



Indiana Wesleyan University's (IWU) Diversity & Inclusion Initiative

Second Findings and Recommendations Report

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Acknowledgement

Montage Diversity Consultants would like to extend special thanks to Diane McDaniel, whose vision has amplified the journey to eliminate bias and enhance diversity at Indiana Wesleyan University's Residential and Non-Residential Education Campuses.

We would also like to thank President, Dr. David Wright, Past President, Dr. Henry Smith, and the Multicultural Enrichment Council, whose initial focus was the catalyst to mobilizing IWU's diversity and inclusion initiative.

Thanks also to the faculty and staff for embracing this important step, moving to a more diverse and inclusive university.

Executive Summary

Since October 2012, Indiana Wesleyan University (IWU) has been engaged in Multicultural Awareness Training, a critical component to creating, defining and implementing the university's Diversity Strategic Plan. IWU's Diversity Initiative has been identified as one of the Three Priorities by Dr. Wright. As of July 2014, the University has remained steadfast and committed, from the highest levels of leadership, to this transformative endeavor.

IWU's union with Montage Diversity Consultants, LLC, initially began as a partnership to develop and facilitate employee training. Resulting from the partnership, basic onsite Multicultural Awareness Training for 1100 staff and faculty was delivered and completed on time. At the center of this initiative for the past 20 months, has been a dedicated supporter and leader, Diane McDaniel. Diane's leadership and approach to equipping IWU with the tools needed to navigate an important transformation of culture, has been cautious yet assertive. Diane's vision and Montage's delivery of onsite training was successfully implemented in two phases. Phase 1: The targeted audience consisted of employees from the Residential and Non-Residential Education Campuses. Phase 2: The training participants were employees of the Non-Residential Campus and Residential Faculty Unit. Phase 2 training sessions were successfully completed May 15, 2014.

January 2014, The Office of Multicultural Enrichment and Employee Development (OMEED) became an official office of the institution. Diane's subsequent appointment as OMEED'S Vice President, solidifies the university's long term commitment to becoming a place where diversity and multiculturalism is celebrated and woven into the fabric of the institution. The university continues to demonstrate its commitment to diversity/multicultural thought by electing the Multicultural Enrichment Council as an official Council of the University. Furthermore, the University's Inaugural Martin Luther King (MLK) Celebration spearheaded by Diane and the Multicultural Enrichment Council reinforced the university's commitment to Diversity and Inclusion (D&I).

The conclusion of Multicultural Awareness Training leads us to review our initial plan and determine next steps forward, embracing inclusion. Basic training laid the groundwork and currently, we must look to the university's leadership to be more engaged with championing the Diversity and Inclusion work. Student leadership, continuity in training content for online course delivery and creating an on campus forum for multicultural conversations are key elements for university's leadership ongoing focus.

Key Words

Cultural Competence refers to an ability to successfully negotiate cross-cultural differences in order to accomplish practical goals.

Diversity and inclusion refers to the extent that members, regardless of cultural identity, bring their complete selves to an organization in the service of productivity.

Micro-aggression refers to derogatory indignities that demean, exclude and invalidate individuals and their experiences.

Dominant Culture refers to customs and traditions that maintain a social class's control over societal institutions and wealth.

Job Aid refers to a repository for information, processes, or perspective that is external to the individual and that supports work and activity by directing, guiding and enlightening performance (Rossett and Gautier-Downes, 1991).

Introduction

This report will summarize and highlight the impact of Multicultural Awareness Training and recommend areas of focus for the institution's inclusion work. Feedback gathered by training participants will help IWU's Leadership determine next strategic steps.

Findings from the training sessions (both general themes, and specific items) will begin to plot a path forward as IWU continues its multicultural initiative. It remains our goal to empower the *university's leadership* to think about targeted timeframes in which to attempt to execute any of the proposed recommendations.

Background and Purpose

This document will explore the feedback and findings from the past 20 months of onsite training at IWU Residential and Non-Residential Education Campuses. It will also provide recommendations for future engagement and multicultural programming at IWU.

The leadership session in October 2012, aimed at reconstructing from the initial pilot training (July 2012), a framework from which to ensure equity in exposure and conceptual knowledge of Diversity and Inclusion principles. It also began to explore, from the leaders of the institution, possibilities (i.e., identifying issues, challenges, and opportunities) and ultimately potential actions to forward IWU's multicultural initiative. Despite the change in leadership at IWU between 2012 and 2013, the institution did not waver from its commitment to this initiative. University leadership supported and green lighted the multicultural training initiative for faculty and staff at the Residential and Non-Residential Education Campuses.

Following the leadership change, there was continued commitment to the initiative so much so that the new office was created and Diane McDaniel was called to lead it. The university's leadership body must now be reengaged and reenergized to lead this effort as the University works on moving toward inclusion.

IWU Multicultural Training Assessment

Throughout the timeframe from January 2013 to June 2014, the main focus was on delivering engaging multicultural awareness training which Montage provided through our outstanding trainer. The trainings were delivered to groups of the teaching faculty both from the Residential (Phase 1) and those from the Non-Residential Education Campuses (Phase 2). See Attachment A: Document outlines session events and engagement with IWU since July 2012.

- Diversity/Multicultural Awareness Training
- Participant Feedback

The most profound and easily the most impactful takeaways from training are participant feedback. Feedback is confidential; excerpts from the feedback (i.e., anonymous participants) will be made available for leadership review. This feedback will not be linked to any employee or department; it is intended to illustrate the powerful impact that basic training had on a significant number of employees.

Multicultural Training Assessment Methodology

- **Step 1:** Review and summarize all quantitative data
- **Step 2:** Review all qualitative responses
- **Step 3:** Group responses by general themes
- **Step 4:** Identify and isolate emerging themes
- **Step 5:** Develop interpretations to emerging themes
- **Step 6:** Develop a set of recommended steps based on emerging themes and the interpretations of those themes

IWU Multicultural Training Survey Response (Summary and Data Analysis)

The training sessions were extremely effective in engaging the IWU staff in safe dialogue around issues of diversity. Throughout the sessions, participants were highly engaged, approximately 50% of them responded to the survey questions, representing a significant portion of the IWU staff. The high response rate enabled us to identify recurring themes that many staff members shared concern or interest in.

We performed a quantitative and qualitative analysis of the data gathered from the surveys received. Our findings were then grouped by general themes. Interpretations of the most salient themes were developed and recommendations for future engagement were conceived from those interpretations.

Our survey consisted of six (6) questions. Questions 1-3 collected general feedback about the effectiveness of the content, materials and facilitator. Responses for the first three questions were overwhelmingly positive, with majority of respondents scoring very good / excellent. (See summary report on participant answers to questions 1-3.)

Questions 4-6 were designed to engage the participants a bit deeper and gather from them, insight into what is important to them as it relates to issues of diversity and multiculturalism. The feedback was candid, honest and included numerous personal commentaries on how the trainings helped to open their eyes to another perspective. Answers to these questions also provided the greatest vision into what type of diversity/multicultural programming may be best to offer to IWU as the university shift its 'actions' from 'tolerance' to 'inclusion.'

Analysis of the IWU Multicultural Training Qualitative Survey Responses

Qualitative Analysis Methodology

- Step 1: Review all qualitative responses to questions 4 – 6
- Step 2: Group responses by general themes
- Step 3: Identify and isolate salient emerging themes
- Step 4: Develop interpretations to salient themes
- Step 5: Develop a set of recommended next steps based on salient emerging themes and our interpretations

General Quantitative Survey Statistics

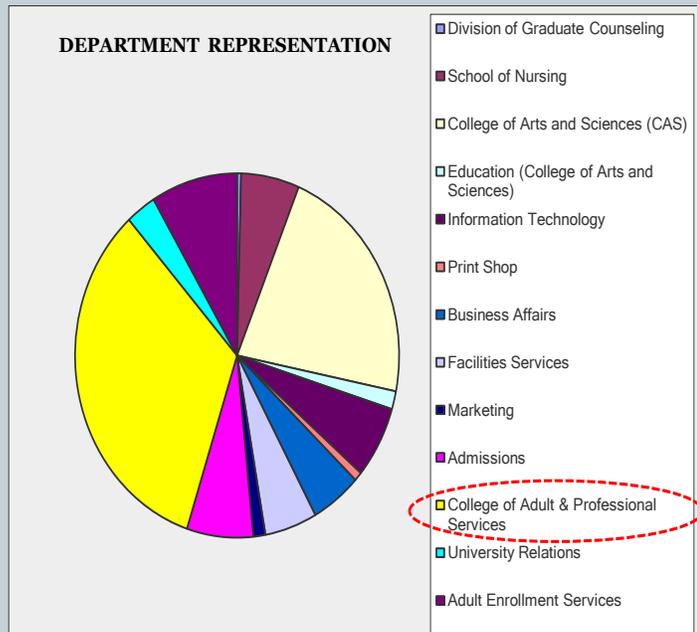
Of the participants trained, 498 responded, representing a near 50% response rate. This level of response (compared to a typical 15% – 20% response on optional surveys) demonstrates participants’ interest and eagerness to participate in this initiative.

General Quantitative Survey Statistics

4

A total of 498 trainees participated in some or all of the survey

DEPARTMENT REPRESENTATION		
Answer Options	Response Percent	Response Count
Division of Graduate Counseling	0.4%	2
School of Nursing	5.8%	29
College of Arts and Sciences (CAS)	21.9%	109
Education (College of Arts and Sciences)	1.6%	8
Information Technology	6.4%	32
Print Shop	0.8%	4
Business Affairs	5.0%	25
Facilities Services	5.2%	26
Marketing	1.2%	6
Admissions	6.6%	33
College of Adult & Professional Services	33.3%	166
University Relations	3.0%	15
Adult Enrollment Services	8.6%	43
Other (please specify)		128
TOTAL		498



Question 4: WHAT ADDITIONAL TOPICS SURROUNDING DIVERSITY AND MULTICULTURALISM MAY BE OF FUTURE INTEREST TO YOU?

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Quantitative Statistics:

Answer Options	Response Percent	Response Count
Communication and Conflict Resolution	67.0%	262
Religion and Multiculturalism	43.0%	168
Exploring Micro-aggression	46.8%	183
Other Topics of Interest:		56
	answered question	391
	skipped question	107

The above statistics show a significant percentage of the respondents highlighting Communications and Conflict Resolution as a particular topic of interest. You will also see that the other two emerging topics also had a high number respondents also showing interest in Religion and Multiculturalism and exploring Micro-aggression.

Additional Topics of Interest Expressed for Question 4 Include:

- How do we become a more diverse university without losing our mission?
- In depth forums on the 8 cultural dimension
- Generational impact on diversity
- Exploring WHY various groups act/respond the way they do
- Open a forum/seminar with the "ethnic community" near IWU campus

Montage will ensure that these topics are covered in future training engagements with IWU.

Quantitative Statistics: (Question 6)

Question 6: OTHER COMMENTS AND SUGGESTIONS	
11	
Quantitative Statistics:	
Answer Options	Response Count
answered question	249
skipped question	249
TOTAL	498

General Qualitative Analysis (Questions 4-6)

This qualitative analysis gathered responses from participants who either selected “other” from question 4, or who provided general responses for questions 4 and 6.

Question 4:

WHAT ADDITIONAL TOPICS SURROUNDING DIVERSITY AND MULTICULTURALISM MAY BE OF FUTURE INTEREST TO YOU?

Emerging Key Themes Include:

- Sexual orientation as a dimension of diversity? How to assist/mentor people struggling with this “sin.”
- Clarifying and understanding the differences between diversity & inclusion; and how to promote better inclusion.
- How to promote and be accepting of all dimensions of diversity without losing IWU identity
- Deeper examination into our micro-aggressions
- Explore fair grading techniques/strategies for ESL students
- Understanding socio-economic differences and bridging the gap

Interpretation:

Based on the responses we surmise that the respondents are eager to learn more about some specific topics related to D&I. It was also evident that the topic of homosexuality and being accepting of those in the LGBT community requires more engagement. Considering that many of the respondents want to delve into this topic more, signifies a willingness to be accepting, kind and compassionate of all of God's children despite their transgressions (Eph 4:32). It was also evident that a number of participants were concerned about IWU losing its identity by becoming more diverse and inclusive. This provides an opportunity for the university to engage in open and honest conversation around the aforementioned topics.

Beyond this, employees are keenly interested in exploring further how their own micro-aggressions can have a negative impact on the community at large and even in their daily interactions.

Consider conducting more unconscious bias training to uncover the root of these aggressions as well as training to help them do their jobs more effectively as it pertains to people from diverse arenas (i.e., socio-economic).

Question 5:

WHAT WAS YOUR GREATEST TAKEAWAY FROM THIS SESSION?

Emerging Key Themes Include:

- Our micro-aggressions are prevalent and needs to be further addressed
- There is a distinction between "diversity" vs. "inclusion"
- Diversity is broader than just race, gender & ethnicity
- Beneficial to hear perspectives of fellow colleagues especially Residential vs. Non Residential Education Campus perspectives
- Realization that IWU needs to better understand and articulate its collective direction and goals for D&I

Interpretation:

Based on the responses, we've learned that the greatest takeaways from the sessions are that more in-depth facilitated discussions with faculty and especially leadership, needs to occur. Specifically, the discussion needs to focus on how D&I together can give the institution a competitive advantage and how attitudes such as micro-aggressions can impact the culture. These subsequent D&I conversations will lay the foundation for more substantive and robust D&I strategy/action planning at the executive level.

Strongly consider engaging senior and executive management in D&I leadership training to equip managers and leaders with the right tools skills and abilities to lead a high functioning and inclusive University.

Question 6:

OTHER COMMENTS AND SUGGESTIONS

Emerging Key Themes Include:

- Presenter demonstrated mastery of D&I issues; was an above-par facilitator and highly adept at creating a safe and comfortable environment
- Respondents enjoyed and saw value in interacting with other employees they didn't previously know from other departments/locations.
- Would have liked some substantive materials and/or resources (“leave behinds”) to help employees with how to address D&I issues when confronted.
- IWU needs to develop a standard definition of D&I as well as create a value proposition. Also need a bona fide Action Plan to get the University moving in the right direction. The Diversity and Inclusion Strategic Plan and Diversity and Inclusion Action Plan templates created for the October 2012 session can be a good starting point to engage leaders around these important topics.

Interpretation:

Clearly, the respondents see value in having a highly knowledgeable and trained facilitator to help navigate through the ambiguous world of D&I. Undoubtedly, the entire community would benefit from continuing these important conversations with representatives from all locations and departments for a more robust and diverse discussion.

Consider establishing employee resource groups between all employees at the Residential and Non-Residential Education Campuses who would be charged with addressing university's goals. Each resource group will be tasked with a specific operational goal of the university around which they would manage and implement D&I based programming for the university. For example, sourcing and recruiting, climate and culture, advancement and development, etc.

Additionally, these conversations should forecast the future state of IWU. This exercise will most likely keep everyone engaged and make them feel “included” in the direction of the University. Like good educators, they desire materials and resources to help them address D&I issues that may arise. This suggests that they are not just satisfied with D&I discussions, but also want to utilize what they've learned in a practical manner.

Consider empowering the faculty members by developing and equipping them with D&I job aids.

Summary of Findings

Our findings during training were derived from the diversity planning/leadership session held October 2012 as well as from participants' feedback (referenced in the survey responses; a link is provided in the appendix of this report.)

In the previous findings and recommendations document prepared for IWU (12/30/2012), Montage was cognizant that more in-depth analysis needed to be conducted in order to continue to move the initiative. IWU heeded those recommendations and will be conducting a Diversity Mapping, August 2014. This Diversity Mapping will encompass a graphical assessment of the university's diversity/inclusive programs and curriculum within a four year timeframe. It is our continued recommendation to seek additional data in order to help align expectations with university goals in the following areas

- *Diverse faculty hiring and retention*
- *Diverse student recruitment/retention*
- *University multicultural and diversity policies*
- *Current student diversity training initiatives*
- *Financial Aid packages*
- *Multicultural student recruitment*

As documented in the previous findings and recommendations report of 12/30/2012, the diversity training curriculum and content was rolled out to the entire IWU community; the sessions covered:

1. *Foundation setting and speaking the same "diversity" language*
2. *Understanding effective diversity and inclusion practices*
3. *Identifying the diversity goals and objectives for Indiana Wesleyan University*

Analysis of the first three months of training uncovered the following General Themes:

- *Diversity and Inclusion should be anchored in faith and Wesleyan tradition and values without altering or restricting religious freedoms and tolerance*
- *There is strong commitment to the initiative from leadership, but this needs to be truly formalized*
- *Communication process at the institution needs to be addressed with targeted strategies; i.e., development of communications protocol for dispensing information relating to the university's Diversity and Inclusion initiative*
- *Diverse faculty/staff recruiting and hiring has been identified as a way to potentially make immediate impact on the diversity make-up of the IWU community*
- *IWU's Non-Residential Education Campuses, with their higher diversity demographics, can be a significant asset as the university tries to expand recruiting and hiring (both students and faculty)*
- *Student involvement in IWU's D&I initiative is imperative and can/must be coordinated through already established infrastructure*

These themes continued to resonate throughout the 2014 training sessions. Other themes emerged during discussions which questioned:

- Whether cultural differences are valued enough on campus
- Whether the University, as an institution, has the ability to properly address these issues

- Whether or not all identity groups are equally accepted at the university (e.g. different religious persuasion other than Wesleyan)

The session in October 2012 was developed to be a review of the July training and to put in place strategic and action planning for IWU's Diversity and Inclusion initiative, covered:

1. *Develop a strategic diversity action plan for the University*
2. *Goal setting and timeline development for execution of IWU's strategic diversity plan*

This session helped us to recognize that it would be advantageous to the process to establish baseline diversity training for all constituents including ***the entire leadership team***. Since leadership training had to be repositioned in order to allow the University to select a new leader, we believe that the time is now to reengage the leadership around driving the Diversity and Inclusion initiative for the university.

The session also enabled us to outline strategic targets around four main goal areas:

1. *Sourcing and Recruiting*
2. *Advancement and Development*
3. *Communications*
4. *Climate and Management*

These areas identified by Montage for exploration as well as brainstormed action items that may be possible for the University to pursue as we move through the Diversity and Inclusion planning process. Feedback from both sessions demonstrated that IWU is keenly focused and committed to implementing strategies that will create meaningful transformation on its Residential Education Campus as well as the 17 Non-Residential Education Campuses.

Recommendations for Future Engagement

This endeavor revealed that some progress was made but there still exists a lack of genuine diversity, which must be addressed. The overarching message is that a diverse campus is more just, productive and empowering because diversity, more often than not, leads to better processes and solutions and ultimately more viable and sustained outcomes. For when each stakeholder feels they are part of the mix and are valued, they are more likely to be engaged, participate and remain in the institution.

1. D&I Leadership Training: D&I Corporate Philosophy, Mission/Vision Statement – Goal & Objectives

Consider convening a working group with senior leaders and faculty stakeholders to determine IWU's D&I future destination. The process and journey is more important than the actual destination, but it is critical to create a shared understanding of where the institution wants to head. This will promote a shared understanding of the institution's stance on D&I both from an internal and external perspective. If this process has already commenced, step up the intensity!

2. Incorporate D&I Goals & Objectives into IWU's Strategic Plan

The D&I goals and objectives must be actionable, measureable and accountable, and **MUST** be incorporated into the existing IWU Strategic Plan. A lot of the survey feedback focused on IWU's need to have a standard and consistent message around D&I. Furthermore, respondents see the need for the institution to take actionable steps to achieve the new reality of D&I. This will most likely be a multi-year effort and Montage is prepared to engage in this process.

3. Continued D&I Training Focused on:

Deeper exploration of dimensions of diversity beyond just race, gender & ethnicity
Intensive training about the nuances of "inclusion" vs. diversity (Howard Ross)
Exploration and connection of D&I to teachings in the Bible/and Biblical principles of acceptance.

4. Develop a D&I job aid to equip employees with the necessary tools to further learning.

5. Disseminate D&I activities throughout all units that impact the university's core mission and goals, including:

Growing enrollment
Relationship building, both internal and external to the university
Policies and procedures

6. To further implement D&I in its policies and procedures, Montage recommends that IWU implement diversity measurement criteria as a means to track employee engagement. This will ensure on-going employee development and will be a component in –Employees Annual Performance Evaluations.

General Summary and Conclusion

Maintaining an inclusive University requires steady monitoring, benchmarking and assessment. The Diversity and Inclusion initiative at IWU is significantly well under way. Leadership is now well established and we believe that they have a strong commitment to the initiative. There are several existing diversity and inclusion strengths and opportunities that are worth noting based on the data:

Strengths:

- The cultural diversity efforts are supported by the President, Dr. David Wright, and his leadership team
- There is an increasing effort put into diversity and inclusion at the university
- Establishment of the office for Multicultural Enrichment and Employee Development was a significant step in aligning the D&I process to University goals and further demonstrates a planned long term commitment
- Most participants agree that IWU's leadership is committed to diversity

Montage will continue to work with IWU to leverage these strengths in developing high functioning teams and best practices to ensure managing diversity is efficient and effective.

Opportunities for Improvement

- Ensure that leadership is sufficiently trained in order to identify and execute the University's D&I goals.
- While most feel that IWU has made some progress, the limited amount of diversity among the staff and student is an ongoing challenge.
- Identify D&I best practices for IWU to implement in their environment
- Conduct a thorough review of the University, including its HR policies and procedures, to ensure that they are inclusive.
- Establish a Multicultural Center that connects the Residential and Non-Residential Education Campuses to enhance and promote diversity and inclusion across the entire university.

Appendices

- *Survey responses analysis doc.* (<https://www.surveymonkey.com/results/SM-7ZBNW3J8/>)
- *Indiana Wesleyan University Diversity Leadership Training Agenda Overview & Facilitation Guide (October 2012 session one day training agenda/ Attached)*
- Exhibit A: Timeline for phase 1 and 2 multicultural training performed at IWU

Attachment A: Timeline for Phase 1 and 2 Multicultural Training performed at IWU

Date	Scope of Work	Topics Covered	Deliverable
July 6, 2012	Submit proposal to IWU for Diversity/Multicultural Training & Facilitation Administrative planning, communication, and project	Review data from prior diversity surveys, assessments, and climate report	Goal: To empower Indiana Wesleyan University's leadership and selected team member(s) as change agents for the future implementation of a strategic diversity initiative for the university as well as aligning overall diversity practices with IWU's Christian centric beliefs.
July 18, 2012 October 17, 2012	One-day Executive Leadership Diversity Training Overview Session	Foundation setting and speaking the same "diversity" language Understanding effective diversity and inclusion practices Identifying the diversity goals and objectives for Indiana Wesleyan University Exploring goal setting and timeline development for execution of Indiana Wesleyan University's strategic diversity initiative	Design and deliver content for leadership participants Design Diversity and Inclusion Strategic Plan Template Design Diversity and Inclusion Action Plan Template Diversity and Inclusion Ambassador criteria document Planning and coordination
March 2013-August 2013	Diversity & Multicultural Training/Facilitation to approx 600 employees at IWU	Foundation setting and speaking the same "diversity" language Understanding effective diversity and inclusion practices Identifying the diversity goals and objectives for Indiana Wesleyan University Exploring goal setting and timeline development for execution of Indiana Wesleyan University's strategic diversity initiative	21 days of Diversity and Multicultural Training & Facilitation at IWI Traditional Campus and Non Traditional Regional Campuses
August 19 & August 26 2013	One –day Diversity Train-the –Trainer session for five (5) CAS Faculty	Foundation setting and speaking the same "diversity" language Understanding effective diversity and inclusion practices Indiana Wesleyan University's future strategic diversity efforts and participant roles therein	Diversity and Inclusion Ambassador training design Diversity and Inclusion Ambassador training delivery

October 2013 to May 2014.	Provide diversity and facilitation services to a minimum of 350 of Indiana Wesleyan University employees and up to 550 employees,	<p>Foundation setting and speaking the same “diversity” language</p> <p>Understanding effective diversity and inclusion practices</p> <p>Indiana Wesleyan University’s future strategic diversity efforts and participant roles therein</p>	11 days of Diversity and Multicultural Training & Facilitation at IWI Traditional Campus and Non Traditional Regional Campuses
July 6 – May 2014	Project Management	<p>IWU Documents, departments and information reviews</p> <p>Planning and coordination</p> <p>Phone calls and e-mails</p> <p>Ad hoc meetings (virtual)</p>	<p>Diversity Performance Review Template</p> <p>Performance metrics: Diversity measures in performance reviews?</p> <p>Diversity and Inclusion Ambassador training design</p> <p>Diversity and Inclusion Ambassador training delivery</p> <p>Phase 1 report</p> <p>Outlined document for IWU’s D&I Strategic Plan</p> <p>Outlined document for IWU’s D&I Action Plan and target attainment</p> <p>Information will be incorporated in the final report</p>

Indiana Wesleyan University Diversity Training Agenda Overview & Facilitation Guide

One-Day Diversity & Inclusion Leadership Training & Workshop Session

Date/Time: October 18th, 2012

9:00 AM- 4:00PM

Session Goal: To empower Indiana Wesleyan University’s leadership as change agents for the implementation of a strategic diversity and inclusion plan with action targets for the university.

This session will cover:

4. Foundation setting and speaking the same “diversity” language
5. Understanding effective diversity and inclusion practices
6. Identifying the diversity goals and objectives for the University
7. Develop a strategic diversity action plan for the University
8. Goal setting and timeline development for execution of IWU’s strategic diversity plan

Agenda Item	Time	Material
<ol style="list-style-type: none"> a. Welcome Prayer and Introductions b. President’s Welcome c. Introduction: Dr. Orville Blackman, Dir. Organizational Development and Training d. Objectives and Outcomes from the day’s workshop e. Introduce Facilitators and Key Participants f. Review Agenda g. Identify “WIIFM” for participants and anticipated outcomes 	<p>9:00am-9:25am (25 minutes)</p>	<ul style="list-style-type: none"> • Presentation slides
<ol style="list-style-type: none"> 1. Diversity and Inclusion Overview <ol style="list-style-type: none"> a. Define what is meant by diversity and inclusion b. Ensure that all participants have a baseline of what diversity is and what it is not c. Explore the concept of cultural competency d. Highlight potential benefits for IWU as it relates to diversity and Inclusion 	<p>9:25am-9:40am (15 minutes)</p>	<ul style="list-style-type: none"> • Presentation Slides • What is and What’s Not Meant by Diversity Exercise

<p>2. Cultural Areas of Comfort/Discomfort</p> <p>a. Review Big 8 areas of diversity</p> <p>b. Reflection for individuals/small groups</p>	<p>9:40-10:05 (25 minutes)</p>	<ul style="list-style-type: none"> • Presentation slides
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<p>3. Campus Climate- Current State</p> <p>a. Workbook Exercise 1:</p> <p>i. What is the current climate for diversity within the university? Administration, staff, faculty, Students, local community</p> <p>ii. What is the current climate for Diversity in the Marion Community?</p> <p>iii. What has been the diversity experience here?</p> <p>iv. What are the current challenges or limitations?</p> <p>b. Exercise Recap and Review</p>	<p>10:05am - 10:50am (45 minutes)</p>	<ul style="list-style-type: none"> • Presentation slides • Strategic Diversity & Inclusion Plan Template-Workbook
<p>Session Break – Break Out!</p>	<p>(15 minutes)</p>	
<p>4. IWU Strategic Diversity and Inclusion Plan Overview</p> <p>a. Review of IWU Strategic Diversity and Inclusion Plan Template</p> <p>b. Review key elements, players and intended outcomes</p>	<p>11:05am-11:45pm (40 minutes)</p>	<ul style="list-style-type: none"> • Presentation slides • Strategic Diversity & Inclusion Plan Template-Workbook
<p>LUNCH</p>	<p>11:45am 12:45pm (1 Hour)</p>	
<p>5. Indiana Wesleyan University Diversity and Inclusion Mission Statement Review and Goal Development</p> <p>a. Workbook Exercise 2: Mission statement review; Vision, strategy and goal development for the IWU Diversity and Inclusion initiative</p> <p>b. Discuss diversity objectives and desired outcomes</p> <p>c. Brainstorm potential actions for each goal area</p>	<p>12:45pm- 1:55pm (70 minutes)</p>	<ul style="list-style-type: none"> • Presentation slides • Strategic Diversity & Inclusion Plan Template-Workbook
<p>Session Break</p>	<p>(5 minutes)</p>	
<p>6. Indiana Wesleyan University Diversity and Inclusion Action Plan Template</p>	<p>2:00pm-3:10pm (70 minutes)</p>	<ul style="list-style-type: none"> • Presentation slides • Strategic Diversity and

<ul style="list-style-type: none"> a. Workbook Exercise 3: Action plan development for the IWU Diversity and Inclusion initiative b. Discuss diversity objectives and desired outcomes c. Brainstorm goal areas and additional actions that can be taken d. Populate action plan template 		<p>Inclusion Action Plan Template- Workbook</p>
<ul style="list-style-type: none"> 7. Session Wrap-up and Takeaways <ul style="list-style-type: none"> a. Goal Area Report b. Next Steps: Dr. Orville Blackman Ambassador Selection, executive champion selection and training! c. Participants Fill-Out Evaluation Forms 	<p>3:10pm-4:00pm (50 minutes)</p>	<ul style="list-style-type: none"> • Presentation slides • Evaluation forms