohort (83%) was a couple of percentage points higher than the 2008 cohort (81%). This modest improvement was reflected in a few groups including Black, Hispanic, and Asian students (domestic). The 70% graduation rate for Black students was the highest for this group over the past five years, yet it was still the lowest among the various race/ethnicity categories. In the aggregate, the University's six-year graduation rate for students of color places it below the median of its Peer/Aspirant Group (using the 2008 cohort).

**III.D2: Positive Climate: Pre-orientation Programs and Targeted Welcome Events:** Four dynamic pre-orientation programs exist to sustain an inclusive campus community and assist with retention: MALANA pre-orientation, International Student pre-orientation, Engaging Diversity, and International Connections, a new program for the domestic roommates of new international students. Although these programs are transition programs focused on support and retention, they also collaborate to create an inclusive environment and facilitate connections across underrepresented groups. Additionally, there were three welcome receptions for underrepresented groups: The Fruit Mixer (LGBTQ+), Conexiones and a first generation student reception. All three events feature networking among students, faculty and staff. Turning Titan continues to try to find the right activity to effectively engage students regarding diversity and inclusion.

**III.D2: Positive Climate: Accessibility of services to underrepresented students:** Several departments regularly review service to MALANA and/or international students to ensure that we are reaching all students for services and support.

- Greek life: Fraternities report 19% MALANA & international students; sororities report 16%. The numbers of students participating in Greek Life by race are as follows: African American – 10, Asian – 25, Hispanic/Latino – 35; Multiracial – 19; International – 13. For the first time in many years, three African American women joined a city wide chapter of Sigma Gamma Rho Sorority, Inc., a historically Black Greek organization.
- Residence Life: ORL student staff racial/ethnic diversity is 34% (8% Asian, 4% African American, 12% Latino, 7% international, 1% biracial).
- Hart Career Center reports seeing 61.2% women. 19.1% of appointments were with MALANA students. 13.2% of appointments were with international students.
- Counseling and Consultation Services reported 1% transgender, 17% LGBTQ, 9% registered with disability services, 6% Hispanic/Latino, 15% Asian/Asian American, 4% multi-racial, 7% African American, 9% international, and 22% first generation.
- Health Services: From completed satisfaction surveys, Arnold Health Services served 9.9% international students, 15% Asian students, 5.7% African American students, 6% Latino/a, and 2.5% multi-racial.

**III.D2: Positive Climate: Low SES students and availability of financial aid:** In the yield analysis for the Fall 2015 class, we saw a sharper decline than expected in the yield of our Low SES constituencies. For the Fall 2016 class, the University decided to make some policy adjustments to all Low SES students in hope of enrolling a more diverse class by SES bands as well as positively affecting some of our racially diverse admits. Initial numbers for Fall 2016 are promising regarding domestic MALANA enrollment.

Additionally, President Jensen (who began his presidency on November 1, 2015) has approved a partnership with the POSSE organization. The University will partner with the New Orleans POSSE location to enroll 10 students each year with full tuition scholarships.

**III.D2: Positive Climate: Recruitment Initiatives:** Diversity recruiting events for the 2015-16 year coordinated by the admission office included the Tu Universidad program in February plus two Diversity and Inclusion Visit Programs (formerly known as Multicultural Weekends) for prospective students. The second DIVP Weekend was added this year to coincide with MLK weekend and the MLK Teach-In campus community programming.

Also, SALSA and BSU student organizations assisted the admission effort by conducting student phoning sessions with admitted Hispanic and African-American applicants. These phone sessions were coordinated by the Admission Office and began early in the second semester when students returned from break.

LGBTQ recruitment included attending the Campus Pride College Fair in Chicago. The Admission Office also promoted our 4-Star Campus Pride Index rating (out of 5) in our formal campus visit programs. We believe this may have contributed to three transgender students enrolling in the Fall 2016.

**Goals for 2016-17:**

1. Academic Affairs will lead a POSSE Transition Team with emphasis on scholarship, leadership and recruitment.
2. Enrollment management will study student attrition, with specific attention to underrepresented students. (III.D2)
3. The Campus Climate Assessment Committee will review the experience of underrepresented students as evidenced in campus surveys like NSSE, NCHA, and others. (III.D2)

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

The University’s percentage of full-time staff of color in 2015 was 13%. In 2013, the last time comparative data elements were available; the 12% staff of color figure placed the University above the median of its Peer/Aspirant Group.

The University’s percentage of full-time faculty of color in 2015 was 11%, which placed the University well below the median of its Peer/Aspirant Group. In contrast, IWU has the highest percentage of international faculty among its peers and is very close to the Peer/Aspirant median for female faculty.

Indicator:	<i>FULL-TIME STAFF of COLOR</i>					<i>FULL-TIME FACULTY of COLOR</i>				
	2006	2008	2010	2012	2013	Fall11	Fall12	Fall13	Fall14	Fall15
<b>Year:</b>										
<b>IWU:</b>	7%	8%	9%	10%	12%	11%	8%	9%	10%	11%
<b>Peer Median:</b>	6%	6%	7%	7%	9%	13%	15%	14%	15%	17%
<b>Med. Differential:</b>	1%	2%	2%	3%	3%	-2%	-7%	-5%	-5%	-6%
<b>IWU % of Median</b>	117%	133%	129%	143%	141%	85%	53%	64%	67%	67%
<b>High Institution</b>	28%	30%	31%	31%	29%	22%	25%	24%	25%	26%
<b>Low Institution</b>	4%	3%	2%	4%	3%	9%	8%	9%	10%	11%
	<b>Includes all full-time exempt and non-exempt staff.</b>					<b>Instructional faculty only.</b>				

Indicator:	<b>FULL-TIME INTERNATIONAL FACULTY</b>				
Year:	Fall11	Fall12	Fall13	Fall14	Fall15
<b>IWU:</b>	8%	9%	7%	8%	9%
<b>Peer Median:</b>	2%	3%	2%	2%	2%
<b>Med. Differential:</b>	6%	6%	5%	6%	7%
<b>IWU % of Median</b>	400%	300%	350%	400%	374%
<b>High Institution</b>	15%	10%	10%	8%	9%
<b>Low Institution</b>	0%	0%	0%	0%	0%

Instructional faculty only.

Indicator:	<b>FULL-TIME FEMALE FACULTY</b>				
Year:	Fall11	Fall12	Fall13	Fall14	Fall15
<b>IWU:</b>	40%	42%	43%	45%	43%
<b>Peer Median:</b>	44%	44%	43%	45%	45%
<b>Med. Differential:</b>	-4%	-2%	0%	0%	-2%
<b>IWU % of Median</b>	91%	95%	99%	99%	95%
<b>High Institution</b>	47%	49%	50%	51%	50%
<b>Low Institution</b>	36%	37%	37%	40%	40%

Instructional faculty only.

Faculty and staff representation by race is found in Appendix B of this report or for the most up-to-date information, please refer to the University Fact Book (<https://www.iwu.edu/instres/factbook/> - go to the Human Resources tab).

**III.E1: Diverse faculty and staff at various levels of responsibility: 2015 Presidential Search** - Throughout the Presidential search, a commitment to diversity was articulated and understood by the search committee and the search firm that was helping generate our pool of candidates and prospects. Although the search was not successful in bringing campus interview finalists that represented gender or racial diversity, both candidates articulated a strong understanding that diversity is an institutional priority throughout their interviews. In concert with the University's Strategic Plan, President Jensen has made diversity a priority in his first year as President with changes to our admissions/financial aid program, and partnering with the POSSE Foundation. He has pledged to continue to move forward on this important University strategic goal as he enters his second year as President.

**III.E2: Hiring for Diversity:** There were several key discussions about hiring for diversity this year. First, CUPP sponsored a non-org regarding "opportunity hires" as a strategy for hiring for diversity. Over 30 faculty attended and engaged in an outstanding conversation about possible strategies. Second, the Hiring for Diversity Task Force (co-chaired by Provost Jonathan Green and Associate VP Cathy Spitz) will begin its charge to educate faculty and staff so they understand the need for and are ready to embrace a diverse workforce, 2) develop recruitment, hiring and onboarding strategies for a diverse workforce, and 3) create a program to ensure the retention of our diverse faculty and staff.

**Goals for 2016-17:**

1. Senior cabinet-level leadership reflects minimal diversity. A diverse pool of Vice President for Enrollment and Marketing and Vice President for Advancement candidates is strongly desired by the campus community. (III.E1)
2. The Hiring for Diversity Task Force charge is as follows: 1) educate faculty and staff so they understand the need for and are ready to embrace a diverse workforce, 2) develop recruitment, hiring and onboarding strategies for a diverse workforce, and 3) create a program to ensure the retention of our diverse faculty and staff (III.E2).
3. Identify and establish opportunities for mentorship and inclusion (FCD).

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

*III.F1: Alumni initiatives:* The Office of Alumni Relations is strongly committed to diversity by connecting students, including those from underrepresented groups, to alumni through programs specifically targeted to facilitate conversations about current issues and to collaborate on solutions. In addition to programming throughout the year, each alumni group incorporates an opportunity for connection and support during our annual Homecoming weekend. The Network (formerly the Minority Alumni Network) and the PRIDE Alumni Community (PAC) both sponsor events at Homecoming. One crucial element to each of these alumni groups is the student scholarship component. Alumni are encouraged to participate in The Wesleyan Fund for Annual Giving in order to provide scholarship support for our diverse students. Under development are administrative mechanisms to record, recognize, and motivate engagement in diversity efforts through annual alumni awards, speaking opportunities, networking events and mentoring.

*III.F2: Student-focused partnerships:* There are several diversity-related programs that connect students with alumni and community members in meaningful ways. The Council for IWU Women consistently connects with students at the annual Summit. This year's SHE Speaks event, a pecha kacha style program, was attended by over 250 participants. The Minority Alumni Network (MAN) hosted a summer picnic that included new and current students in the Chicago area and a Homecoming reception which also fostered student-alumni connections.

**Goals for 2016-17:**

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

**Conclusion:**

We are pleased to share this progress report regarding 2015-16 initiatives and are excited about future progress on our diversity commitments. We recognize the financial challenges facing the University and hope to continue collaborative, creative and resource-efficient ways to enhance our service to students and our community, while staying committed to inclusion as a core value worthy of our investment of time and money. Our financial resources are particularly challenging regarding diversifying the faculty and staff. The information in this report suggests there is much to celebrate in our commitment to diversity, and yet, we know that there are campus climate issues that we demand persistent efforts to create our desired community.

# APPENDIX A

## – Calls to Action –

### *Black Lives Matter at Illinois Wesleyan University*

**In order to develop a more socially conscious student body, faculty, and staff, Illinois Wesleyan University must...**

1. Analyze the effectiveness of diversity programming on campus by surveying student, faculty, and staff reactions to such programming, researching effective diversity programming on campuses like IWU, inviting diversity consultants to campus to perform such programs, etc.
2. Make diversity programming, seminars, and classes that align with the school's mission mandatory for all incoming Freshmen, and work to increase the effectiveness of advertisements and invitations for other diversity programs in order to reach people who do not tend to go to such events.
3. Teach students about White privilege and provide students with the skills and tools needed in order to not only discuss but act upon the racial disparities at IWU.
4. Require the RSOs on campus to complete a diversity training where leaders of the student organizations are taught to apply a racial equity framework and lens as outlined in the [Ferguson Commission Report](#) to their programming, policies, and organizational structure.
5. Increase faculty diversity more rapidly over the next 10 years, and focus on increasing the racial and gender diversity of IWU's senior management.
6. Ensure culturally responsive professional development training for all faculty, staff, and administration. An [example of a model](#) is Christine Johnson McPhail and Kelley L. Costner's "Seven Principle for Training a Culturally Responsive Faculty":
  - a. Structure Professional Development Activities That Focus on Cultural Responsiveness
  - b. Ensure That All Faculty Respect the Culture of Their Students
  - c. Value and Celebrate Culture – Promote Cultural Sensitivity
  - d. Embrace an Empowerment Culture
    - i. Learning more about the culture of African-American students
    - ii. Listening to the voices of learners
    - iii. Weaving the realities of learners' lives into the curriculum
    - iv. Including positive representations of the African-American cultural heritage in the curriculum
    - v. Extending and reformulating the theory of cultural mediation into instruction
  - e. Communicate the College's Commitment to Cultural Responsiveness
    - i. Committing human and budgetary resources to infusing culture into the curriculum
    - ii. Displaying the institution's dedication to infusing culture into the curriculum
    - iii. Offering incentives for faculty to infuse culture into the curriculum
    - iv. Helping faculty to evaluate their own consciousness and awareness about race in order to remove barriers
    - v. Creating pressure for transformation of the instructional delivery system, holding faculty accountable for using the culture of their students in the classroom and placing the culture of students at the center of the learning experience.
  - f. Take Away Barriers that Impede Progress
  - g. Help Faculty to Use Effective Pedagogical Methods for Teaching African Americans
    - i. Wise Schooling
    - ii. Nairobi Method
    - iii. Culturally Mediated Instruction

**In order to improve the lived experiences of staff, faculty, and students of color on campus, Illinois Wesleyan University must...**

7. After meeting with students and faculty and learn about the micro-aggressions that are personally experienced on campus, come up with a plan to address the underlying causes of the micro-aggressions.
8. Establish a safe and effective way for students to report micro-aggression experiences and bias incidents on IWU's campus and in the community.
  - a. This could include a phone application approved by a racial justice oriented student group that would allow members of the IWU community to report incidents of police bias and other racial incidents and slurs.
  - b. Make the information about all incidents of bias publicly available and use a committee of students, faculty, and staff to do so.
9. Publicly support the [Quality Policing Initiative](#) (QPI) and establish QPI compliant policies including mental health support and bias training for all IWU safety officers.
10. Make sure it is clear to the current and prospective students that Black lives matter at Illinois Wesleyan University. Publicly state IWU's goals, plans, and methods for fixing the problem of underrepresentation of African American students, faculty, and staff on campus as a way to live up to IWU's mission statement more fully (see [UC Berkeley's African American Initiative](#)).
11. Increase financial aid in order to retain African American students.
  - a. Work to greatly increase the number of African American students who submit FAFSA applications for federal aid.
  - b. Using a tool like Saint Louis University's [Go Further scholarship donation-matching program](#), expand need-based grant programs.
  - c. Develop creative and nuanced loan options that may include forgiveness under certain circumstances.
12. Evaluate current scholarship programs so that IWU better serves African American populations.
  - a. Contract a group like The Human Capital Research Corporation to provide a broad review, with racial disparities in mind, of IWU's scholarship programs and their effectiveness in meeting the University's enrollment goals.
  - b. Provide a pre-FAFSA aid estimated package that would accompany the admission letter or IWU counselor phone call.
  - c. Recruitment efforts should intensely target high schools with large African American populations and stress participation in pre-college programs.
  - d. Use a tool, like Saint Louis University's [Go Further scholarship donation-matching program](#), to allow alumni, organizations, and other individuals to fully sponsor the tuition costs of qualified graduates of targeted high schools in predominately African-American populations.
13. Establish an action plan to increase the enrollment of African American students who are from the Bloomington-Normal area.
14. Join the [Ban the Box movement](#) in respect to admissions of students and the hiring of staff and faculty.
15. Create a substantial budget for the creation of an African American Studies Program.
  - a. Budget additional funding to support professional development and research activities for faculty members.
  - b. Establish opportunities for students to extend their learning through service trips and local activities.
  - c. Create African American Studies scholarly programs and symposia.
16. Re-examine and re-define the "Diversity Flag Requirement" in the General Education curriculum in order to insure the requirement really will instill an understanding of diversity in students.

17. Expand service learning opportunities available to students by providing greater support to faculty to create these courses.
18. Establish an African American Cultural Center on campus.
19. Broadly apply a racial equity framework and lens for all policies, initiatives, and programs and projects in order to address and eliminate existing disparities for racial and ethnic populations (see [Ferguson Commission Report](#) for a discussion of this lens). When applying a racial equity lens:
  - a. Understand outcome measures at play
  - b. Seek disaggregated data
20. Establish college prep workshops for students in the area's most disadvantaged school districts.
  - a. Increase middle school workshops and campus visit programs.
  - b. Enhance transfer partnerships with area community colleges.
21. Establish a K-12 "pipeline" program, including summer programs, in the area's most disadvantaged neighborhoods to help increase the numbers of college-bound students from those neighborhoods.
  - a. Establish a program for 8th-12th grade students on college and career readiness for area schools and community colleges.
  - b. Create more summer programs for K-12 students that target and provide financial support for students from disadvantaged neighborhoods in Bloomington-Normal.
22. Commission mutually-agreed upon African American artwork and music.
23. Create a Race, Poverty and Inequality Steering Committee.
24. Sponsor a large conference on racial equality.
  - a. In the meantime, host a series of smaller conferences that will focus on topics of diversity and inclusion.
25. Appoint a Special Assistant to the President that will focus on diversity and community engagement.
  - a. In addition to working on the important initiatives outlined in these Calls to Action, the Special Assistant should facilitate the development, implementation, and assessment of strategies to further diversity and inclusion on campus and with the Bloomington-Normal community.
26. Establish a Diversity Speakers series on campus.
27. Hold bi-weekly meetings with an inclusive group, including the president, to continue to advance efforts to address inequality and poverty in the community.
  - a. In addition to the president and other members of administration, the group should include faculty members and students, as well as community leaders.
28. Encourage alumni to increase involvement in and donations to social justice oriented programs, projects, and research.
29. Analyze the underlying factors that lead to segregation in housing and other spaces on campus and come up with an action plan to abolish segregation in all of its forms.

# APPENDIX B

IWU Factbook Faculty by Race, 2015-16

IWU Factbook Staff by Race, 2015-16

