

IWU 2020: Diversity 2016-17 Progress Report Executive Summary of Goal Status

Much progress was made on our diversity commitments in 2016-17. This full report contains significant information and data about our progress. Successes and future goals are included in this executive summary.

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

- a. Report distribution and campus forums were held in the fall of 2016 to continue to communicate a sense of transparency and priority of diversity.

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

- a. *Women's Power, Women's Justice* theme was outstanding with over 800 students taking over 50 courses in the course clusters and over 35 events that educated specifically about issues affecting women. Eight students presented research related to women at the John Wesley Powell conference.
- b. Over 135 diversity related co-curricular activities were sponsored in 2016-17 with a strong balance of programming across topics of diversity.
- c. Faculty Committee on Diversity established the criteria for two awards in recognition of faculty or staff commitment to inclusive excellence. Funding and application process will be finalized in the fall of 2017.

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

- a. The Fall Faculty Conference, *Growing Stronger Together: Building Inclusion in our Campus Community*, assisted faculty in continuing conversation about their role in enhancing diversity and inclusion in the classroom and on-campus.
- b. Professional development: 16 professional development opportunities for faculty/staff were provided.
- c. We welcomed several new trans students to campus and worked to support their residential and personal needs through best practice. An official policy regarding bathroom use for trans members of our community was adopted. We also adopted a gender-neutral housing policy for the Rainbow Floor which will benefit many students, but specifically help us better serve the LGBTQ+ community. The new administrative software update will allow us to better support preferred names and other policy flexibility for trans students. We need to continue to work on policies to support our LGBTQ+ community.

D. **Recruit and Retain a Diverse Student Body:** The University's students of color representation is 22% (an increase from 2014 and 2015 and 1% lower than our peers). International student representation (7%, 2% lower than our peers) also decreased in 2016 due to lagging enrollments from China. POSSE recruitment occurred in 2017 and will have a positive effect. 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. a. Faculty of color representation is at 9% and remains at the bottom of our peer group (median is 16%). In contrast, IWU is above the median of our peers concerning international faculty (7%) and is close to the Peer/Aspirant median for female faculty (42%). Staff of color representation is 13%, which is above the median of our peer group (9%).
- b. Of three vacant Vice President positions, two Vice Presidents identify with underrepresented groups.
- c. A Hiring for Diversity Task Force was selected and will complete a report in Fall, 2017.

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

- a. MAN/The Network, Pride Alumni Network, and the Council of IWU Women sponsored their traditional events again this year. Alumni/ae of color expressed concern about representativeness of the faculty.

Diversity Goals for 2017-18

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

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

A: Sustain a Commitment to Diversity

1. The University will identify resources and process support for hiring for diversity as our biggest challenge to demonstrating our commitment to diversity.
2. The University will establish the criteria and award a new Faculty Teaching Award for Inclusive Excellence and Staff Award for Inclusive Excellence.

B: Educate for Diversity and Social Justice

1. ODI/Communications will enhance event marketing and calendar availability for event resources. (III.B1)
2. 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)
3. Faculty and staff will consider ways in which diversity and social justice fit in signature work opportunities.
4. The Co-Curricular Committee will determine learning outcomes for co-curricular diversity programming.

C: Develop and Sustain an Inclusive Campus Climate

1. Explore the development of an institutional values statement around diversity.
2. Develop opportunities for our community to explore and address unconscious bias.
3. 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.

D: Recruit and Retain a Diversity Student Body

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

E: Recruit and Retain a Diverse Faculty and Staff

1. 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. MAN/The Network will celebrate a 25 year anniversary this year. We will work to connect with our alumni in meaningful ways around this special anniversary.
2. The Homecoming theme for 2017 is Titans Around the World. Through Homecoming, we will connect with international alumni and more fully recognize our international students.
3. Identify fundraising priorities related to diversity initiatives: POSSE, SEP funding, Promise Scholarships, course development funds (III.B1), speakers funds (III.B1)
4. Explore the creation of an alumni affinity group for international alumni.

Illinois Wesleyan University
IWU 2020: Diversity
 2016-2017 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 2016-17 (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

University Council on Diversity <small>(re-configured membership to reflect committee chairs, senior-level decision makers, students)</small> <small>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</small>	
Educating for Diversity	Creating an Inclusive Environment
<p style="text-align: center;">Faculty Committee on Diversity</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;">Campus Climate Assessment Committee</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;">Co-Curricular Advisory Committee</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;">Policy and Protocol Review Committee</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;">Multicultural Fluency Committee</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;">Diversity Leadership Team</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

about women and social justice through the annual theme, *Women's Power, Women's Justice*. Over 35 faculty taught 56 courses that connected to the theme by participation in course cluster activities. Over 50 co-curricular events were sponsored to help educate the campus community about social justice issues affecting women and our communities. All of the major campus lectures aligned with this year's theme (President's Convocation, Founder's Day convocation, Martin Luther King Teach In, BSU Banquet, John Wesley Powell, Eckley lecture, etc). 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.

III.A2: Strong Institutional Statement of Core Values: The Office of Communications strives to reflect the value Illinois Wesleyan places on campus diversity in its publicity materials. One of our five core messages is to communicate "an engaged and welcoming community that values diversity in people, ideas and experiences."

Senior leadership: President Eric Jensen places diversity – both racial and economic – among priorities facing his leadership at Illinois Wesleyan. This includes a financial obligation to make the life-changing Illinois Wesleyan experience accessible to students of lower socioeconomic status, which he articulated to alumni and friends in the spring *Illinois Wesleyan University Magazine*.

President Jensen, Provost Green and Vice President Carney-Hall provided a strong message at the beginning of the school year regarding community values and expectations of civility. Following the executive order banning immigration from Muslim-majority countries to the U.S. in January, President Jensen sent a [statement to the campus community](#) affirming the importance of diversity – diversity of nationality, race, religion or thought – to the University's mission. We also affirmed our commitment to civic engagement through a message regarding student activism around the national anthem. Finally, Dr. Carney-Hall reminded the campus community about embracing religious diversity after a series of bias incidents this year.

President Jensen was also a strong advocate for IWU joining the Posse Foundation's commitment to providing access and opportunity for highly talented students. IWU will embrace our first "posse" of students in the 2017 fall semester, from New Orleans, LA.

Diversity Website: The Office of Diversity and Inclusion maintains a comprehensive website (www.iwu.edu/diversity) to reflect this commitment. The site includes a values statement, 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, and guiding the selection of stories, videos and images featured on our website, Admissions marketing materials, e-newsletters and other University communications.

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

- ["MLK Teach-In to Explore Social Justice and Women's Power"](#) Complementing the University's intellectual theme of *Women's Power, Women's Justice*, the annual Martin Luther King, Jr. Day Teach-In featured keynote speaker Barbara Smith, an author, activist and independent scholar who has opened a national dialogue on the intersections of race, class, sexuality and gender. Smith was among the first to define an African American women's literary tradition and to advance Black women's studies and Black feminism in the United States.

- ["Feminist Economist, World Bank Consultant to Deliver Eckley Lecture"](#) Yana van der Meulen Rodgers, professor of Women's and Gender Studies at Rutgers University, presented the Eckley Lecture in Economics, using a global perspective to discuss women's empowerment in the labor market.
- ["Student-Designed Mural Tells Story of Joy and Struggle"](#) Art major Lucy Sanchez designed and painted a mural entitled "La Lucha de Colores" ("The Struggle of Colors") for the Multicultural Center on campus. The work depicts the college journey of a student of color, while also acknowledging the current atmosphere of racial relations in society.
- ["Popular Summer Program Develops Student Leaders"](#) The Summer Enrichment Program (SEP) is a longtime Illinois Wesleyan program for students of color, focused on academic, professional and personal growth. Participants complete a paid internship, learn from formal training workshops and work together on a service project.
- ["Alumni Encourage International Students Through Card-Writing Campaign"](#) After the January executive order banning immigration from Muslim-majority countries to the U.S., IWU alumni came together to write [notes of encouragement](#) and support to all 161 international students enrolled at Illinois Wesleyan.

Recognition: With campus support organizations and resources also clearly communicated on the [University website](#), Illinois Wesleyan was 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. The University's series of [Queer Lives programs](#) won recognition with the Exemplary Program Award from the Gender and Sexuality Knowledge Community of NASPA. The series provided opportunities for all students – and especially for LGBTQ+ students, faculty and staff – to connect with role models whose lives model ignited passion, democratic citizenship and social justice activism.

Additionally, the University was awarded regional recognition from the National Association of Student Personnel Administrators for outstanding commitment to equity, diversity and inclusion. We were very proud of this recognition!

New Students: During Turning Titan, new students experienced a tremendous session on diversity that highlighted the impact of bias and micro-aggressions on our own students and staff and challenged students to create inclusive communities. The session was well-received by students and will continue to be improved upon.

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 *The Underground Girls of Kabul*, by Jenny Nordberg. Speaking at President's Convocation, Nordberg's remarks were informed by her research in Afghanistan with a focus on the impact of the practice of boshha posh. The Founder's Day convocation featured Dr. Mona Hanna-Attisha, a pediatrician in Flint, MI, who helped uncover the Flint water crisis that disproportionately impacted low-income communities. The ARC and ODI sponsored Martin Luther King, Jr. Teach-In focused on women and social justice. Additionally, the Black Student Union hosted Jamilah Lemieux also focusing of the empowerment of African American women.

III.A2/II.E1: Facilities and Counterspace: Several enhancement of our physical space occurred this year. Art major Lucy Sanchez designed and painted a mural entitled "La Lucha de Colores" ("The Struggle of Colors") for the Multicultural Center on campus to represent the journey of underrepresented students on campus. The Multifaith Meditation Garden (summer 2016) and the dedication of the Green Rule Tree (April 2017), with engraved stones with sayings from many faith traditions celebrating multifaith commitments to environmental sustainability, were also developed this year.

III.A4: Campus Climate: In 2016-2017, the University's Campus Climate Assessment Committee examined the campus experiences of IWU women regarding health and wellness, student trait development, and student engagement. Ten

posters were developed from the data elements and were shared with students, faculty, staff, and trustees over two presentation periods. In addition, two surveys were administered to the first-year students: The Freshman Survey (TFS) which provides demographic characteristics, high school experiences, attitudes, and beliefs of students entering IWU; and the First-Year Student Satisfaction Survey (FYSSS), which provides student opinions regarding levels of satisfaction with various aspects of University life (resources, offices, etc.) and the first-year experience. The TFS were made available to the campus community in May, while the FYSSS results were shared with the University community in February. The College Senior Survey (CSS) was also administered in the spring, which provides outcomes concerning academic, civic, and diversity experiences that measure the impact of the undergraduate experience. The results of the CSS will be disseminated in the fall of 2017.

Previous Assessments:

Three campus climate review processes occurred in 2015-2016: 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.

Assessment reports may be accessed via the following links:

The Experience of Today's IWU Women & Climate-Specific Reports

<https://www.iwu.edu/institutional-research/SPreports/strategic-plan-reports.html>

First-Year Student Satisfaction Survey

<https://www.iwu.edu/institutional-research/intra/>

The Freshman Survey

<https://www.iwu.edu/institutional-research/assessment/CIRP.html>

Goals for 2017-2018

1. Continue to provide clear messages of institutional support for diversity including advocating for the resources required to diversify the faculty.

B. Educating for Diversity and Social Justice

III.B1: *Inside the Classroom:* Fall Committee for Diversity (FCD) met a total of 7 times during the summer and Academic Year 2016-17. In August of 2016, FCD organized the Fall Faculty Conference *Growing Stronger Together: Building Inclusion in our Campus Community*, where IWU Faculty were able to gather around three different but interrelated workshops on inclusion in our campus: 1) Strategies to Address Unexpected Situations in our Classrooms; 2) Planning for Inclusion: Strategies for Success and; 3) Diversity in the General Education Program.

The FCD explored faculty development needs for diversity, inclusion, and social justice. The information gathered confirmed that many IWU faculty members have a strong interest in pursuing further the topics of diversity and inclusion in their classrooms, but feel that they do not have enough resources to implement and facilitate these discussions with students. In order of preferences (from a list provided) attendants mentioned they want to learn more about: 1) personal biases 2) microaggressions and 3) bystander interventions. Faculty also want to address the following topics in the future:

- How to attract diverse staff/faculty
- What departments can do to create inclusive and welcoming environments

- How to address passive-aggressive behavior (from students and colleagues)
- Free speech and academic freedom

In follow-up to the Fall Faculty Conference, the FDC offered a repeat of *Planning for Inclusion: Strategies for Success* in November. We hope to repeat the other two workshops during the academic year 2017-18.

Attendants to the Fall Faculty Conference expressed their interest to broaden and engage in conversation with staff and students, and suggested alternative formats to keep the conversation going, such as reading circles, teaching circles, non-orgs, open forums, and guest speakers. Encouraged with these responses, FCD is planning a reading circle for faculty members and a teaching circle that facilitates collaborative learning among faculty, staff members, and students.

Likewise, we would like to acknowledge that, as this report demonstrates, there are many opportunities within our campus community to engage with others around these topics. Because the FCD is charged with identifying and communicating strategies to infuse diversity into the curriculum and the classroom, one of our pressing concerns is how to provide a feasible and sustainable structure that accounts for all of these university-wide efforts towards diversity and inclusion. It is also a pressing concern to formally acknowledge the ways in which members of our learning community provide and encourage brave, complex, and welcoming experiences grounded on diversity of thoughts and perspectives, inclusion, and sustainability, in deliberate ways.

Throughout the year, FCD developed the criteria for an Award for Inclusive Excellence intended to recognize Illinois Wesleyan University faculty and staff who have made exceptional efforts in celebrating diversity and demonstrating commitment to advancing a safe, inclusive and supportive community. Right now the University is seeking appropriate funding for this award and we are seeking for it to be implemented next year.

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 in September 2016 specifically addressed the annual theme, *Women's Power, Women's Justice*. Six out of eight sessions addressed women's rights and justice, and a panel of local women leaders (Elizabeth Robb, retired Chief Circuit Judge and 1978 alumna; Rev. Kelley Becker, pastor at First Christian Church and leader of Not In Our Town; Greta Franklin, Director of ODI) reflected on living out their own commitments to human rights. Over twenty students, staff, and faculty planned, led workshops, and/or led plenary sessions for this event.

The Student Undergraduate Research Conference also highlighted student and faculty multi-disciplinary scholarship connected to the Annual Theme. Fourteen students from IWU, Luther College, and Kalamazoo College presented research specifically related to women's lives, rights, and experience and the keynote address entitled "White Talk, Social Justice, and Ignorance," offered by Illinois State faculty member Dr. Alison Bailey, was attended by 75+ people.

The Center also convenes the committee overseeing the Fund for Human Rights, Social Justice, and Environmental Sustainability. In 2016-17, the Fund awarded over \$20,000 in stipends to eight IWU students pursuing summer internships (locally, nationally, and globally) in these areas.

III.B1: Outside the Classroom: 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 136 events, programs, or meetings (e.g., ReligiosiTEA, Poli -Talks, etc.) that touched upon some facet of diversity. We are proud to report that of these 136 initiatives, 50+ were coordinated by academic departments. This is important as we continue to create synergy between what students learn inside of the classroom and the diversity initiatives that can participate in our community. Some of our larger events included the 5th Annual Human Rights Workshop, the *Women’s Power, Women’s Justice* Kick - off event, Light the Night, Barbara Smith’s talk during the MLK Teach-In, and the Resisting Religious Intolerance and Celebrating Religious Diversity program featuring Tahera Ahmad. Similar to last year and what has become the standard, all facets of the IWU campus community (faculty, staff, administrators and students) continue to provide out of classroom opportunities for not only students, but the entire campus community to reflect upon and discuss diversity in its many forms. For example, this year the Education Department sponsored a disability awareness showcase, “Being Exceptional in Our Community,” that featured student presentations about various aspects of ability status. Additionally, the Eckley Lecture in Economics hosted Dr. Yana Rodgers who gave a talk titled “Women's Empowerment is Smart Economics” which challenged the audience to re-think popularly held notions about the importance of women’s participation in the workforce.

The Co-Curricular Advisory Programming Committee had a new chair for the 2016-17 academic year. Due to the new leadership, the Committee revisited the 2015-16 goals which focused on developing more programs that addressed disability status, men's issues (general), men of color, bi-racial individuals and intersecting identities. Based on the suggestions and insight shared by the Committee members, the Committee established goals for 2016-17 academic year that focused on increasing collaborative programming and utilizing more effective strategies for evaluating and publicizing programs and events. The Committee met the goal of establishing an evaluation tool for diversity-related programs and of increasing collaborative programming. The Committee will continue to explore strategies and tools to effectively publicize events.

The key to providing exceptional co-curricular programs for the community this year lied in the strong collaborations between various offices on campus. Under a united focus on the the intellectual theme for the year a few of larger collaborative efforts included: the MLK Teach in (Action Research Center, Sociology Program, Office of Diversity and Inclusion), the Black History Month Banquet and Teach-In featuring Jamilah Lemieux (Provost's Office, Women and Gender Studies, Political Science department, and the Office of Diversity and Inclusion), Poli-Talks (Dean's Office, Office of Diversity and Inclusion, Chaplain's Office and the Political Science department) and “Resisting Religious Intolerance and Celebrating Religious Diversity” featuring Tahera Ahamd (Chaplain’s office, Muslim Student Association, IWU Interfaith and Student Senate). The annual theme which focused on topics related to women provided an excellent platform for collaborative programming. The majority of the collaborative programs were related to the annual theme.

The Co-Curricular Advisory Programming Committee will revisit the 2016-17 goals and continue to utilize the annual theme to encourage collaborative programming between academic and co-curricular departments and offices. The table below provides a comprehensive look at the co-curricular programming efforts that took place for the 2016-2017 academic year.

Category	# events	# of Participants	Highlights and Sample Programs
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General Diversity	19	500+	Urban Politics Discussion with Barbara Smith; Poli-Talks – Immigration; Speaker Kristin Kitchen, Owner of Former Underground Railroad Safe House “Being Exceptional in Our Community” (disability awareness)
Race/Ethnicity	23	700+	MLK Speaker Barbara Smith; Sociology Colloquium: “DREAMing and Designing Spaces of Hope: Black Women; Lunar New Year Celebration; Black History Month Banquet - "Black Girl Magic"
Religion	23	300+	Light the Night; Women’s Leadership In Faith Communities Across Traditions; Alternative Fall Break in Chicago: “Resisting Religious Intolerance and Celebrating Religious Diversity” featuring Tahera Ahmad
Gender	34	1000+	Women’s Power, Women’s Justice annual theme; Jenny Nordberg/President’s Convocation; Women’s Power, Women’s Justice Kick Off; “Women's Empowerment is Smart Economics”; The Women's March: A Discussion; Early History of IWU Women; Clothesline Project, Native American Women and Rape
Sexual Orientation/Gender Identity	9	200+	Fruit Mixer; Queer History Discussion; Trans Women Discussion, Supporting Trans Students, Safe Zone training; John Wesley Powell lecture - Susan Stryker (trans scholarship)
Social Justice	13	200+	<i>Divided We Fall</i> : A Film about Race and Religion in America; Poli-Talks - "What's Fact?, What's Fiction?: Finding Reliable News Sources in an Era of 'Fake News'" ; 5th Annual Human Rights Undergraduate Research Workshop
International/Cross Cultural	15	200+	Dialogues Across the Disciplines Lecture: "New Ways of Engagement - Language Politics and Latino Literature in the Spanish Classroom"; Immigration Stories; International Roommate Connection

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 2017-18

1. ODI and Communications will continue to enhance event marketing and calendar availability for event resources. (III.B1)
2. 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)

3. Faculty and staff will consider ways in which diversity and social justice fit in the University-wide discussions regarding signature work.
4. 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: As mentioned above, the faculty kicked off the school year focused on diversity at the Fall Faculty Conference, *Growing Stronger Together: Building Inclusion in our Campus Community*. Faculty members were randomly assigned to break-out groups to allow faculty to be challenged by information they may not have chosen. The feedback was incredibly positive among faculty, who expressed a desire that the sessions be repeated so that faculty who were not (randomly) assigned attendance in a particular session could still benefit from them. The Faculty Committee on Diversity oversaw these efforts, and one follow-up session took place.

After this strong start to the year, the Committee again sought to amplify other efforts taking place on campus, detailed below; to involve students in our committee work, which was still sporadic; to gain participation from faculty elected to UCD, which were eventually declined; and to help the Mellon Center vet and select external national consultants who will come to do diversity training on campus in the next three semesters.

Beyond the Fall Faculty Conference, 17 professional development opportunities (twice/month) during the 2016-17 academic year included the following:

- Ongoing Faculty/Staff Safe Zone training, including an enhanced focus on gender identities and terminology led by ODI staff
- A Non-Org: “Creating an Inclusive Teaching Environment: Successful Strategies”, led by Amanda Hopkins
- A panel of IWU Women (faculty and staff) sharing their experiences on campus
- A Non-Org on Trigger Warnings led by Meghan Burke and Frank Boyd
- A workshop titled “Re-Imagining the Deficit Perspective Workshop,” presented by Dr. Moises Orozco (University of Illinois at Urbana-Champaign) and Brandon Common (IWU Assistant Dean of Students)
- A Non-Org called “The Experience of Today’s IWU Women” led by Karla Carney-Hall and Michael Thompson
- A workshop on Combating Microaggressions
- The MLK Teach-In, featuring a keynote address by Barbara Smith
- Three intensive preparatory sessions for the upcoming Summer Reading selection (*In Between the World and Me* by Ta-Nahisi Coates)
- A Non-Org on Faculty Diversity Training regarding hiring for diversity, led by Adriana Ponce and Becky Roesner
- A Non-Org on ESL classroom strategies led by Cristina Sánchez-Martín
- A Workshop on Supporting Religiously Diverse Communities, led by Tahera Ahmad, associate chaplain and director of interfaith engagement at Northwestern University
- A two-day workshop on Validity, Equity, and Diversity in Hiring, led by Anne Gillies, the Search Advocate Program Director at Oregon State University
- An overview of Search Advocate Program presented by the same, for those not attending the full workshop
- Best Practices for Supporting Transgender and Gender Non-Conforming Students (student affairs professional development) led by Greta Franklin

Initial planning is also underway, in collaboration with the Mellon Center, to bring speakers to campus in the coming year

who are recommended and/or represented by the National Center for Faculty Development and Diversity.

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

1. International students continue to be evenly distributed across Gateway sections in 2016-2017. There is anecdotal corroboration that this has helped faculty provide more support for students who are transitional English writers.
2. Pre-orientation included greater integration of activities between International Orientation, Orientation for Students of Color, and the Engaging Diversity program.
3. Stacey Shimizu and Robyn Walter have continued to refine the orientation process for international students, and they have expanded the online pre-arrival materials.
4. In Oct 2016, the Student and Exchange Visitor Program (SEVP) issued guidance on so-called pathway programs, which would include any program that conditionally admits students pending completion of ESL coursework. IWU would need to apply to update our F-1 visa program to allow for a pathway program, and given the limited number of students and other challenges, pursuing an agreement with Heartland does not make sense at this time.

III.C2: Positive Campus Climate: LGBTQ+ students: After receiving national recognition for being one of the top LGBTQ+ Friendly Colleges and Universities in 2016, our campus continues to promote inclusiveness in this area through providing information via the university website about support organizations and resources. In its second year, the Rainbow Floor (Pfeiffer Hall) has become a popular living choice by members of our LGBTQ+ community.

This fall (2017), the Rainbow Floor will offer a gender-blind housing option - currently two students have chosen this housing option. Additionally, the second annual Fruit Mixer doubled its attendance from the previous year and become a staple event for welcoming students into the IWU community.

Our use of the LGBQ and TGNC terminology demonstrates our commitment to acknowledge and distinguish the differences between gender identity and sexual orientation. That topic was heavily discussed during the Fall faculty workshop in a session that focused on how to create more inclusive learning environments for our students.

In addition, the Office of Diversity and Inclusion revised the Safe Zone training workshop to better meet the needs of specific audiences. The student Safe Zone training was restructured to include more interactive activities, updated terminology, general diversity and inclusion information and best practices (i.e. intent vs. impact) and best practices for being an effective ally. The training developed for faculty and staff members included information from the report regarding the campus climate towards LGBTQ students, identity development for LGBQ and TGNC individuals, incorporating LGBQ TGNC topics into course curriculum and suggestions for creating a gender inclusive classroom environment. ODI also led a presentation, "Best Practices for Supporting Transgender and Gender Non-Conforming Students" as a professional development opportunity for members of the Division of Student Affairs. The presentation highlighted best practices for supporting transgender/gender non-conforming students as outlined by the Consortium of Higher Education LGBT Resource Professionals.

One of the best practices outlined by the Consortium of Higher Education was the need provide students with the option of including their chosen name in university databases and university documents and using gender inclusive language in official university documents. The ODI in collaboration with the UCD is currently working on revising the language in the IWU Faculty Handbook to be gender inclusive. Currently, there is gender binary language (him/her/he/she). Efforts to upgrade the student records system (Banner) to allow students to use chosen names instead of their legal names is still underway.

Finally, the PRIDE Alumni Community continues to be strong and provide support to LGBQ TGNC students and alumni. The PRIDE Alumni Brunch sponsored during Homecoming weekend had a larger turnout than previous years and featured a moving speech by Rev. Chelsey Hillyer '05. The PRIDE Alumni Community also sponsored the PRIDE Summit which focused on intersectionality and featured Dr. Nicole Brown and Dr. Venus E. Evans-Winters.

III.C2: Positive Campus Climate: Students with Disabilities: Illinois Wesleyan University is committed to providing equal access and opportunity to all campus programs and activities for students with disabilities. Tracking of accommodations for students with disabilities has improved over the past couple of academic years, with the addition of tracking the type of academic accommodations in 2015-16 and of housing and/or meal plans in 2016-17. For the 2016-17 academic year, 100 (5.6%) of the 1,771 enrolled students at IWU registered with Disability Services for academic and/or housing and/or meal plan accommodations.

Academic accommodations: Eighty-seven (4.9%) of the 1,771 enrolled students registered for academic accommodations (up from 3.3% in 2015-16). Seventy-three (4.1%) of those 1,771 students requested that their academic accommodation information be distributed to faculty (up from 2.6% in 2015-2016). The most frequently requested accommodations for 2016-17 are extended time on exams/quizzes (62 students), reduced-distraction exam environment (53 students), note-taking support (smart pen, laptop note taking, recorder use) (39 students), flexibility to request extensions on assignments/papers (33 students), Assistive Services in Ames Library (17 students), and flexibility with class attendance (12 students). The Academic Advising Center continues to provide proctoring services to students with academic accommodations. These numbers increased significantly to proctoring 326 exams for 38 students with accommodations in 2016-17 (up from 185 exams for 27 students in 2015-16).

Housing and/or meal plan accommodations: In 2016-17, 27 (1.5%) of the 1,771 enrolled students registered for housing or meal plan accommodations. Approximately half (14) of the 27 students are also registered and are eligible for academic accommodations. For this academic year, housing and meal plan accommodations included living in a medical single (13 students), being able to live off-campus even though their residency requirement was not met (4 students), having an emotional support animal in their residence hall room (3 students), having a reduced meal plan or being removed from a meal plan (2 students), and other accommodations such as living on a lower floor or having a strobe alarm installed (5 students). It is also important to note that the academic year was the first year that IWU had emotional support animals as an accommodation under the Fair Housing Amendments Act (FHAA); the number of students requesting this accommodation is expected to grow.

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.

When the perpetrator was known and the complainant desired direct follow-up, staff from Student Affairs followed up with appropriate discussions, sanctions, educational responses and/or appropriate institutional committees discussed the issues (Council on Religious Life, Sexual Assault Task Force, Student Senate, etc).

22 bias reports were made online, through ORL or the Dean of Students Office in 2016-17 with seven referencing concerns about faculty, three regarding staff, and seven regarding peers/students. Examples of bias complaints about faculty/staff included comments about cultural stereotypes and international students, victim blaming regarding sexual

assault, personal history and/or beliefs about racism, drag, hijabs, and the trans experience. Although some reports may reflect intellectual differences of opinion that would not be considered bias, students reported a chilly climate related to their ability to debate and discuss these differences openly with faculty. All bias on campus is problematic, and students often share an even greater frustration when it occurs in the classroom by faculty and staff as scholars, mentors and experts. Mindfulness of the faculty/student power dynamic and our intentional design of classroom experiences where self-advocacy can occur is essential. The Faculty Committee on Diversity and the Intercultural Fluency Committee of the UCD will continue to find meaningful ways to engage the faculty in conversations around creating classroom climates that foster inclusion and effectively address bias. Academic Affairs will also continue to address specific incidents as reported. In each case where the faculty member was identified and the student desired direct follow-up, the Associate Provost followed up with the faculty member and/or department chair to discuss the issues raised in the Bias Incident reports with the intention of using this feedback to foster a stronger atmosphere of inclusion in the future. Supervisors and/or Human Resources will continue to address incidents of bias involving staff. All three cases above involved student affairs staff and were addressed by the VP/Dean or the appropriate supervisor.

There was a notable increase in concerns about religious intolerance. In both Fall and Spring, the Pagan student organization experienced the removal of promotional posters. In the Spring, there were several incidents of vandalism and bias regarding Muslim students, a Syrian refugee project, and World Hijab Day. Unfortunately, this extends the trend of intolerance for non-Christian groups that we have seen with similar issues for the Secular Student Alliance and the Pagan Student Organization. The Vice President of Student Affairs/Dean of Students sent a values message to the campus community about these incidents to respond to this campus concern. The Chaplain's office and the Muslim Student Association sponsored several forums/discussions to further a conversation around inclusion and respect.

The Presidential election provided the backdrop for several complaints with some conservative students reporting bias against them. While these reports are noted below, differences based on political opinion are not considered bias reports, but these incidents reflected a lack of civility.

2016-17 N= 22 reports online, ORL reports, DOS reports (7 classroom; 15 out of class)	Race/ ethnicity	Gender	LGBT TGNC	Religion	Politics	International
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				

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

In reviewing our bias incident protocol and responsiveness this year, we believe some process improvements are needed.

- When a student submits a report, they should receive an automatic reply that further explains the process and shapes expectations of “what’s next”.
- We also need to be more clear about potential outcomes and the opportunity for inclusion in the process of responding. Although some students want the University to directly respond to the incident without their inclusion, others report feeling “helpless” in addressing the bias incident and would value inclusion in the response. Empowerment is important in addressing bias. We are beginning discussions about restorative justice and how we might create an inclusive dialogue opportunity to address bias.
- Students also report feeling a lack of follow-up or closure regarding bias incidents. Although sometimes confidentiality is required due to personnel or judicial outcomes, complainants should expect an update that the situation has been addressed. Academic Affairs, Student Affairs and Human Resources will recommit to better communication with complainants.

III.C4: *Campus Climate*: In 2016-17, the University’s Campus Climate Assessment Committee examined the campus experiences of IWU women regarding health and wellness, student trait development, and student engagement. Although women generally participate in high impact educational activities at a greater rate, they continue to underestimate their skills and abilities in comparison to men. Women reported higher level concerns regarding mental health (hopelessness, overwhelmed, exhausted, lonely, sad, anxious), they were also more likely to seek treatment or support than men. Women

reported higher levels of stress than men.

In 2014-15, three climate-based surveys were administered: 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 2015-16 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). These materials, as well as other climate-based reports may be accessed via the following link: <https://www.iwu.edu/institutional-research/SPreports/strategic-plan-reports.html>

Goals 2017-18:

1. Explore the development of an institutional values statement around diversity as a potential tool for addressing bias when incidents occur.
2. 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.

D: Recruit and Retain a Diverse Student Body

The Fall 2016 cohort of new entering students saw an overall increase in the percentage of students of color (from 18 to 22%). The Fall 2016 entering class included fewer international students (28) than 2015 (39). Regarding domestic student enrollment, this class included a rebound in the percentage of Black and Hispanic students (from 2 to 7% and from 7 to 10%, respectively).

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/iwu_fb1617_adm2.pdf

Enrollment: https://www.iwu.edu/institutional-research/factbook/iwu_fb1617_enr1.pdf

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

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

The University's percentage of students of color (new entering and total) has remained at 18% over the past three years, with Hispanic students having the largest representation at 7%. The percentage of international students at IWU has remained at 9% over the past two years, a significant portion of IWU's student body. First-year to sophomore retention rates for the 2015 cohort remained relatively high overall, with some positive and negative fluctuations between groups as compared with the 2014 cohort. The overall retention for the 2015 cohort was 89%; Hispanic/Latinx students were the only racial identity group below that average with 76% retention.

https://www.iwu.edu/institutional-research/factbook/iwu_fb1617_ret2.pdf

Six-Year Graduation Rates by Race/Ethnicity:

The overall six-year graduation rate for the 2010 cohort (81%) was a couple of percentage points lower than the 2009 cohort (83%). This decrease was reflected in a few groups including international, Black, and Hispanic students. The most significant decrease occurred among Hispanic students, with the 2010 cohort registering a 62% six-year graduation rate compared to the 2009 cohort at 80%. It should be noted that the 2010 cohort of Hispanic students (34) was the largest number recruited by the University and over twice the size of the 2009 cohort (15). Although not yet substantiated, this large influx of students may have had an impact on the institution's ability to provide resources to support these students. Over the past five years, the six-year graduation rates for Hispanic students have fluctuated between 56 and 85%.

Given both the retention and graduation rate questions raised in this report and that our Hispanic student population is our fastest growing student group, we will assess the success and the needed supports for our Hispanic/Latinx students.

https://www.iwu.edu/institutional-research/factbook/iwu_fb1617_ret4.pdf

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: Pre-orientation for Students of Color, International Student pre-orientation, Engaging Diversity, and International Connections, a new program for the domestic roommates of new international students. Although these programs are transition programs focused on support and retention, they also collaborate to create an inclusive environment and facilitate connections across underrepresented groups. Additionally, there were two welcome receptions for underrepresented groups: The Fruit Mixer (LGBTQ+) and a first generation student reception. Both events feature networking among students, faculty and staff. Conexiones was not sponsored by the Admissions staff this year. Turning Titan orientation changed the diversity-focused event for all students to an outstanding panel featuring a mix of personal narrative and community expectations.

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

- Greek life: Fraternities report 14.9% students of color and international students (down from 19%); sororities report 18.5% (up from 16%); total Greek membership is 16.4% SOC/International (down from 17.1%). The numbers of students participating in Greek Life by race are as follows: African American – 11, Asian – 25, Hispanic/Latino – 35; Multiracial – 12; International – 12. For men, these numbers would have been stronger if Sigma Pi was included; however, due to their suspension, their numbers were not counted for this report.
- Residence Life: ORL student staff racial/ethnic diversity remained at 39% (9% Asian, 5.4% African American, 11% Latino, 13% international).
- Hart Career Center reports seeing 55.8% women (down from 61.2%). 19.8% of appointments were with students of color, while 13.5% of appointments were with international students.
- Counseling and Consultation Services reported 18% LGBT TGNC, 9% registered with disability services, 7% Hispanic/Latino, 7% Asian/Asian American (down from 15%), 2% multi-racial, 15% African American (up from 7%), 10% international, and 20% first generation.
- Health Services: Arnold Health Services served 10.1% international students, 13.4% Asian students, 4.4% African American students, 5.1% Latino/a, and 3.5% multi-racial students.

III.D2: Positive Climate: Low Socioeconomic (SES) students and availability of financial aid: When reviewing our commitment to access and affordability of the Illinois Wesleyan education, we typically review our success with lower family income applicants. Our headcount in the lowest income band (under \$40,000/year) increased from 51 to 53 students, which is 12.7% of our incoming class. Because of the intersection of race and class, our targeted recruitment weekends (Tu Universidad and two diversity weekends) have had the biggest impact on increasing the number of lower

income applicants. Although our low SES students receive higher aid due to financial need, they also still have the highest amount of unmet need of any of our applicants making it difficult for them to enroll. Hopefully we can continue to identify students within this population to meet a greater percentage of their need who would not otherwise attend. We are looking to do this within some of the community based organizations like Chicago Scholars and HighSight who are no longer recommending IWU because of the amount of unmet need. Additionally, our participation in the Posse program also reflects our commitment to access to IWU.

III.D2: Positive Climate: Recruitment Initiatives: Diversity recruiting events for the 2016-2017 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. A second DIVP Weekend was added in 2015-2016 to coincide with MLK weekend and the MLK Teach-In campus community programming and we again offered this opportunity.

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 contributes to the growth in number of transgender students enrolling.

Goals for 2017-18:

1. Student Affairs will lead a POSSE Implementation Team with emphasis on scholarship, leadership and recruitment. We will welcome our first Posse cohort.
2. Enrollment management will study student attrition, with specific attention to Hispanic/Latinx students. (III.D2)
3. The Campus Climate Assessment Committee will review the experience of Hispanic 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 (international and domestic diversity) has steadily increased over the past four years from 10% to 14% in 2016. The University's percentage of full-time faculty of color in 2016 was 11%. IWU's percentage of international faculty fell from 9 to 7% over the past year.

The faculty search in Sociology garnered much attention among students, alumni, faculty and staff this Spring. Based on the pool of applicants for the vacant position, the department was faced with a dilemma: hire a candidate of color who does not possess the areas of curricular expertise required for the position or hire from a non-diverse candidate pool, meeting the curricular needs of the department, which would soon have only one tenure-line faculty member. Sociology's recent external review and a paid curricular consultant recommended hiring that would not replicate existing areas of expertise. To meet both the curricular needs and the desire to diversify the faculty, the department requested an additional faculty line. Unfortunately, the request was denied by the Provost's office due to institutional resources and the existing faculty hiring policies (which have since been changed as noted below). Frustration and anger played out on social media from alumni, students, faculty and staff about the outcome of this specific search, and also the larger concern about the lack of faculty of color. The University's commitment to diversity was questioned in a variety of ways including refusal to participate in All In for Wesleyan and alumni withdrawal of their support.

The issue is much larger than any single search. The lack of African American (1 full-time instructional/visitor) and

Latino/a faculty (4 full-time instructional) is a failure on the part of the University. There are several steps being taken to improve this commitment:

- The faculty reinstated a previous practice that allows the University to be responsive to “opportunity hires” which means that academic affairs can be more nimble in selecting diverse faculty that are available.
- The Mellon Center hosted a two-day workshop for faculty and staff on developing a search advocate program modeled after a successful program at Oregon State University. Thirty faculty and staff participated in the program which helped participants develop skills to identify and confront bias in our search processes. We intend to pilot this program in 2017-18.
- The faculty department chairs had a lengthy discussion in April about how to aggressively recruit for diversity for the 10 positions that were approved this year and we will be making steps to try to recruit a cohort of diverse faculty with this group of positions.

Although these steps are important, they are inadequate. Our inability to bring diverse experts into the classroom exacts a cost on the learning of all IWU students, and represents a significant deficit in Illinois Wesleyan’s diversity efforts. The absence of faculty of color hinders our best educational outcomes, high quality process, and commitment to social justice. The educational outcomes and the campus environment in general will improve for all students with a more diverse faculty. The fulfillment of our mission is incomplete without a commitment to hiring for diversity. For these reasons, the recommendations of the Hiring for Diversity Task Force will be a top priority for 2017-18.

Full-Time Instructional Staff by Gender and Race/Ethnicity:

https://www.iwu.edu/institutional-research/factbook/iwu_fb1617_staff.pdf

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

https://www.iwu.edu/institutional-research/factbook/iwu_fb1617_fac.pdf

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

2016-17 Cabinet Searches - There were three Vice President vacancies in the 2016-17 academic year. The University engaged search firms for the Vice President for Enrollment and Marketing and the Provost positions. For the Vice President for Enrollment and Marketing, campus finalists included two white women and one male Professional of Color. LeAnn Hughes was hired for our Vice President for Enrollment and Marketing. Provost campus finalists included one white woman and one white man. Mark Brodl was hired as our Provost and brings other diversity not known at the time of selection. Steve Seibring was promoted internally as the Vice President for Advancement.

III.E2: Hiring for Diversity: The Hiring for Diversity Task Force meet on regular basis with their primary work focusing on a draft report addressing recruitment, hiring and onboarding strategies for a diverse workforce. An initial draft was shared, in the early spring semester, with the UCD, Staff Council and CUPP. These groups provided valuable feedback and their suggestions for change were incorporated. The Task Force is completing the remaining sections of the report and will ask the above listed groups to again provide feedback this fall.

The Mellon Center sponsored a dynamic and powerful two-day training for faculty and staff regarding a Search Advocate program. Oregon State University provides training for faculty and staff who serve on search committees to help create strong search processes and eliminate bias in the hiring process. Thirty faculty/staff participated in our training workshop and there’s strong commitment to piloting a program in 2017-18. Ten faculty positions have been approved for 2018-19

and our hope is to advocate strongly for diversity as a hiring priority.

Goals for 2017-18:

1. Demonstrate commitment to the diversification of faculty and staff through improved diversity of applicant pools, intentional recruitment efforts and appropriate resources to yield diverse candidates.
2. Pilot the search advocate program within Academic Affairs.

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. As mentioned above, there was frustration from some of our Alumni of Color regarding hiring decisions at the University. We must continue to communicate with our alumni about our opportunities and challenges and commitment to being the campus that we aspire to be. We truly value their mentoring and support of our growing diverse student body.

III.F2: Student-focused partnerships: There are several diversity-related programs that connect students with alumni and community members in meaningful ways. The Council for IWU Women and the Pride Alumni Network consistently connects with students at their annual Summits. The Minority Alumni Network (MAN) hosted a summer picnic that included new and current students in the Chicago area and a Homecoming reception which also fostered student-alumni connections.

Goals for 2017-18:

1. MAN/The Network will celebrate a 25 year anniversary this year. We will work to connect with our alumni in meaningful ways around this special anniversary.
2. The Homecoming theme for 2017 is Titans Around the World. Through Homecoming, we will connect with international alumni and more fully recognize our international students.
3. Identify fundraising priorities related to diversity initiatives: POSSE, SEP funding, Promise Scholarships, course development funds (III.B1), speakers funds (III.B1)
4. Explore the creation of an alumni affinity group for international alumni.

Conclusion:

In our third 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 have had and will continue to have a multi-faceted set of goals for each year, we recommend a clear institutional focus on two primary areas: faculty hiring and addressing systemic and personal bias. 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.