

Leverage Points & Recommendations - Composed By Dr. Rona T. Halualani, Managing Principal and Founder

Halualani and Associates has identified the following leverage points and recommendations for Indiana Wesleyan University in terms of the future directions and pathways with regard to maximizing its work on diversity, inclusion, and equity. These recommendations were informed by the diversity mapping analysis.

From this mapping project, it is clear that Indiana Wesleyan University has mostly 1st order (declarative commitments to diversity) and 2nd order items (demonstrations of diversity commitment through concrete actions and efforts). We note that Indiana Wesleyan University should feel heartened by these beginning steps into action; however, it will need to make a concerted effort to transition from the 2nd order stage to the 3rd/4th order stages (sustained, meaningful, and assessed actions that demonstrate high impact and campus transformation. Impact assessment of diversity efforts (across all efforts) needs to be immediately conducted and continued on an ongoing basis. (H & A's Change Order Sequence is detailed at the end of this document.)

Recommendation #1: Indiana Wesleyan University needs to create a “strategic” diversity master plan and a potent diversity organizational structure. While every major division at the university is involved in some diversity effort and there is some beginning momentum (with 145 diversity efforts, 422 diversity-related Residential Education courses, 225 diversity-related Non-Residential Education courses, 235 diversity-related Graduate School courses, and 15 diversity-related Wesley Seminary courses) in diversity and inclusion work at Indiana Wesleyan University, there is no evidence of a concerted or intentional, organizational approach/strategy to diversity and inclusion on campus. Such an approach or strategy is needed to make major strides and sustain targeted momentum in diversity achievement on all levels. Higher educational institutions can no longer rest on the “laurels” of past diversity efforts or commitments; efforts and commitments in this vein must be continually re-articulated and planned out to actualize true inclusive excellence. There has been no foundational diversity master plan created from this institution. As such, if the diversity status quo continues, Indiana Wesleyan University will continue its state of “project-itis” or the mere proliferation of stand-alone, disjointed, and one-shot events, trainings and workshops, and programs that are not articulated into a unified diversity strategy with identified priorities and goals for the next five years.

In this regard, Halualani & Associates recommends six (6) major components related to a diversity organizational change approach/strategy at Indiana Wesleyan University:

a) the formation of a new diversity strategy or master plan with a clear vision, framework, and set of goals (this diversity strategy or master plan would identify specific action steps, needed processes and resources, outcome measures and metrics, and an assessment schedule); and

b) the assignment of this diversity master plan's key goals and actions to the entire Presidential cabinet leadership and or across multiple Vice President-level roles who then become accountable for the completion of that particular goal/action. Your current diversity leader, Diane McDaniel, would be responsible for leading, shepherding, and facilitating the entire diversity master plan process and would work collaboratively with the President and Vice Presidents.

c) the creation of a campuswide, consultative process through which campus members (staff, faculty, administrators, students across all divisions) can help to identify the diversity master plan vision, goals, and action steps (this process should be structured and involve all campus constituencies);

d) the accountability of leadership to ensure that progress is being made on the Diversity Master Plan; such accountability will need to take the form of a public presentation and published report every term to the larger IWU community;

e) the adoption of the Diversity Master Plan by the Indiana Wesleyan University Board in terms of shaping priorities and future directions of the Indiana Wesleyan University; and

f) a key, resourced, diversity organizational structure (like your own Office of Multicultural Enrichment & Employee Development) that is conducive to facilitating transformative change (4th order) around diversity and inclusion.

By “key diversity organizational structure,” we refer to a comprehensive, multi-layered division or office led by your diversity leader (Vice President for Multicultural Enrichment & Employee Development) that incorporates the following functions and or collaborative links:

- 1) visioning (“charting the path”) function: the proactive strategizing and planning for the future needs of making Indiana Wesleyan University a highly engaged, inclusive, and productive climate around diversity and inclusion;
- 2) support and engagement function for faculty, staff, leadership, and students (“building up the campus community with skills and perspectives”): the strategic delineation, planning, and provider of professional development training and support for the following campus constituencies:
 - faculty members [on issues of inclusive pedagogy and engaged learning through diversity as connected to core subject matter; the idea being that when students are fully engaged around diversity considerations and learning levels, student learning increases in core subject matter as well (disciplinary content, theory, core subject matter, core skills such as writing, research methods, critical analysis, relational building), intercultural competencies, discussion facilitation];
 - staff members (on issues of intercultural competency, discussion facilitation);
 - leadership (on issues of intercultural competency, discussion facilitation, mentoring);

- students (on issues of intercultural competency, discussion facilitation, allies and coalition building);

c) student success and academic achievement capacity (“facilitating and ensuring” academic excellence for historically disadvantaged groups): working with all other campus divisions regarding high-impact strategies and interventions for reducing the achievement gaps and facilitating optimal conditions for the student success of all students (women, historically underrepresented racial/ ethnic/classed groups);

d) diversity assessment and analytics (connecting all diversity strategies and actions to impact measures, outcomes, and rigorous analytics); many campuses have started to hire “diversity analytics/assessment” associates to fill such a role.

***We recommend that issues of equity or overall employee development (that is not diversity-related) NOT be contained within this division.** The current dilemma in higher education is how to integrate diversity building efforts with equity issues (for e.g., discrimination, hostile interactions) or employee issues (akin to Human Resources and Employee Development) without diverting attention away from any of these areas. Because this diversity division will be focused on the strategic visioning, implementation (the “building” of diversity), and assessment, it is important not to “swallow” its energies up with the exhausting work of equity and compliance. [Although this division can be connected to equity and employee development work, there are significant diversity issues at Indiana Wesleyan University (that we detail in this document) that need full attention and focus.]

This above delineated structure requires more than just 2-3 individuals; it will need to be “all hands on deck” with the strategic incorporation of related offices (multicultural center, support services for specific underrepresented groups, related roles, and positions). If not, the momentum driving the diversity work may diminish or cease altogether if it is centered around a few individuals who may move on from the university. Structures stand as more stable vehicles to bring about change and strategic efforts. Universities that are beginning their work in diversity and inclusion often commit to an unfolding organizational structure of at least 2 - 3 layers thick (with the diversity leader, support team, and key related offices and positions framed under the aforementioned functions) over two years. By incorporating key functions to a division that is dedicated to diversity and inclusion, greater credibility and valuation is afforded to that division so that it does not become perceived as a mere “nod” to diversity and inclusion [or an isolated unit that solely works on special case issues or circumstances (for e.g., discrimination, inequities, grievances)] or larger employee development processes.

Recommendation #2: More specifically, for a future “strategic” diversity master plan, we recommend the following goal areas for IWU to focus on (as informed by the diversity mapping):

- Engaging What Diversity Means to the Indiana Wesleyan University’s Strong Christ-Centered Community and Its Vision of Creating “World Changers” Committed in Character, Service, and Leadership (A Goal That Fosters a Concrete Diversity Vision in Relation to the Indiana Wesleyan University Christian Identity)

- More specifically, IWU needs to delve into the following questions:
 - What does it mean to be a Christ-Centered community and an institution of learning that is committed to diversity and inclusion?
 - Are all perspectives engaged, valued, and framed in their own respective lights? Or are these reconciled through a Christian world view? What gains and or limits would be yielded through each of these pathways?
 - How can we foster genuine learning, dialogue, and perspective-taking around all differences and aspects of diversity (without necessarily framing everyone into a grand narrative of as all “God’s children” which fails to recognize the historically and culturally specific contexts of diverse groups)?
 - How are differences, injustices, and structured inequalities across cultural groups, religious faiths, and communities framed and understood by our community?
 - What is our commitment to social justice? And in terms of social justice ideals that conflict with our Christ-Centered world view?
 - To what extent do we foster the questioning and confrontation of our own world views at IWU to include, understand, embrace, and advocate for diverse groups whose identities challenge the core of who we are?
 - What is our role and responsibility to our campus/community members? To provide exposure and perspective taking across all differences? To encourage difficult, complex questions about diversity, belonging, power, and justice? To not have full resolution on the often conflicting relationship between faith and diversity/difference?
 - We encourage IWU to examine how its mission is connected to diversity through the framework of ***inclusive excellence*** as promoted by the Association of American Colleges and Universities (AACU) (<https://www.aacu.org/programs-partnerships/making-excellence-inclusive>). The framework of “***Inclusive Excellence***” refers to the following: an institutional commitment to create and sustain a context of diversity through which all members thrive, feel valued, and attain personal and professional success. One specific focus here is to utilize diversity as an educational resource and knowledge domain for students and as a central ingredient for their academic success. Several faith-based institutions have encapsulated diversity in relation to their mission through the concept of “reconciliation.”
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- Diverse Student Recruitment and Retention
- Fostering an Inclusive and Supportive Campus Climate Across Multiple and Often Colliding Differences
- Diversifying and Retaining Faculty (A Goal Based on the Limited Attention To/Action On This Area)
- Diversifying and Retaining Staff (A Goal Based on the Limited Attention To/Action On This Area)

- Educational Excellence For Students (Specific Retention-Graduation Initiatives for Your Diverse Students)
- Strengthening the Indiana Wesleyan University's Campus Climate for Inclusion and Diversity Engagement
- Building Our Skills & Perspectives Towards Diversity Excellence (Professional Development on Diversity Engagement for Faculty & Staff Members, Constructive Dialogue Participation and Engagement, Navigating and Addressing Microaggressions) (A Goal Based On the Initial Attention/Action To This Area)
- Building Our Skills & Perspectives Towards Diversity Excellence (Curricular Focus, Specific Learning Competencies and Outcomes Related To Social Justice and Diversity Engagement for Students, Constructive Dialogue Participation and Engagement, Navigating and Addressing Microaggressions) (A Goal Based On the Limited Attention/Action To This Area)
- Community Alliances and Partnerships as Learning Labs (Community Projects as Learning and Research Labs for Students and Faculty - Allows for Maximum Diversity Engagement (A Goal Based On IWU's Current Strength In This Area)
- *Please note that we do not want to force these areas above but we do see the above areas as optimal goal areas either because of the absence of any recent activity or commitment or because of a current leverage point in the area so as to make sustained, significant progress (i.e., turning the corner on excellence). IWU's Diversity Master Plan should be an organic, collaborative process through which all campus members are consulted.*

Recommendation #3: Through the creation of a Diversity Master Plan, collaborations among divisions, departments, programs, and disciplines on a university-wide defined diversity goals should be fostered and resourced. Meaning, each Diversity Master Plan goal and action step should require cross-divisional or cross-departmental collaborations and alliances to bring about excellence and rigor and university-wide synchrony. While we already see 30% of your efforts operating as collaborations, such alignment and collaboration will only become more solidified through the implementation of a Diversity Master Plan.

Recommendation #4: Indiana Wesleyan University should address several key empty zones in its Diversity Master Plan. Our mappings reveal that Indiana Wesleyan University's diversity efforts are spread across 25 different themes (Events, Clubs/Organizations, Community Partnerships/Outreach, and Trainings/Workshops, among others). While this may indicate a level of breadth for diversity efforts, Halualani & Associates privilege the benefits of "depth" in terms of an university strategically identifying key thematic areas of diversity to focus on for the future. Such a strategy can be informed by what is currently being done and how this can be leveraged and extended further or by the "gaps" or "untapped areas" (or those thematic areas that have not been touched upon as of yet). We have identified the following "untapped areas" or "empty zones":

- diverse student recruitment and outreach;
- diverse faculty recruitment and retention;
- diverse staff recruitment and retention;
- student retention and graduation for diverse groups;

- campus conversations around the meaning of diversity in relation to its Christian identity;
- high-impact and enacted diversity professional development for faculty, staff, and leaders;
- professional development training on diversity pedagogies and teaching excellence for faculty;
- higher engagement levels in the curricular & co-curricular linkages around diversity and more breadth in terms of multiple aspects of diversity (such as gender, sexual orientation, socioeconomic status, intersectionalities); and
- the incorporation of multiple aspects of diversity (such as gender, sexual orientation, socioeconomic status, intersectionalities) throughout IWU's curricula.

Recommendation #5: The Indiana Wesleyan University leadership team (President's Cabinet) should engage in a year-long diversity conversations program through which an external expert facilitator will work with the President's Staff and engage them on issues of perspective-taking, identity, diversity, power, and privilege and how it matters in their leadership roles. Such important engagement sets a model for the kind of perspective-taking that the entire university would take up.

Recommendation #6: The Indiana Wesleyan University should immediately implement a Diversifying Faculty Initiative. There were few sustained and university-wide efforts that work to diversify faculty at IWU. As such, we recommend that high impact practices be implemented to diversify faculty (for e.g., creative outreach strategies across disciplines, training of search committee members on how to diversify the applicant pools within their disciplines, creation of a policy about diversifying the applicant pools and or freezing a search if diversification methods were not undertaken, grow your own programs, among others)

Recommendation #7: Efforts on diverse student recruitment & outreach in line with creative financial support, should be elevated in terms of the long term time frame and tracked for impact. Although Indiana Wesleyan University engages in several outreach efforts, those efforts need to be reframed in terms of long-term outreach programs in diverse sites and communities (African American churches, Asian community centers, immigrant community areas) so as to extend the scope of outreach and contact with potential diverse students. Workshops on financial aid and how to pay for IWU in specific languages for diverse communities should be explored further as well as connections with community college sites in the nearby region. Access and affordability issues continue to impact diverse, first-generation students and prevent them from higher education outlets. Some of these diverse student access and recruitment efforts can be strengthen through grant efforts. However, these student recruitment efforts may have "expiration dates" in that both the effort and the funding may dry up once the grant expires. IWU needs to create a long-term diverse student recruitment outreach strategy that is institutionalized and resourced.

Recommendation #8: The Indiana Wesleyan University should implement specific retention-graduation interventions for its diverse students. College completion stands as a national priority. Each institution needs to pay attention to the different completion factors and conditions for all students but especially those from first-generation, low-income, and diverse backgrounds. As such, Indiana Wesleyan University needs to implement such retention-graduation initiatives on both an university-wide basis as well as in programs where these are needed. Few efforts featured attention to this area and in ways that higher educational research has highlighted as being important (in Dr. Sylvia Hurtado's research for example). Indiana Wesleyan University ought to pay close attention on how to retain diverse students as

researchers argue that just because you diversify your student body (and get all students at the “table”), diverse students still feel alienated from racially homogenous university environments (Quaye & Harper, 2014; Strayhorn, 2012). Retention initiatives that involve improving campus climate, creating academic support programs, peer mentor programs, faculty mentor programs, and continual contact, should be considered by the Indiana Wesleyan University.

Recommendation #9: The Indiana Wesleyan University needs to conduct a campus climate assessment every two years and create responsive actions to those findings.

Campus climate assessments are important to assess campus members’ experiences with and perceptions of diversity. It is unclear how supportive and inclusive Indiana Wesleyan University is perceived to be by its campus members. A campus climate assessment for employees and students should be conducted immediately. We recommend that the following areas of diversity be explored in the survey instrument:

- Perceptions of diversity-related events and experiences at IWU
 - Perception of the importance of diversity for IWU
 - Students’s classroom experiences in relation to diversity (the perspectives they are gaining and missing, difficult dialogues in the classroom, microaggressions among peers and faculty instructors, explicit conversations about power and inequalities)
 - Faculty and staff professional development related to diversity learning and competencies
 - Faculty exposure to training on diversity pedagogy (content coverage, inclusive pedagogical approaches, diversity issues)
 - Kinds of diversity conversations that campus members have experienced at IWU
 - Discrimination experiences and observations
 - Microaggression experiences and observations
 - Perception of faculty and staff diversity from all campus members’ points of view
 - Campus members’ desires of what should be in a Diversity Master Plan
 - Open-ended items on the most important aspects of diversity for IWU
- We especially recommend the use of the **Diverse Learning Environments Survey (under the direction of Dr. Sylvia Hurtado)** by UCLA’s Higher Education Research Institute which gauges students’ experiences with diversity. There is currently no all inclusive climate instrument that connects students’ learning experiences with diversity and those experiences related to faculty and staff members.

Recommendation #10: Diversity pedagogy training should be required of all faculty members. All faculty at Indiana Wesleyan University should be required to participate in a Diversity Pedagogy training series. Such a series would cover the key components of diversity content, inclusive pedagogical techniques, and issues of diversity that arise in the classroom (microaggressions, perspective-taking), diverse learners, and impact assessment. This training would need to be thoughtfully designed, prepared, and executed. This ensures that all IWU faculty are provided with the skills, knowledge, and vantage points for how to create the most inclusive and engaged classroom.

Recommendation #11: The Indiana Wesleyan University needs to determine the impact of the many diversity-related professional development trainings and workshops created for employees that were found in the mapping. These trainings did not identify the impact of such training and what outcomes resulted from such trainings (increased behavioral competence, leadership skills, and or diversity programs). An assessment should be conducted. We also recommend that these trainings be bundled into a true “development” model through

which each employee is able to trace her or his growth as a diversity learner in a reflexive manner. An employee diversity portfolio is recommended here.

Recommendation #12: The Indiana Wesleyan University needs to implement training/professional development/educational sessions for employees and leaders on microaggressions in higher education.

There needs to be careful instruction and coaching to train faculty, staff, and administrators at Indiana Wesleyan University on how to address, confront, and navigate micro aggressions that occur in the work environment and campus contexts. Usually the focus at most campuses is solely on microaggressions in the classroom; however, there appear to be volatile and hurtful comments being articulated in work settings and professional life. The goal is to increase an awareness of microaggressions and how to confront these as well as pose constructive questions about the underlying functions of such comments and different ways to communicate frustration and conflict. Passionate and tense conversations about diversity are important to stretch our minds, hearts and ways of thinking about complex issues and rather than being completely stamped out, these need to occur in a higher education environment but done so carefully, mindfully, and with excellent facilitation and experience. A campus wide Dialogues program should be revisited (akin to the University of Michigan model). (Dr. Halualani has a list of potential trainers.)

Recommendation #13: The Indiana Wesleyan University needs to implement training/professional development/educational sessions on microaggressions in the classroom for faculty.

There needs to be extensive instruction and training on how to address, confront, and navigate micro aggressions that occur in the classroom. Faculty members often feel uncomfortable when micro aggressions are made in class between students and expressed a desire to receive training in this area. This may help prevent future interpersonal hostilities among campus members and or usher in the creation of a more collaborative environment. (Dr. Halualani has a list of potential trainers.)

Recommendation #14: Indiana Wesleyan University needs to implement semester town hall forums/dialogues around diversity questions/areas especially the role of social justice in IWU's vision of diversity.

Indiana Wesleyan University should hold ongoing town hall forums/campus dialogue sessions around diversity area or issues and these sessions should be facilitated by a trained outside expert in dialogue facilitation who can help connect and embrace various perspectives and vantage points. We recommend this because there were few efforts through which the entire campus community engaged in larger conversations around the value of diversity and its importance to Indiana Wesleyan University . Each town hall forum therefore can broach a complex but crucial question or issue for Indiana Wesleyan University such as: What Is Our Responsibility at Indiana Wesleyan University In Exposing Our Campus Members to a Full Range of Diverse Perspectives Given Our Mission and the Politics Surrounding Region? How Do Specific Identity Rights Create Dilemmas For Each Other - Transgender, LGBTQIA, & Women's Rights, URM & Of Color Designations? These forums can be practical regarding an IWU issue or tension and or something related to a larger issue in the nation (The Complexities of the "Black Lives Matter" Discourse). Such Town Hall forums can contribute to the intellectual and learning engagement around diversity. These even can be connected to courses, student learning objectives, assignments, and co-curricular linkages..

Recommendation #15: Indiana Wesleyan University needs to encourage the connection between curricular and co-curricular components.

There were several collaborations between campus divisions on issues of diversity. The aforementioned diversity organizational

approach/strategy will help to actively facilitate and sediment these connections and linkages across campus. For example, more productive collaborations can occur around curricular and co-curricular components in terms of diversity engagement, diversity/intercultural leadership, global citizenship, and coalition building through curricular pathways, co-curricular and beyond the classroom activities and participation by Indiana Wesleyan University students. A “diversity engagement bundle” can be shaped through these collaborations that incorporate specific curricular pathways (on the academic side) with concrete/demonstrative activities, rules, and out-of-the-classroom experiences. This type of integrated model could involve events, student organizations, peer roles, study abroad experiences, and course work as well as shared learning rubrics to gauge student performance and achievement on diversity and engagement scales. In a type of Diversity Passport program, events could be assigned to specific courses and their embedded student learning objectives and then its impact or learning about diversity could be linked to an assignment. In this way, Indiana Wesleyan University could powerfully connect the curricular, cognitive, co-curricular, and experiential sides of student learning in diversity education at the university. Our firm would love for your campus to use our DELTA (Diversity Engagement Learning Taxonomy Assessment Scale) to help in this possible endeavor. (Dr. Halualani has more information for how to implement this.)

Recommendation #16: Indiana Wesleyan University needs to create diversity efforts that are differentiated and targeted for adult students, graduate students, and staff members.

These campus constituencies (adult students, graduate students, staff members) are not the current beneficiaries of the university’s active diversity efforts. Differentiated efforts often acknowledge the importance and specificity of these campus constituencies in terms of their diversity needs. Because IWU offers such wonderful educational opportunities to adult students, we encourage the creation of more co-curricular (and even ones online) opportunities and experiences for these CAPS students. It might also be useful to create specific diversity efforts for Part-Time Faculty Instructors so that they feel valued and important in diversity work at IWU.

Recommendation #17: Indiana Wesleyan University needs to create diversity efforts targeted for specific groups of students.

The majority of Indiana Wesleyan University’s diversity efforts are geared for the larger campus audience which helps in terms of including everyone, especially students. However, there may be a need for targeted diversity efforts for specific groups of students (for e.g., first generation, female, male, international students, Generation 1.5, and based on socioeconomic classes, age/generation, race and ethnicity, and sexual orientation). A high-impact practice in higher education involves the creation of graduation and retention efforts that are generalized for all students as well as localized ones for specific groups with different conditions of access and educational histories. We recommend that such a decision point be made by Indiana Wesleyan University as well.

Recommendation #18: A major diversity assessment effort needs to be undertaken by the Indiana Wesleyan University.

Because we locate your campus between a 1st and 2nd order phase, the next phase involves examining all current diversity efforts in terms of the kind of impact that is being made and the university’s decision to continue with such efforts. Thus, a systematic, university-wide assessment protocol should be adopted in terms of specific metrics, milestones, indicators, and data collection schedules on key diversity-related goals and objectives (perhaps those from a future diversity master plan). Key leaders and participants (faculty, staff, administrators) may benefit from assessment training in terms of how to design data collection mechanisms and evaluate progress on diversity-based outcomes. Moreover, all

1st and 2nd order efforts as outlined by our mappings, should be examined to gauge the potential for 4th order transformation.

Recommendation #19: Indiana Wesleyan University needs to identify its desired campus engagement level around diversity. Based on our DELTA taxonomy scale (which is detailed at the end of this document), the majority of campus diversity efforts top out at Level 1 - Knowledge Awareness. What this means is that IWU engages in conversations about different perspectives or cultural groups but does not connect these to larger issues of historical context, power, and structured inequalities. The questions that arise are: Is this desired by the campus? How much diversity engagement is going on in campus programs and events? How productive and meaningful are the campus conversations and sensemakings around diversity and inclusion (and related topics)? What would it take for the diversity efforts to reach Level 5 - Evaluation-Critique of Power Differences, Privilege, and Social Inequalities? How can the higher levels be incorporated and facilitated in campus diversity efforts? Through program development, built-in learning objectives, shared rubrics, training of campus members? Indiana Wesleyan University should decide the kinds of engagement it wants for its campus members to experience at diversity-related events and programs For cultural awareness? Or to push into issues of social justice, inequalities, a discussion of privilege, complicities, and dilemmas? H & A underscores the importance of connecting diversity to issues of power, context, historical specificity, and sociopolitical issues and without the latter, “diversity” stands in a vacuum that does not get at the core of creating conditions for positive, intercultural relations and societal transformation.

Recommendation #20: There exists an “exciting” opportunity for Indiana Wesleyan University to focus more on “intersectionalities” or diversity in relation to co-existing combinations of socioeconomic class, race/ ethnicity, gender, sexual orientation and religion, in its diversity efforts. Our students and campus members today highlight how diversity is more than just one or two demographics or aspects in isolation but several in combination and collision with one another, and we encourage IWU to take on this focus. With such a focus on intersectionalities, understanding how your students think about, view, and engage diversity can be extremely fruitful. An assessment protocol for gauging the unique kind of learning around intersectionalities that occurs at Indiana Wesleyan University, should be created and implemented. Private grant foundations would be interested in this type of groundbreaking work.

Recommendation #21: There are also “unrealized” opportunities to engage the following areas of diversity that do not show up as much in campus diversity effort framings: gender, sexual orientation, socioeconomic class, and intersectionalities. Strategies to highlight these areas can be gradual and time-specific. Many colleges and universities dedicate one to two years to a specific aspect of diversity (“race,” for example, at the University of Michigan). Given this, all campus events, first-year seminars, writing courses, faculty/training workshops, study abroad/ exchanges, co-curricular activities, and profiled faculty research focus on that thematic topic for that period of time. Another campus is highlighting “intercultural justice” and aligning all campus activities and curricula toward that theme.

Diversity Curricular Items:

Recommendation #22: Indiana Wesleyan University needs to incorporate more specific aspects of diversity in its curricula. In our full analysis of IWU’s curricula, we noted that IWU’s current curricula (especially in Residential Education) does not sufficiently engage diversity in its

fullest perspective and in relation to domestic diversity contexts as well as structured inequalities (although the Non-Residential Education and Graduate School do a great deal in this area). Thus, the quality, consistency, and assurance that diversity is covered in a significant way in terms of both domestic and international issues, seem compromised. We encourage the following diversity-related student learning objectives in order to ensure that all students are sufficiently exposed to a meaningful diversity-committed education:

- Locates the student in current sociopolitical contexts
- Examines the historical dynamics around cultures and difference
- Focuses on visible and invisible structured inequalities in the U.S. context
- Provides an understanding of the constructive actions of various racial, ethnic, gender, and cultural groups in U.S. society (historically and in contemporary times)
- Emphasizes the role of constructive actions to improve lives of others and bring about social justice
- Exposes students to perspectives about difference, privilege, power relations, and intercultural justice that are not articulated in socially approvable ways in the surrounding region and society (this is extremely important given the sociopolitical climate in the region surrounding IWU).

Given this, in its current state, Indiana Wesleyan University students are not being fully exposed to the above student learning objectives and in any consistent or guaranteed way (and beyond a language or cross-cultural competence requirement which may not involve issues of history or power and in some instances, may actually invoke colonialist modes of thinking). We encourage the thorough design of diversity-related student learning objectives and outcomes (that can be tracked and assessed) in these diversity areas. We have a list of resources for use in this area.

Recommendation #23: Indiana Wesleyan University should explore how to integrate diversity content across core subject and disciplinary matter. We also see the value of investigating how diversity might be integrated throughout all courses (where it is suitable). It is important to note that high impact and innovative practices in higher education reveal that diversity is no longer viewed in terms of just stand-alone content-based courses. Instead, as a way to be truly inclusive of all disciplines (including STEM) and core subject matter and skills (writing, communicating, public speaking, analysis, and research inquiry), diversity is now framed as an inquiry focus (way of thinking, viewing the world, a process of navigating complex questions and logics across all subject matters). Given this, a campus discussion among faculty members, department chairs, deans, and students should be conducted with regard to maximizing diversity in terms of course content and inquiry perspectives across more courses and disciplines.

Recommendation #24: Indiana Wesleyan University should explore how to create rigorous and meaningful online diversity-related courses. On the Non-Residential Education side, we noticed that most of the diversity related courses were offered online. We see this as a leverage point and exciting opportunity for IWU. Perhaps, resources and experts could be sought out to make the current online CAPS diversity-related courses truly innovative in capturing perspective-taking and engaging high-level topics on difference, justice, diversity, and power. [Dr. Halualani, an intercultural communication and diversity professor, has taught her diversity courses fully online for the last seven (7) years and has experience in creating thought-provoking modules for strong diversity content and high DELTA engagement levels. H & A has a list of resources in this area.]

Recommendation #25: Indiana Wesleyan University needs to more closely examine how diversity is incorporated into its graduate courses/seminars. Indiana Wesleyan University features an exciting, robust curricular structure around diversity that can be maximized further (as delineated in the next several recommendations). However, there needs to be an analysis of the extent to which diversity is engaged at the graduate level. It was not clear from the syllabi and assignments as to the curricular components in the graduate offerings; oftentimes diversity was mentioned in “passing” but not threaded through its syllabi or student learning objectives. Although the graduate curriculum featured great potential at integrating diversity considerations in their professional pathways instruction for its students.

Recommendation #26: Student learning objectives and or competencies related to diversity should also be discussed in town hall campus forums among faculty and students so as to be intentional about the kind of learning to be planned for students around diversity.

Recommendation #27: Diversity and inclusion should be life-staged as an educational resource and learning outcome throughout students’ education at Indiana Wesleyan University. Meaning, that there could be an introductory point through which upon entry to Indiana Wesleyan University, students discuss and engage diversity in terms of cultural competence and or the university’s established diversity mission and commitment. At a midpoint stage, there may be some specific connection to diversity via a practical context and or specific population. An endpoint to students’ education may be in terms of making the connection to critique and or engage in advocacy to help transform the social world. A rich discussion around this idea is ripe for fruition at Indiana Wesleyan University. Campus members should have an urgent discussion around the extent to which students who take diversity courses are actually emotionally and cognitively prepared to traverse the higher DELTA engagement levels on Level 4 - Advanced Analysis and Level 5 - Critique-Evaluation of Power Differences and Inequalities. In addition, what happens to these students and their engagement levels once they leave these courses? Is that engagement level continued throughout their majors and or course pathways? Or is it halted altogether? What is the message provided to IWU students about how to build on that knowledge as they complete their time at the university?

Recommendation #28: Indiana Wesleyan University should expand and deepen issues of power when focusing on the international/global in undergraduate and graduate courses. In examining the diversity-related curriculum, our team noted the predominant focus on diversity in terms of an international and global framing. When combined with the finding that the highest level of DELTA in these courses tops out at Level 4 - Advanced Analysis which is just shy of Level 5 - Evaluation- Critique of Power Differences, we recommend that the “international/global” be connected with localized politics and contexts dominated by racialized, classed, gendered, and sexualized dimensions of diversity (this could again be connected to “intersectionalities” to get at complex constructions of culture). The “international/global” focus needs to be actively linked to power-based differences, positionalities, and inequalities, which then more realistically frame the globalized world for your students. Dr. Yolanda Moses at UC Riverside is a leading scholar in this area.

Recommendation #29: Another recommendation is to create conditions so that every student accesses DELTA Level 5 - Evaluation-Critique of Power Differences each year of their educational journey either through courses or co-curricular experiences (events,

applied programs, community partnerships, co-curricular programs) at Indiana Wesleyan University.

Recommendation #30: Another rich finding from our mappings is that the majority of the diversity related courses stand as disciplinary content courses applied to cultural contexts. This proffers an opportunity for Indiana Wesleyan University to create vibrant faculty learning/research communities around these core courses -- with shared rubrics, collaborative assessment research, shared expertise, demonstrations of multiple faculty perspectives across courses and much more.

Recommendation #32: Diversity assessment in terms of rigorous diversity or intercultural competency rubrics, should be conducted for all of the study abroad/cultural exchange programs so as to identify the key impact. Such research is needed in higher education as well (and beyond indirect survey measures of student experiences in these programs -- actual student work that demonstrates competency is now the much pursued type of evidence).

All in all, Indiana Wesleyan University has much to be proud of with regard to creating a foundation for meaningful diversity and inclusion work in higher education. We were impressed with key facets of some of your efforts and parts of your curricula. We also find great potential in “what can be” at your university and the pursuit of further excellence in diversity and inclusion to become a national model especially for faith-based institutions.

References

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ASSESSING THE EVOLUTION OF A DIVERSITY PRACTICE

H & A has developed a unique numbering sequencing designation that indicates the degree of strategic evolution of a diversity effort/practice in terms of the following:

1

First order -

Declarative efforts & policies that establish a commitment to diversity.

2

Second order -

Commitment is demonstrated by an action, effort, or program.

3

Third order -

Sustained action is anchored to a strategic framework. Evident positive impact must be made.

4

Fourth order - Transformative & culture changing practices. Sustained, prioritized actions with major positive impact. Stands as fully resourced and institution-wide.

* These categories remake the notion of “business as usual.”

* The goal is to have a balanced and “building” representation of diversity efforts across all change orders.

Diversity Engagement & Learning Taxonomy (DELTA)

(Halualani, Haiker, & Lancaster, 2012)

Higher
Engagement

Lower
Engagement

Level 7 - Innovative Problem Solving

Innovative thinking

Uses multiple perspectives to develop new, original, unique, impactful strategies & solutions to problematics

Relies on multiple heuristics (from all cultures, contexts, arenas of life)

Level 6 - Social Agency & Action

Designing Actions, Personal-Social Responsibility

Able to see connections across differences

Problem-solving, Responsive decision making

Constructive-Resistive (from the marginalized side)

Action, Advocacy, Allies,

Sharing with/Teaching Others

Level 5 - Evaluation-Critique

Evaluation/Critique of Power Differences, Positionality/

Compassion

Posing Complex Questions

Level 4 - Advanced Analysis

Perspective-Taking/ Reflection/ Analysis, Self-Other Dynamic

Personally invested in diversity

Unscripted/Off the Beaten Path

Free-flying among concepts, areas to ferret out the big, difficult questions and major problematics, stakes, urgencies

Level 3 - Interaction

Active Involvement in Intercultural Interactions

Motivation, Seeking Out, Participating

Behavior

Level 2 - Skills

Application/Intercultural Competence/Skills-based

Level 1 - Knowledge-Awareness

Knowledge, Awareness, Appreciation

Touches on Social Approvability Level