ABSTRACT

The following is a summary of commendations, key findings, recommendations, and conclusions for diversity at Indiana Wesleyan University.
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Indiana Wesleyan University
Diversity Audit
April 7-9, 2010

OVERVIEW

“There is intrinsic value in every human person. Unity becomes all the more important and beautiful in light of wide ranges of difference in personality, culture, race, gender, talents, and perspectives. Loving each other eliminates devaluation and deprivation of life to one another.”

-The Wesleyan Church, Core Values-
(Sited in Intentional Diversity by Dr. Jim Lo)

The following is a summary of the diversity audit conducted on April 7-9, 2010, on the main campus in Marion, Indiana. I am pleased to offer this summary of observations and recommendations for diversity and multicultural programs at Indiana Wesleyan University. Over the course of two and a half days I was able to interact with over 50 students, employees, and select administrators on the topic of diversity at the university. In addition, I reviewed several documents related to student, staff, and faculty diversity, and enrollment trends. Finally, I reviewed documents and select web resources related to mission, vision, and values, stated commitments to diversity, and learning goals and objectives for the university. A summary of my findings is below.

COMMENDATIONS

1. Senior Leadership: I commend Dr. Henry Smith, President, and Mr. Michael J. Moffitt, Vice President for Student Development, for their demonstrated commitment to kingdom-based community and for their willingness to engage diversity with honesty and intentionality, and for commissioning this peer review

2. Christ-Centered Approach: I commend the university for its historic commitment to Jesus Christ, its Christ-entered mission, and for the willingness to engage diversity from a biblical perspective and in a manner that honors God and loves others in the process

3. Program Support: I commend the university for its ongoing support of Director Latrese Moffitt and the staff and programs in the Office of Multicultural Student Services as well as for the godly and patient people engaged in the work of diversity across the campus

4. Optimism: I commend those interviewed for this audit for their generally positive outlook, stated commitment to diversity, and resolve to see the university grow in this important area
5. Hospitality: I commend the university for its Christian hospitality and for the professional and efficient services rendered to me in my pre-visit preparations, visit, and post-visit work by Mrs. Jessica Small; and for the gracious reception given to me by students and staff of the university.
KEY FINDINGS

1. Comprehensive Diversity Initiative

1.1 The vast majority of respondents interviewed for this audit expressed enthusiasm and support for President Smith and the university's stated commitment to diversity.

1.2 Respondents expressed the need for a clear definition and vision for diversity, concrete goals and strategies, and sufficient resources needed to effect change, including additional scholarships to attract and retain diverse students, a more diverse staff, and diversity leadership.

2. Campus Climate

2.1 Respondents readily acknowledged the challenges associated with transitioning a predominantly white rural campus and conservative culture to one that is more diverse.

2.2 A number of respondents speculated on the impact of a predominantly white and conservative denomination and church on a university desiring to become more diverse.

2.3 Numerous respondents reported a “colorblind” and “post-racial” approach to interethnic relations and unexamined “white privilege” as being particularly harmful to achieving diversity.

2.4 Respondents reported incidences of faculty and coaches making negative comments about ethnic minorities leading to the belief that the classroom and athletic spaces are not safe for all students.

2.5 Respondents generally characterized the campus climate as “fragmented” and reported the following as evidence: An overall lack of appreciation for various forms of diversity (ethnic, gender, political, social, theological, academic, etc.); inconsistent application and follow through on published policies and community standards (grievance policy, social dancing, body piercings, etc.); unresolved past hurts, persistent fear, guilt, ignorance, disputes and discomfort expressed when talking about diversity; and concern about the impact of these issues on institutional identity, notions of “mission fit,” and what it means to be “world changers.”

3. Diversity Leadership

3.1 It was reported by students that the Office of Intercultural Student Services has provided a “safe place” for them to discuss and explore diversity but are
also concerned that the staff is generally overworked in their efforts to support students and to also advance diversity campus-wide

3.2 The majority of respondents interviewed expressed enthusiasm and support for the launching of the Cultural Enrichment Council to provide broad and intentional leadership for diversity

3.3 Several respondents affirmed the creation of a Chief Diversity Officer position but also expressed uncertainty about the exact function and nature of the position, scope of responsibilities, and level of authority

4. Students

4.1 Respondents were quick to acknowledge that the majority of diversity at the university is found in its Adult Programs and extension campuses and have queried as to how to leverage and link these cultural assets for the benefit of the main campus

4.2 Undergraduate students of color on the main campus reported a general feeling of being intimated, experiencing culture shock, having fewer role models and mentors of color than white students, and having a sense of inferiority due to being in the numerical minority

4.3 It was reported that student-led diversity events are negatively perceived by students of the white majority and generally not attended by them as a result

5. Faculty

5.1 Students of color, white students, and administrators each expressed a desire to see more faculty of color on campus

5.2 Numerous respondents acknowledged the need to develop faculty and teaching staff in intercultural competencies, including interpersonal communication skills

6. Education and Training

6.1 Numerous respondents expressed the need for a more diverse chapel experience, including a desire for more diverse forms of worship and speakers

6.2 Several respondents commented on the need to embed the goals and learning outcomes for diversity in the core curriculum
7. Community and Outreach

7.1 A number of respondents acknowledged the dynamic of spiritual warfare in a geographic region with a history of racism as a factor to be taken seriously in the goal to become more diverse.

7.2 Respondents made frequent reference for the need to be intentional in reaching out to the ethnic community in Marion and beyond, including high schools, churches, and local businesses; and to see the campus become a more welcoming and hospitable host to these communities.
RECOMMENDATIONS

Based on the findings of the audit, I offer the following recommendations as a starting point for discussion and institutional planning at Indiana Wesleyan University, hereafter, IWU. Each of the sections below is followed by a brief commentary that includes select practical suggestions and best practices.

1. Comprehensive Diversity Initiative

1.1 A holistic, integrated, coordinated, and intentional approach to diversity that includes the following: A clear vision and definition for diversity, measurable goals and objectives, concrete strategies; an education that is both curricular and co-curricular, with faculty and student development staff linking arms and working together; rooted in biblical theology, the Wesleyan tradition, spiritual formation, including diverse forms of worship, and Christian service that is both local and global; all units and divisions tasked with advancing diversity linking arms and adequately resourced; and a campus climate that is transformative, hospitable, and characterized by love and shalom.

1.2 Consider how to build upon the resources, tradition, heritage, and core values of the Wesleyan church (John Wesley’s leadership in the abolition of slavery and women’s rights, the Wesleyan position paper on Immigration, regional consortia, etc.)

1.3 Consider how to effectively leverage the strength and diversity found in the Adult Programs and consider how these resources might connect back and benefit the traditional undergraduate students and programs

Comments:

It is my recommendation that IWU give serious consideration to developing a comprehensive initiative, or diversity master plan, that will unite each of the various elements and efforts taking place across campus and in the process clarify the ultimate goal(s) for the university. Doing so will also enable your institution to prioritize its initiative (i.e., making race and ethnicity the first priority, gender equity a second priority, and so on). For example, this plan could articulate goals and initiatives to address the following areas: (1) Institutional mission and vision for diversity; (2) recruitment and retention of a diverse student body, faculty, and staff; (3) institutional and student learning outcomes and core competencies for intercultural understanding; (4) scholarship support for students of color and others in need; (5) coordination of student development services, spiritual formation, and chapel programs; (6) campus climate; and (7) diversity leadership.

As you continue to press ahead in your commitment to diversity it would be to your advantage to be “singing from the same song sheet” and thus clarify institutional direction, facilitate communication, coordinate university resources, and bring into alignment the various units and departments on campus currently engaged in the
work or interested in beginning the work. A new or refreshed comprehensive plan would form the basis of understanding for your community and constituents, bring clarity, and work to build support and consensus across campus and beyond.

Comprehensive Plan. In interviews with campus leaders suggestions were made with regard to what a comprehensive diversity program would look like at IWU. The responses generated in these interviews were rich and demonstrated a deep and sophisticated awareness of diversity needs at the university. Many of the items articulated in these interviews are consistent with current “best practices” in Christian higher education. Therefore, based on the more salient recommendations generated in the audit and several of these best practices, I suggest that any comprehensive plan at IWU include the following:

- A campus-wide, coordinated effort
- A clear definition and theology of diversity, reconciliation, and biblical justice that is rooted in the Wesleyan tradition
- A clear educational philosophy and biblical paradigm to guide the effort of the college in practical terms
- A long-range strategic plan with clear objectives, action plans, and benchmarks
- An integrated approach that is institutionalized and embedded throughout the college that provides a built-in sustainable structure critical to the long-term future of IWU in the Marion area and in view of your international education and ministry commitments
- A core curriculum required for all students with clearly defined intercultural competencies
- A unified and coordinated leadership and structure that effectively brings together each of the units currently responsible for leading diversity at IWU, working together and linking arms
- Regular assessment of current programs and structure to ensure the university is responsive to the needs of the students and to changes in the surrounding communities, the broader culture, and global realities
- Diversity represented in the faculty and in administration with a demonstrated commitment to intercultural competencies and a personal lifestyle of reconciliation, peace-making, and unity building
• An academic climate of regular and ongoing multicultural engagement, dialog, discussion, and learning

• A campus climate characterized by trust and mutual respect of persons and diverse opinions

• Clear and demonstrated movement in diversity from “representation” to “implementation”

• A strengthened and intentional effort to link the people and programs of IWU with leaders, programs, churches, and other organizations in the communities surrounding the university

• Continued attention given to global engagement and the expansion of international education and ministry opportunities

Defining the scope and extent of diversity at IWU is also imperative in order for you to continue making progress and to increase buy-in on the part of the entire campus community. One suggestion I would make is for you to use the results of the audit report as the basis for a campus-wide discussion. Other schools in a similar position as you have also made the topics of “diversity” or “reconciliation” or “urban engagement” or “global/international education” as the basis for a yearlong theme with events, talks, chapels, and lecture series as the vehicles for engaging the campus community. It is my opinion that IWU is in a great position to engage the entire campus in a series of discussions such as these. Surely, a yearlong series of discussions and dialogs would send a clear message that these topics are institutional priorities, core biblical values, central to the mission, and no longer fringe ideas to be “debated.”

These dialogues can be interdisciplinary and can also include staff experts speaking to the issues. These discussions should also include more than two positions in the presentations as experience has taught me that when only two positions are presented in a talk they tend to polarize the community into one of two camps.

Clear Vision and Definition. In response to concerns and questions regarding the working definition and framework for diversity at IWU, there are several observations I would offer in response based upon my research with several evangelical colleges and universities, including IWU:

1. Schools may choose to focus on various dimensions of diversity (i.e., anti-racism, intercultural competencies, or internationalization) based on institutional history (and in some cases denominational history), region or geographic history or mission, and therefore adopt any number of approaches and programs to achieve their goals.
2. The challenge of prioritizing diversity concerns (i.e., racial reconciliation, biblical justice, creating an equitable environment for women on campus, or global/international concerns) needs to be determined.

3. The need for a robust theology to inform the campus community on the biblical mandate undergirding these priorities and to also guide decision-making in practical terms must be considered.

4. The historic divide between diversity as a work primarily for those in student development or the co-curriculum versus the academic side of the institution with faculty tending not to see the work of diversity having a direct impact on pedagogy or the explicit curriculum.

5. There is oftentimes an underlying fear that a commitment to diversity will put the college on the proverbial “slippery slope” and thus open the door to an endorsement of “homosexuality” or some other “leftist” agenda items. The extent of these particular concerns at IWU will have to be discerned clearly and then addressed compassionately but forthrightly.

Theological Foundations and Denominational Commitments. As I reflect upon my interactions with individuals at your institution I have been impressed with the overall commitment to the unique mission of Christ-centered higher education and respect for the Wesleyan tradition expressed by members of your community. Furthermore, I was also impressed with their desire to see the subjects of racial reconciliation, unity, social justice, and diversity articulated biblically. In this regard, I believe our two institutions are similar, and this is not atypical of Evangelical schools within the CCCU. However, not all Evangelicals agree on what the Scriptures have to say about these issues nor have we done an adequate job of articulating a biblical basis for our diversity commitments. I believe that tackling this particular issue head on should be one of the highest priorities for IWU in the near future. I also believe that it would be of great benefit to situate your commitment to diversity in the Wesleyan tradition and doctrine that is rich in statements regarding racial reconciliation, social justice, and gender equity (http://www.wesleyan.org/gc/blog/positional%5Fletters/). In this regard I concur with the sentiment of several campus leaders that one of the goals of the university should be to provide leadership to the denomination in these areas and to equip students to do the same for their churches.

2. Campus Climate

2.1 Seek to foster a climate of prayer; open and honest dialogue around difficult and sensitive subjects that assumes a posture of humility, listening, and informed discussion; that is respectful of all individuals and differences of opinion; and that is self-critical

2.2 Aggressively work to improve the racial climate in both the classroom and outside of the classroom by immediately addressing acts of insensitivity, ignorance, micro-aggressions, ethnic slurs and jokes, and by consistently applying the institutional policies and procedures that govern such behavior.
2.3 Deal openly and honestly with the perception that the university has community standards that apply separately to the behavior of Wesleyan Christians, non-Wesleyan Christians, and non-Christians in areas such as social dancing and body piercings, and any other behavior deemed inappropriate for students in the traditional undergraduate program.

Comments:

The campus climate of the college represents the all encompassing ethos, culture, and atmosphere of the school including the people, programs, mission, and history of the institution. The campus climate represents one of the most important diversity dimensions that will either facilitate or impede progress, and that will communicate a feeling of warmth and welcome, or an atmosphere that is chilly and uninviting. The campus climate also communicates a community's values, standards, and expectations for living, including expectations for acculturation and assimilation into the dominant culture. The domain of campus climate is also of particular importance for our colleges and universities because of our Christ-centered mission and commitment to living out biblical values on our campuses, including love for God and one another.

Some of the more salient findings on the subject of campus climate are revealed in the following statements:

- We have to be learners as well as teachers in this process
- “Seeking to become” needs to be the language of our process because historically, humility has not been a part of the academy
- Diversity and reconciliation are not just programs, they are processes to be engaged; they are a journey to be entered into and not solely a destination
- What is it about the culture of Evangelical schools that makes doing the work of diversity difficult? What is it about IWU that makes doing the work of diversity difficult?

In response to the question, “What specifically should a Christian university want to achieve in diversity?” the following responses were given:

- A climate that seeks to celebrate the multi-cultures represented on campus
- A climate of improved intercultural/interpersonal relations
- A climate of relational reconciliation (i.e., building new relationships across racial/cultural and gender lines)
- A climate of curious inquiry
- A climate that presumes the dignity of all members of the campus community based on the biblical concept of the Imago Dei (Genesis 1:27)
- A climate that makes it safe to challenge others and ideas, yet in such as way that is natural and comfortable; the creation of safe places
• A climate that fosters inquiry leading to a deep appreciation for what God’s word has to say about all of this
• A climate that fosters personal growth that is both educational and experiential
• A climate that takes the commitment to become diverse seriously
• A climate that will grow the conversation beyond racial reconciliation and take on issues that represent any “dividing wall” (Ephesians 2) and work to unite the institution on many levels (race/ethnicity, theological, international students, social class status, first generation college attending students, gender, missionary kids and third cultural kids, faculty issues, staff issues)

These last 10 bullet points are significant because they represent the heart and spirit of what the respondents believe to be the essence of an ideal campus climate for diversity at IWU.

However, interviews revealed that there are a number of significant campus climate issues believed to be hindering progress in diversity until they are fully acknowledged, understood, and addressed. Issues of insensitive and negative remarks directed towards students of color, the perception that the classroom or athletic spaces are not safe, the perception that double or triple standards for behavior exist, that policies are not being applied or enforced consistently, and that past hurts have not been adequately dealt with point to an unhealthy and dysfunctional environment. Needless to say, these concerns are very serious and must be elevated to the highest level of attention as these kinds of issues potentially lead to lawsuits, racial blowouts, negative public relations, and a very poor Christian witness and testimony. My recommendation is that each of these cases be looked at in detail to determine their validity, frequency, and to determine an appropriate response. I also recommend that adequate interventions be put in place to safeguard against such behaviors repeating themselves and that the university’s legal counsel be included as necessary.

I conclude this section with a quote from another CCCU faculty interview on campus climate:

_The college can put out two kinds of welcome mats, one that says, “Come and be like us” or another that says, “Come as you are and let us embrace you.” We need to be more like the second and less like the first._ -CCCU Faculty Member

3. Diversity Leadership

3.1 Give serious and careful thought to the structure and function of diversity leadership needed to situate the university for change, including new or expanded positions, and the qualities desired for diversity leaders.
3.2 Continue to expand on the resources and support of the Office of Intercultural Student Services with particular consideration given to additional staff as the number of diverse students increase, development of the physical space, money for advertising student events with quality and excellence, and ongoing professional development resources for the current Director and her staff.

**Comments:**

Based on the findings of this audit, my assessment of the needs of the university as you prepare to launch an intentional diversity initiative, and the urgency of address a possible leadership restructure, I offer the following thoughts regarding the proposed new position in diversity leadership, a possible second new position or expansion of an existing position, and the Cultural Enrichment Council. It is my belief that these three leadership roles are tied to the university’s emerging needs for:

1. Senior Diversity Leadership
2. Ongoing and systematic training and development, including the development of training materials and handbooks
3. Community outreach/University "Ambassadorship" to the ethnic minority communities and beyond
4. Implementation and oversight of the university’s comprehensive diversity plan

**New/Proposed Chief Diversity Officer Position:** Given the size of your institution, the complex nature of Adult Programs and extension sites, the need to address diversity in the curriculum and in faculty development, the need for training and development, and community outreach, I believe this position will be absolutely essential to position the university for change and to facilitate change. However, my questions are as follows:

- What exactly will this person do?
- Will this person be recognized as the “Chief Diversity Officer” (CDO)?
- Is this a cabinet level position?
- What level of authority will this person have to effect change?
- Will this person report directly to the President, a cabinet level administrator, or will there be a duel-reporting role?
- How will this position fit into the broader structure of diversity leadership on campus?
- What committees or councils will this person oversee or participate on?
- Will this person have other administrative responsibilities such as attending cabinet meetings, budget meetings, strategic planning meetings, etc.?
- How will this person’s time be used or divided?
- Will this person lead curricular reform?
- Will this person have input into faculty hiring?
• Will this person have input into faculty development?
• Will this person be expected to provide training and development to the entire campus?
• Will this person be expected to provide public relations to the broader community beyond the university, network with churches and church leaders, local business leaders, etc.?
• What are the educational requirements and will this person need a doctorate?

Experience has taught me that if the CDO is to be receivable to faculty, have the attention and respect of the faculty, influence faculty hiring or serve on search committees, the person should have an earned doctorate or be working toward a doctorate. Further, since my recommendations include a holistic and integrated approach to diversity, this person will need to be a collaborator and bridge-builder that will be able to effectively network and link units across campus, and build consensus.

Second New Position/Expanded Existing Position: Two additional needs I see emerging in time are (1) the need for regular training and development in diversity and intercultural competencies (including the Adult Programs and staff at the extension sites) and (2) intentional outreach/ambassadorship to the Marion community and as far as you are able to stretch your tent. However, as I note below, you will have to discern the readiness of the university to move from an early phase of diversity implementation to a more advanced phase. This readiness will assist you in determining what new positions are needed or what current positions can be expanded in order to meet your growing needs. I believe that institutional education, training, and outreach are going to represent significant components for diversity for IWU.

Cultural Enrichment Council: Some initial questions I have regarding the Cultural Enrichment Council (CEC) include, what is its purpose or vision? Will the CEC be responsible for overseeing the implementation of the diversity blueprint? Will it be responsible for drafting the blueprint? Will this council be overseen by the CDO? How representative will this group be? Will it include faculty, staff, administration, and student representatives? Will the CEC be primarily a recommending and advisory body or will it be empowered to make policy?

One of the most important factors related to diversity leadership are the various leadership entities across the university responsible for implementing the diversity effort. In addition to the paid staff positions mentioned above, I would offer that the role of the Cultural Enrichment Council (CEC) is one of the most important, especially if the CEC has broad representation and responsibility for the implementation and accountability for the diversity plan, including the ability to recommend or make policy. As a result, the CEC must regularly assess its role and purpose to ensure that it is consistent with the goals and objectives of the university.
and that the structure of the CEC remains consistent with its function. I would also suggest that the members of this council continue to be encouraged and supported in their roles, as the work of diversity leadership is very demanding and stressful, especially when it is done above and beyond their “normal jobs.”

I would also suggest that consideration be given to adding one or two student representatives to serve on this standing council. My interviews with students revealed that they want (and need) to be involved directly in the leadership and ownership of the initiatives and programs of the university and a standing appointment on this important council would in part address this need.

**Other Models:** Over the past year I have been able to research a number of emerging models of diversity leadership in the CCCU that I would like IWU to be aware of. Some keys to consider when thinking about a possible new structure, or restructure, is the function of the senior diversity leadership position (one that centralizes both the concerns and needs in student life as well as in the academic areas of faculty hiring, faculty development, and curriculum), reporting structure, representation at the highest level of authority possible, the ability to inform senior leadership and decision-makers on diversity matters in an efficient and informed manner, and the strong message it sends to the campus regarding the seriousness and value of diversity. The following examples also represent a selection of recent modifications in the structure and function of diversity leadership made by a few sister schools.

1. **Azusa Pacific University** has one of the largest and more complex diversity offices in the CCCU with an Assistant Provost (Dr. Pam Christian) that reports directly to the Provost, a Director of Multiethnic Programs that reports to the VP for Student Development, and a new Associate Provost position that reports directly to the President and who represents diversity on the President’s Council. The university also has a combined team of diversity leaders called the *Imago Dei* who serves as a resource for training and development campus-wide. APU also has a fairly large number of student volunteers and graduate internships that help to staff this large office.

2. **Bethel University** is similar to Azusa but less complex as it has a Chief Diversity Officer (Dr. Leon Rodrigues) that reports directly to the President and who also sits on the executive cabinet in addition to having a full-time Director of Multiethnic Programs that remains in the Student Affairs area. There is then a combined team of campus leaders composed of mostly faculty who lead Bethel’s anti-racism training and effort called the Bethel Antiracism and Reconciliation Commission (BARRC). This particular model sounds similar to what I hear being described at your institution.

3. **George Fox University** has an Associate Dean for Inclusion (Mr. Joel Perez) that reports directly to the President and that also sits on the President’s cabinet. The Associate Dean for Inclusion also sits on faculty search committees but has no authority over the Provost area. This particular
position would be similar to your Director of Intercultural Student Services reporting directly to the President. Mr. Perez will be defending his Ph.D. dissertation this May at Claremont Graduate University.

4. Biola University has an Associate Provost for Diversity Leadership (Dr. Pete Menjares) that oversees the Office of Diversity Leadership (a centralizing entity that combines faculty, student, and curricular responsibilities) that includes the Associate Provost, the Director of Multi-Ethnic Programs, the University Diversity Leadership Committee, and the Faculty Coalition for Diversity Leadership. The Associate Provost has historically reported directly to the Provost but more recently has been reporting directly to both the Interim Provost and the President, however, the Associate Provost is not a standing member of the President’s cabinet. Nonetheless, one of the distinct advantages of this particular position is the Associate Provost’s ability to influence faculty hiring, faculty development, curriculum, and new programs, in addition to overseeing the student development side of the office. However, this position may undergo a restructure due to new program emphases being currently developed (global education and an urban initiative) that would significantly expand the current position and lead to an additional restructuring of the existing Office of Diversity Leadership.

Something important to keep in mind with each of these models is that the “structure” of diversity leadership has emerged in direct response to the needs of the individual institution, and that the structure has morphed over time in response to changing needs and priorities. Also, more recent models of diversity leadership are responsive to the needs of both students and faculty, in addition to developing staff for the benefit of the entire campus community. Therefore, I would encourage IWU to consider the following when contemplating a new or reworked diversity leadership structure:

1. A leadership model that will effectively and efficiently serve the needs of the entire campus, including students, faculty, and staff by centralizing and coordinating the university-wide diversity effort.
2. A leadership structure that has representation at the highest level of authority as is feasible so as to inform and influence decision-making and to send a strong message to the campus regarding the value and importance of diversity and diversity leadership.
3. A leadership structure that directly addresses the needs of the university and that will advance diversity and reconciliation in an intentional and proactive manner.
4. A leadership structure that is flexible and responsive to changing priorities and needs as they emerge.
5. A leadership structure that is consistent with the mission of IWU, in step with the vision of the President, and that will assist directly in the achievement of the priorities and initiatives of the President in the areas of diversity,
reconciliation and intercultural competencies, including global engagement and international education.

**Note:** A further thought regarding diversity leadership is the need to discern campus readiness for a particular stage of diversity. For example, at Biola I have discerned at least four phases of diversity as follows: Phase 1: Awareness and Assessment, Phase 2: Engagement, Phase 3: Integration, and Phase 4: Expansion. Currently, I believe that Biola is transitioning from Phase 2 to Phase 3 with initiatives in the works that have the potential to move us to Phase 4 as we are currently studying what it will take for every undergraduate student have a cross-cultural experience (global, study abroad) before they graduate and the launching of our Urban Studies major this year with the plan to obtain a permanent educational site in downtown Los Angeles to house the program.

Using this approach, I would categorize IWU as currently in Phase 1: Awareness and Assessment, but quickly moving to Phase 2, Engagement. As a result, you will have to continue to discern what level of leadership and structure it will take to move from this phase to the next.

**4. Students**

4.1 Develop and resource an action plan for recruiting and retaining students from historically underrepresented groups

4.2 Give careful attention to student engagement and ownership of diversity issues, including student leadership development, peer mentoring, student input into current diversity programs and goal setting, and input into the development of new programs

4.3 Consider how to develop all students in intercultural competencies (majority culture students, students of color, international students, third culture students, students with disabilities) including the curriculum and co-curriculum (general education, required diversity course or module, short-term missions, service projects, conferences and workshops, urban immersion experiences, etc.)

**Comments:**

**Support for Students of Color.** It is my recommendation that IWU heighten its commitment to support students of color and international students in the traditional undergraduate program through training and social-cultural support, including adequate resourcing of the Office of Intercultural Student Services. Interviews and interactions with these students revealed ongoing challenges faced by them on a daily basis on campus, in the classroom, and on the athletic field. For example, issues of stereotyping and misunderstanding occur frequently (i.e., all Black students being perceived as coming from an urban or “gangster” or “hip-hop”
culture), students of color being asked to represent or speak for all minorities in their classrooms or else being the target of class projects (interviews, research papers) on topics related to minority issues. These students also reported feeling intimidated by simply being in the numerical minority. These students also feel invalidated by their white counterparts as a result of their poor showing at multicultural events and general disinterest in issues and themes of importance to them. At the same time, these students praised IWU’s efforts to address diversity more intentionally and also mentioned the work of Mrs. Latrese Moffitt and the Student Life staff as being particularly helpful to them when they need to “vent,” hang out, or be supported and validated in some way.

They also offered suggestions for addressing several of these challenges: (1) Educate the white majority on matters of race, ethnic identity development, culture, stereotypes, geography, and history; (2) create more opportunities for student-on-student dialogues and events by involving the SGA and other student groups; (3) teach the Bible in cross-cultural perspective; (4) inform others about the challenges faced on a predominately white campus; (5) be honest and sincere in these efforts and don’t be afraid to make mistakes; (6) educate faculty in these areas, and (7) continue to finance student activities and the Office of Intercultural Student Service so they can continue to provide quality programs and services to all students.

The reality is, students of color must overcome numerous obstacles not generally faced by majority culture students on our predominantly white colleges. Yet, these students are drawn to our schools for many reasons including our Christ-centered mission, training in the Bible, and our emphasis on spiritual formation and a holistic education within a liberal arts context. They also tend to want to be engaged in the work of diversity, social justice, and reconciliation on our campuses and actively seek out opportunities for diversity leadership and student ownership of programs and initiatives. These students also long for genuine community and fellowship with all students on campus and generally look to faculty and other campus leaders to model authentic Christian unity. As a result, it is our moral and professional responsibility to support, protect, and empower these students to the best of our ability.

**Student Recruitment.** It is recommended that IWU continue to make the recruitment of students of color a high priority, both from the U.S. and abroad. Your comprehensive strategy should build on existing or potential partnerships with other Christian organizations, local ethnic pastors and churches, the Acts Six Program (http://www.actsix.org/), exploring opportunities in the near-by Fort Wayne or Indianapolis areas (if you are not already doing so), and to conduct an analysis and promotion of those majors and programs that are of interest to diverse students. Additionally, your comprehensive strategy should include diversifying the recruitment staff to the best of your abilities as well as their development in intercultural competencies and understanding. And if you have not already done so, consideration should be given to creating a new position (or expanding an existing position) that is devoted exclusively to multi-ethnic recruitment. Biola University
created an Assistant Director for Multi-ethnic Recruitment position four years ago with much success.

5. Faculty

5.1 Clearly identify a baseline of intercultural competencies, attitudes and dispositions, and theological understandings for all members of the faculty (including Adult Programs) and begin to systematically develop all faculty in training that is a combination of both mandatory and voluntary faculty development and that utilizes a variety of training modalities and approaches.

5.2 Develop and resource an action plan for recruiting and retaining a more diverse faculty.

Comments:

Faculty Engagement. As noted above, it was reported that faculty or teaching staff were heard expressing stereotypes about other ethnic/racial groups leading to the belief that there are few safe places on campus. This fact places particular importance on the need to develop faculty and teaching staff in intercultural competencies, including intercultural/interpersonal communication skills.

If students report hearing faculty or teaching staff express stereotypes about other groups, then that can become a point of training for them. If faculty are confused, or suspicious about your diversity goals, then that can become a point of discussion for them. On the other hand, if you have a core of faculty who are more advanced in their intercultural thinking and practice then they represent another set of training needs that is more along the lines of enrichment, growth, and diversity leadership. Given this diversity amongst the faculty, it will be necessary for the leadership to determine the content and nature of faculty engagement with diversity and to determine whether this engagement is to be voluntary or mandatory. Regardless, it goes without saying that faculty development and leadership are critical to your success in advancing and institutionalizing diversity at the college.

A question I am often asked is whether faculty engagement of diversity should be mandatory or voluntary? In this regard, my experience has taught me that faculty engagement of the issues should be both mandatory and voluntary. At Biola, mandatory training is required of all new faculty members twice a year for a total of three to fours, and a diversity session of some kind has been added to the Annual Fall Faculty Conference required for all fulltime faculty members. In addition, all fulltime Biola faculty were required to attend a two-and-a-half-day Fall Faculty Conference devoted exclusively to diversity five years ago and a significant portion of this year’s conference will be devoted to the topic of Diversity Engagement. Further, we are currently developing a program to develop adjunct faculty that will include a 3-hour diversity component.
In regard to mandatory diversity training or engagement, at least three questions must be considered and answered by your leadership:

- Content: What should faculty be expected to know?
- Skills: What should faculty be expected to do?
- Dispositions/Attitudes: What should faculty be expected to be?

As for voluntary engagement, my experience has taught me that faculty prefer being able to select from a menu of training options depending on their levels of interest and experience, as well as at times that are convenient for them. Therefore, at Biola numerous voluntary opportunities are provided for faculty to engage these topics such as lectures and workshops, attendance at our annual Student Congress on Racial Reconciliation, fireside chats, President’s Luncheons, Provost’s Research Luncheons, Reconciliation Chapel, Brown Bag discussions, reading groups, participation in a diversity research group, or attendance at a cultural event such as our annual celebration of Martin Luther King Jr. Day, to name a few.

However, the particular initiative that has gained the most attention over the last three years is the **Faculty Coalition for Diversity Leadership** which is a year-long, voluntary, faculty development program that is selective (a faculty person must complete an application to participate) and that includes monthly meetings to discuss specific readings and monthly cultural excursions. We are now in our third year of offering this particular program and we are currently documenting a number of the positive outcomes associated with this approach to developing faculty leadership for diversity.

I believe that each of the above approaches represent viable options for IWU to consider in addition to those currently in place. In addition to faculty development, these models can also be applied to the training and development of staff employees and student leaders as well. Over the past several years I have worked closely with the Training and Development staff of our Human Resources division to develop training modules to better prepare our staff for work in a cross-cultural environment.

**Faculty Recruitment and Retention.** It is my recommendation that IWU heighten its commitment to recruit and retain a diverse and interculturally competent faculty that includes both U.S. and international representatives. In my interviews and interactions with students of color at both IWU and around the country, perhaps the number one thing I hear from them is a request for a diverse faculty, including white faculty who are advocates and interculturally competent. Additionally, in my discussions with faculty of color in Christian higher education, two of the main reasons they were attracted to these schools was due to their *Christ-centered mission* and their *vision for diversity*. It is important that any comprehensive initiative for diversity include a strategy to recruit a diverse faculty and to support...
them once they arrive on campus. The following are some of the more common strategies being applied in higher education to diversify the faculty that I believe have value for you:

- **Buy-in and commitment to building a diverse faculty by everyone involved in the faculty hiring process from the President and the Board of Trustees, to the Provost/Chief Academic Officer, the Academic Deans, Department Chairs, the Faculty Search Committee, and the faculty at large.**

- **Commitment to creating a campus climate wherein all faculty candidates, regardless of gender or ethnicity, feel welcomed and valued.**

- **Accountability on the part of faculty recruiters to demonstrate that the applicant pool contains diverse candidates.**

- **“Grow-Your-Own” programs where future faculty are recruited from the ranks of promising students of color. These students have all or part of their graduate programs paid by the college in exchange for a predetermined number of years of teaching service.**

- **“Staff-To-Scholar” programs where promising staff of color are sponsored in graduate education in exchange for a predetermined number of years of teaching service.**

- **Diverse and sensitive search committees who are able to clearly and compellingly communicate the college’s vision for diversity while balancing that vision with honesty and sincerity with regard to the current progress of the diversity initiative.**

- **Advertising open positions in a wide variety of publications beyond Christianity Today, The Chronicle of Higher Education, and the CCCU website (i.e., Hispanic Outlook in Higher Education; Diverse Issues in Higher Education); academic specific conferences and meetings; professional networks; doctoral degree granting institutions in the region and beyond, including historically Black colleges and universities, as well as Hispanic Serving Institutions; and at national meetings such as the National Conference on Race and Ethnicity (NCORE).**

- **Holding positions open until a qualified person of color is found.**

Additionally, the college must be intentional about supporting a diverse faculty through housing (if at all possible) and relocation assistance, orientation to and expectations for promotion and tenure, mentoring, attendance at professional conferences and meetings, assistance in the development of a teaching and research
agenda, protecting against service overload, and faculty support groups, to name a few. A recommended resource in this area is *Diversify the Faculty: A Guidebook for Search Committees*, by Caroline Sotello Viernes Turner (2002), Association of American Colleges & Universities.

6. Education and Training

6.1 Consider how to diversify the chapel program to include diverse expressions of worship so that all students receive nurture in their “heart language” and also remain connected to the spiritual life of the university; include speakers from diverse backgrounds; and unapologetically address topics of diversity, racial reconciliation, and social justice for the benefit of the entire IWU community.

6.2 Consider aligning the training and development of all staff employees, including staff employed at the extension sites, with stated intercultural learning outcomes that are an outgrowth of the comprehensive diversity plan.

6.3 Consider how the President, President’s Cabinet, and Board of Trustees can be more intentionally developed around the topic of intercultural competencies and diversity.

6.4 Consider how to align the core curriculum, academic majors, and the what is taught in the seminary with your diversity goals and learning outcomes.

Comments:

It is my recommendation that serious consideration be given to the creation of a comprehensive plan for training and developing faculty, staff, and students in both (1) awareness and sensitivity and (2) the acquisition of intercultural skills. Experience has taught us that it is not sufficient to simply “raise awareness” in people or to be content with “sensitivity” training, but rather to commit to developing practical tools that equip individuals in cross-cultural interactions and skills that advance the cause of kingdom-based community. However, this undertaking is significant and it will require the coordination of leaders from across campus already engaged in training and development. This will more than likely include the involvement of Human Resources personnel (staff training, new staff orientation, management training, etc.), Student Life (student development, student government, residence life staff, etc.) and faculty (new faculty orientation, faculty workshops, department meetings, etc.).

The second key is to identify those skills and competencies that need to be addressed through intentional training. There are numerous models available but my recommendation is that an institution determines for itself what it needs most.
urgently. Biola developed a faculty task force to do precisely this and the task force has recommended a five-fold approach to training that includes (1) the biblical and theological understandings of diversity, (2) cultural literacy (basic facts and concepts related to history, race, stereotypes, etc.), (3) intercultural and interpersonal communication skills, (4) personal responsibility and accountability (personal awareness and ownership of biases, prejudices, racial attitudes, and commitment to Christ-likeness), and (5) global engagement and societal awareness. This recommendation has been well received and is becoming the template for all training at the university.

Further, as indicated earlier, there is a debate about whether this training should be mandatory for all or voluntary. As mentioned above under Faculty, my recommendation is that it be both mandatory and voluntary. There should be basic training for all faculty, staff and students, and there should be enrichment opportunities available for those who want to go deeper. This latter group is sometimes referred to as a “coalition of the willing” and I highly encourage IWU to consider developing a cohort and then making the time and financial commitment available to support them. The coalition graduates then have the potential to serve as leaders on campus and future trainers of others. In addition to the vast array of on-campus training opportunities, there are more and more conferences appearing across the country to prepare leaders in diversity such as the Damascus Road Anti-Racism training (http://mcc.org/us/antiracism/); Brenda Salter-McNeil and Associates IGNITE Faculty conference (http://www.saltermcneil.com/index.asp); the Biola Student Congress On Racial Reconciliation (http://studentlife.biola.edu/diversity/scorr), for example.

Also, it is my recommendation that you work to more clearly align course objectives with specific learning outcomes for intercultural competencies. This work can also be extended to the Core Curriculum and the seminary to see where and how the expectations for diversity learning are being accomplished and assessed. Perhaps a task force focused specifically on Curriculum can be commissioned to center on learning outcomes as they currently exist in the curriculum, develop and recommend new learning objectives for core competencies, develop a curriculum map to track these competencies, and then make recommendations to the faculty and/or curriculum committees for their implementation.

Finally, it is incumbent upon the college leadership to ensure that any comprehensive training program be in alignment with all public or published statements of diversity and to ask yourself whether each of your programs and services are teaching to the learning objectives inferred in these statements
7. Community and Outreach

7.1 Continue to explore outreach opportunities and new community relationships in Marion and beyond

7.2 Consider hosting community events on your beautiful campus that demonstrate biblical hospitality and neighbor love

7.3 Consider creating a regional consortium with other Christian colleges and universities in the area to address diversity cooperatively and to provide mutual support and encouragement in the process

Comments:

Respondents were keenly aware of the lack of ethnic diversity on the main campus and were sensitive to the need to connect more intentionally with the ethnic population of the City of Marion and Grant County. Granted, respondents acknowledged that the diversity in the city and county is modest as attested to by the demographic breakdown in these areas (see below). According to demographic data, Marion is approximately 22% diverse while Grant County is approximately 12% diverse. Modest as this diversity might appear, respondents were also aware that the “Midwest is shrinking” and is becoming increasingly diverse, and others spoke of the “cultural tsunami” that is coming upon you and the U.S., as well as the need to equip students for a multi-ethnic and global reality.

As a result, in addition to the potential for student recruitment, respondents spoke of their sensitivity to the local communities as being motivated by a sincere desire to show neighbor love, demonstrate hospitality, and to provide opportunities for Christian service. However, respondents were also aware that without intentionality, it would be difficult for the university to build these cultural bridges.

Races in Marion:
- White Non-Hispanic (77.8%)
- Black (15.6%)
- Hispanic (3.6%)
- Two or more races (2.2%)
- Other race (1.4%)
- American Indian (1.1%)

Read More: [http://www.city-data.com/city/Marion-Indiana.html#ixzz0rpcfMRh](http://www.city-data.com/city/Marion-Indiana.html#ixzz0rpcfMRh)

Races in Grant County, Indiana:
- White Non-Hispanic (88.0%)
- Black (7.2%)
- Hispanic (2.4%)
Two or more races (1.5%)
Other race (1.0%)
American Indian (0.9%)
(Total can be greater than 100% because Hispanics could be counted in other races)

Read More: http://www.city-data.com/county/Grant_County-IN.html#ixzz0rpdcXyLd

Further, there was awareness that in order to be viable in the region the institution must remain self-aware and self-critical of how “marketing” and “branding” projects a particular image and reputation, impacts recruitment, and either advances or hinders expansion. Suggestions to address the need to connect with “outsiders” ranged from (1) continuing to build upon existing relationships to (2) developing new relationships, (3) repackaging institutional branding and messaging for a more diverse audience, (4) utilizing the diversity in the Adult Programs to advise and serve as “ambassadors” to more diverse communities, and to (5) expand upon the work of the World Impact programs to advance the university-wide vision for diversity. Finally, given the history of race relations in the region, there is a growing desire to pray with intentionality for spiritual breakthrough in these areas.

Lastly, I would encourage you to consider partnering with other CCCU schools or seminaries in the region to provide training, mutual encouragement, sharing of best practices, and leadership in diversity and reconciliation ministry. I have personally worked with two other schools in Indiana, Huntington University and Grace College and Seminary, and I have every reason to believe that leaders and faculty at both institutions would be open to forming a regional consortium of some kind around diversity concerns unique to your geographic area.

CONCLUSION

In conclusion, it has been a pleasure for me to be able to examine more closely the work of diversity on your campus and to interact with such wonderfully committed and experienced educators in the process. I have been encouraged, and quite taken back, by what appears to be a universal commitment and genuine enthusiasm to achieve the vision for diversity being cast by President Smith and the senior leadership of the university. Having a clear vision for diversity, a willingness to engage the issues, and a demonstrated readiness to mobilize university resources to advance these goals will go along way in helping you make significant progress in a relatively short period of time. Therefore, it is my hope to be able to encourage you in the process and to pray for your success as you look to the Lord for direction and strength. I remain in your service.

“In his heart a man plans his course, but the LORD determines his steps.”
Proverbs 16:9 (NIV)