

Diversity Strategic Plan 2020

DRAFT – October 30

Note: The term “underrepresented” will be used in this document to represent multiracial, African American, Asian American, Latino/a, and Native American (MALANA) people, International people, LGBT people, low socio-economic status students, first-generation students, people with disabilities and people from non-Christian faith backgrounds.

Strategy A: Develop and Sustain a Commitment.

Lead a multi-faceted, cross-divisional, action-oriented 7-year plan to demonstrate commitment and resource allocation. The University Council on Diversity should be reconstituted so that it continues to represent all campus constituencies and includes the appropriate membership to meet the charge of developing and leading the strategies outlined in this strategic plan and other initiatives, as needed. Every Cabinet member will report on diversity contributions, initiatives, and progress annually in a report made available to the campus community and presented to the Board of Trustees Diversity Committee. Initiatives will be compiled to demonstrate commitment and growth.

- A1 - Initiative: Students, faculty, staff and the administration will embrace the expanded definition of diversity to include gender, race, ethnicity, country of origin, sexual orientation, gender identity, ability, socio-economic status, and religion. The University community will engage in discussions about the intersection of identities and the impact on the campus experience. (All)
- A2 - Initiative: The University will articulate a strong institutional statement of core values related to diversity that is consistent from the admissions and orientation process, speaker series, and all publications (print and web-based).
 - Outcome: The visual image of the University through print, video and web publications will reflect campus diversity. (Communications/All)
 - Outcome: Campus speakers, panelists, and performers will reflect diversity such that the campus intellectual environment is inclusive of a variety of perspectives. (Speakers Committee, Presidents office, Student Affairs, Academic Affairs)
 - Outcome: Admissions, orientation, convocations, and other campus-wide events will incorporate message related to an inclusive, welcoming environment. (President's office, Admissions, Communications, Academic Affairs, Student Affairs)
- A3 - Initiative: The University will develop and institutionalize a robust organizational structure that supports diversity including appropriate charges, membership, and goals to be completed toward meeting diversity strategic planning initiatives. (See attached proposed structure.)
 - Outcome: The Office of Multicultural Student Affairs and International Programs (as the two specific offices that focus on underrepresented populations) will conduct an external assessment. Report recommendations will be considered and implemented, as appropriate (Student Affairs/Academic Affairs).
 - Outcome: Faculty will determine how best to ensure that diversity-related committee work is valued in the promotion and tenure process as well as the time commitments of senior-level faculty. Policy language will be added to reflect those decisions. (CUPP)
- A4 – Initiative: The University will annually review strategic progress, campus research studies regarding climate, recruitment and retention, and will demonstrate responsiveness through action planning.

Strategy B: Educate for Diversity and Social Justice:

- B1 – Initiative: Students will engage in classroom and out-of-class discussion about diversity and social justice topics.

- Outcome: The Center for Human Rights and Social Justice will be fully integrated into the life of the University as a signature program.
- Outcome: The annual University-wide intellectual themes will demonstrate a commitment to diversity and social justice to enhance education for all students, faculty and staff and enhance a strong intellectually vibrant community.
- Outcome: Undergraduate and faculty research that promote a better understanding of diversity, social justice, diverse constituencies, and/or climate will be encouraged, promoted, and funded.
- Outcome: Course development grants will allow faculty to develop courses related to contemporary social justice and diversity.
- Outcome: Course clusters that emphasize social justice will continue to be supported and encouraged.
- Outcome: Action Research Center and the Center for Engaged Citizenship will continue to be supported.
- B2 – Initiative: The faculty will review the US Diversity flag and the Global Diversity flag for learning outcomes assessment and the ability to address contemporary diversity topics.
- B3 – Initiative: Students will understand their own privilege and systemic oppression.
 - Outcome: Campus peer educators (resident advisors, multi-faith ambassadors, multi-cultural educators, peer tutors, writing tutors, etc) will feel confident in their ability to communicate with, mentor, and serve our diverse student body. Furthermore, they will have a strong understanding of their own identity in order to best facilitate dialogue with others.

Strategy C: Develop and Sustain an Inclusive Campus Climate

- C1 - Initiative: Faculty and staff will feel confident in their ability to teach, advise, mentor, serve, and communicate with our diverse student body. They will demonstrate multicultural awareness, appreciation and understanding of the experiences of underrepresented groups and work to ensure a high quality Wesleyan experience for all students. (Faculty/staff committee)
 - Outcome: The Multicultural Fluency Committee will sponsor regular professional development opportunities for faculty, staff and administrators.
- C2 - Initiative: Underrepresented students will experience a positive campus climate.
 - Outcome: International students will have the necessary supports to transition to the United States, to Illinois, and to IWU and to thrive on campus. (International programs office)
 - Outcome: First generation students will experience support as they transition to Illinois Wesleyan and throughout their collegiate career. (Academic Advising/Dean of Students)
 - Outcome: Recommendations from the LGBT campus climate study will be considered and prioritized for implementation.
- C3 - Initiative: The University will be responsive to acts of intolerance by establishing visible reporting processes, thorough investigation procedures, education and accountability.
 - Outcome: The NSSE and the College Senior Survey will be used to study the experiences of students from different economic, social and racial/ethnic backgrounds. Data to be considered include items that review climate (encouraging climate of integration, faculty expressing stereotypes in the classroom, meaningful and honest communication about race, ability to discuss and negotiate controversial issues, cooperative work, attendance at a racial/cultural awareness workshop, encouragement to pursue graduate/professional school, research experience, support/encouragement).
 - The UCLA Racial/ethnic climate study will be conducted in 2014-15 to develop a baseline for understanding our campus climate. Ideally, the study would be conducted again in 2020 to measure the impact of efforts during this strategic plan. By Fall, 2014, a clear strategy for studying campus climate from a variety of perspectives will be developed that maps our assessment plan for this strategic plan.

Strategy D: Recruit and Retain a Diverse Student Body

- D1 - Initiative: Enrollment Management will develop appropriate benchmarks (ex: state demographics, other liberal arts colleges, etc) for evaluating our student recruitment efforts, especially in light of potentially new enrollment strategies. (Enrollment Management & UCD)
 - Outcome: The annual report that is provided regarding diversity progress will demonstrate progress relative to these benchmarks.
- D2 - Initiative: Underrepresented students (SES, MALANA, LGBT, International, etc) will experience a positive campus climate, including appropriate support services, policies, and genuine commitment to their success.
 - Outcome: Enrollment Management will study international student recruitment and retention so we can best support this growing population on campus. (Enrollment Management and International Programs). International students will retain at equal or better levels than domestic students. An action plan will be created from this study.
 - Outcome: In comparison to US domestic students (disaggregated by race), International students will demonstrate equal or better levels of engagement, mentoring and satisfaction on the NSSE and Senior Surveys conducted by Institutional Research. This data will be made available in the annual diversity report.
 - Outcome: Enrollment management will conduct a thorough study of student attrition, with specific attention to underrepresented students (race/ethnicity, socio-economic status, first generation, specifically, but not limited). (Enrollment Management, Student Affairs, Academic Affairs). Underrepresented students will retain at equal or better levels than majority students.
 - Outcome: In comparison to majority students, underrepresented students will demonstrate equal or better levels of engagement, mentoring and satisfaction on the NSSE and Senior Surveys conducted by Institutional Research.
 - Outcome: The University will continue to address student socio-economic concerns through financial aid support, an increase in endowed scholarships, and the new Promise scholarships.
 - Outcome: Approximately 20% of our students will come from low SES families (as determined by Pell eligibility).

Strategy E: Recruit and Retain a Diverse Faculty and Staff

- E1 - Initiative: Human Resources, Staff Council and Academic Affairs will develop clear benchmarks to measure our successes for recruiting and retaining a diverse faculty and staff.
 - Outcome: The annual report that is provided regarding diversity progress will demonstrate progress relative to these benchmarks.
 - Outcome: Data will be provided that demonstrate success in both diversifying the pool of applicants for positions, the success of candidates in receiving interviews, and ultimately hiring decisions.
- E2 - Initiative: Campus hiring authorities will understand the value of hiring for diversity and will feel confident in their ability to recruit and retain a diverse staff.
 - Outcome: Human Resources and Academic Affairs will develop clear hiring guidelines for faculty and staff that communicate a strong desire to hire for diversity. Guidelines will be distributed to all hiring authorities every time positions are approved.
 - Outcome: Human Resources and Academic Affairs will develop professional development for hiring authorities regarding recruiting for diversity.
- E3 - Initiative: Faculty, staff, and administrators from underrepresented groups (women, international and MALANA) will experience quality mentoring and support throughout their careers. (All)

- Outcome: In comparison to majority faculty (white and/or male), underrepresented faculty will demonstrate equal or better levels of satisfaction with their employment experience. (HERI Faculty survey)
- Outcome: HERI faculty survey results will demonstrate a comparable work load experience (research,/writing, creative performance, and administrative work) across faculty. HERI faculty survey results will demonstrate minimal (less than 5%) of underrepresented faculty will report subtle discrimination as a source of stress.
- Outcome: Women, International, and MALANA faculty are proportionally represented in the ranks of the faculty, in promotion and tenure decisions, in grant application and award support, and in nomination and selection for endowed professorships.
- Outcome: Underrepresented employees are proportionally represented in internal promotions or position advancements.

Strategy F: Involving Constituencies that Represent Diverse Groups

- F1 - Initiative: All alumni from underrepresented groups (African American Students, Latino students, International, LGBT, etc) will continue a strong affinity with IWU through alumni office activities, the Alumni Board, and specialized alumni affinity groups.
 - Outcome: The Minority Alumni Network will determine how to be inclusive of a variety of ethnicities in their programming.
 - Outcome: The Pride Alumni Network will establish a collaborative Pride Summit for students, faculty and staff.
- F2 - Initiative: Students from underrepresented groups and registered student organizations with advocacy missions will develop strong partnerships with successful alumni for education, awareness, networking, and support.

Commitment to Diversity: Creating a Results-Oriented Structure

University Council on Diversity (re-configured membership to reflect committee chairs, senior-level decision-makers, students)

Charge is to coordinate all diversity efforts, create an annual “diversity report card” accounting for progress, review institutional messages/identity related to diversity, and monitoring progress on enrollment and hiring practices.

Educating for Diversity

Faculty Committee on Diversity

The FCD is charged with identifying and communicating strategies for infusing diversity into the curriculum and classroom, in order to create a more inclusive experience for all students and to prepare them for life in a global society. The focus of the FCD is on discovering and sharing related curricular resources, areas for collaboration, faculty development opportunities, and assessment strategies. The FCD is an appointive committee of 5 faculty, and elects its chair annually. Regular reporting at faculty meetings will be expected.

Co-curricular Advisory Committee

Focus is on co-curricular educational initiatives. Membership includes OMSA, International Programs, Chaplain, Safe Zone/LGBT, Engaging Diversity director, women’s council, students (Senate awareness commissioner), athletics, FSL, and ORL

Multicultural Fluency Committee

Focus is on faculty/staff/administrator development of knowledge, skills and abilities for educating and serving a diverse community. Membership includes Human Resources, Staff Council, CUPP, reps from each division, students. Co-chairs will be selected by Staff Council and CUPP.

Creating an Inclusive Environment

Campus Climate Assessment Committee

Charge is to assess the campus climate for targeted populations. Membership includes students, faculty, staff, administration. Chair—Institutional Research and potential class-based collaboration.

Policy and Protocol Review Committee

Charge is to review policy and reporting regarding incidents related to diversity and intolerance (including Title IX, Bias Incident, etc). Members include Security, Provost, HR, Dean of Students, Title IX Coordinator, and a representative from CUPP.

Diversity Leadership Team

Leadership group consisting of the leaders of all diversity-related RSOs, Senate, athletics, Greek life, multicultural educators, engaging diversity and RHA. This team of students helps the DOS keep her finger on the pulse of campus diversity issues and is available for other committees for feedback.

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