

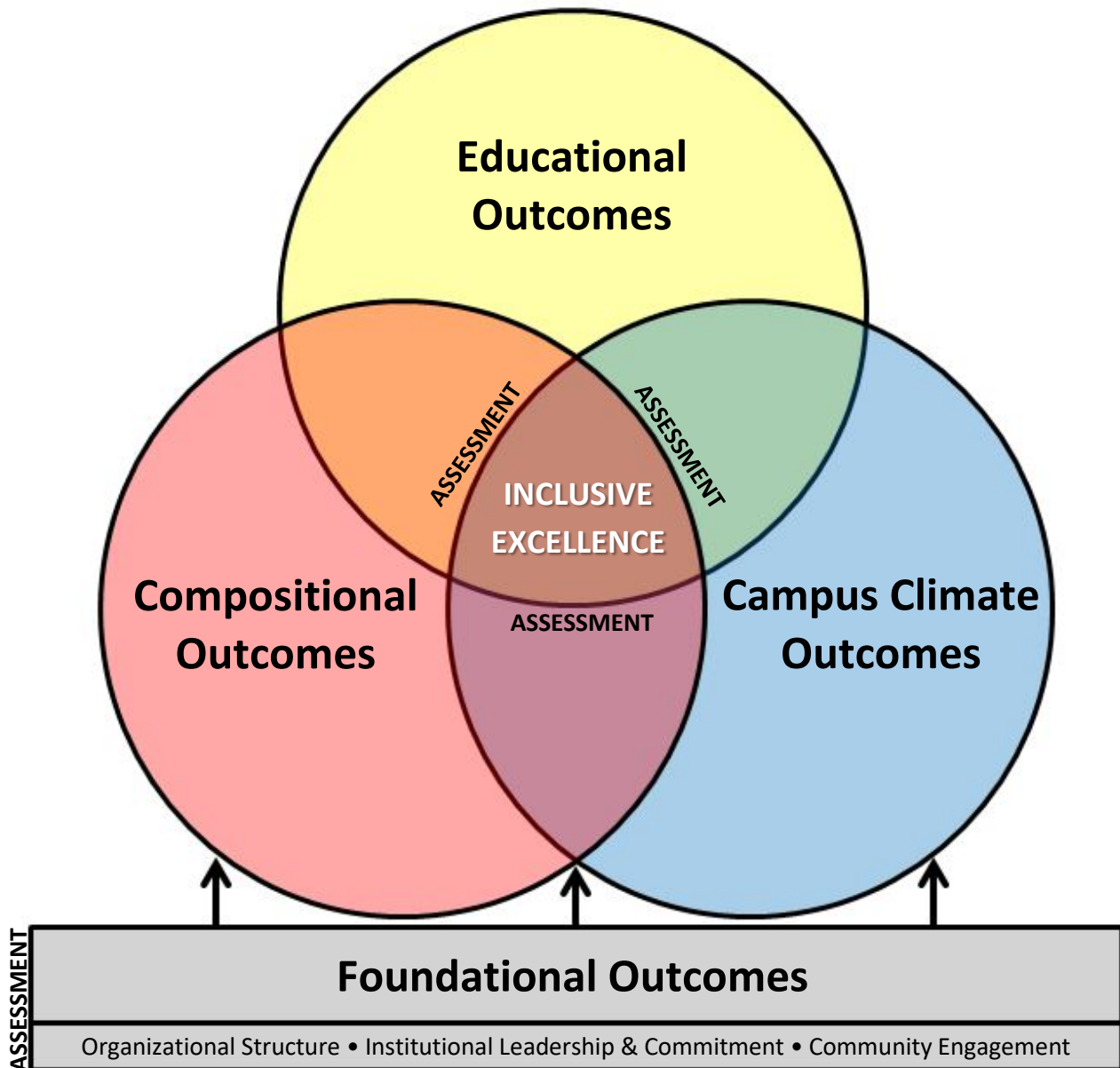
BUILDING PATHWAYS:

STRATEGIC PLAN FOR DIVERSITY AND INCLUSIVE EXCELLENCE

ROLLING STRATEGIC PLANNING

2020-21

- THEMES OF THE PLAN**
1. Foundational Outcomes
 2. Compositional Outcomes
 3. Campus Climate Outcomes
 4. Educational Outcomes



THEME ONE — Foundational Outcomes

The two goals under this first theme are foundational to the subsequent themes in this plan. The overarching purpose of these foundational goals is to systematize a sustainable, mission-driven commitment to diversity and inclusive excellence through the development of appropriate structures, institutional leadership and commitment, and dynamic community engagement.

Goal One: University leadership and administrative offices will support diversity and inclusive excellence through the strategic planning process including the development, implementation, and assessment of annual action steps aligned to the themes and goals of the diversity strategic plan.

A follow up presentation on the work of the Office of Diversity Affairs at Messiah will be scheduled for the Jan. 2021 board meeting. (Office of the President and Office of Diversity Affairs)

Implementation of the Inclusive Excellence Council. (Office of Diversity Affairs)

Phase I content review (outcomes, goals, and action steps) of the diversity strategic plan. (Office of Diversity Affairs)

Review and update the University's Office of Diversity Affairs website. (Office of Diversity Affairs)

Position and deepen the diversity editorial planning team for the Bridge magazine including developing goals, parameters and assessment in support of this objective. (Marketing and Communication)

The Development Office will continue to align its strategic plans in response to the College's diversity and inclusive excellence priorities including cultivating new donors who wish to support students from historically underrepresented populations. (Development)

Conduct a data cleanse/data update for alumni from underrepresented populations using the contact information collected from the Oral History Project and our own contact information update survey. (Office of Alumni and Parent Relations)

Partner with campus offices to ensure that diversity and inclusive excellence initiatives (i.e. training, workshops, book study groups, etc.) are properly funded in the annual operating budget of the university. (Finance Department)

Goal Two: University leadership will establish community partnerships in the region that intentionally support and advance the diversity and inclusive excellence goals of the University.

Intentionally engage diverse audiences for not only United Voices of Praise, but also for the “Academic Year” Seven worship band, and the currently forming ministry dance ensemble, as they perform on weekends through the year, in order to create partnerships that will extend to the college as a whole. In a year when touring and weekend performances are not possible, continue to lay the foundations for tours and weekend engagements for all groups that reach out to a diverse group of audiences. (School of the Arts)

The Development Office will implement the fourth year of the Women of Influence (WOI) initiative. The purpose of WOI is to engage women philanthropic, business, and community leaders in a mentoring program of female students with an emphasis on matching students who do not have access to mentors within their own spheres. (Development)

THEME TWO — Compositional Outcomes

The four goals under this second theme address the compositional make-up of the campus community. The overarching purpose of these goals is to recruit and retain students, faculty, staff and administrators who help facilitate the University’s commitment to diversity and inclusive excellence.

Goal One: Implement and assess recruitment and retention strategies to increase rates of domestic diversity of both undergraduate and graduate students.

Host a multicultural student recruitment and retention summit to increase awareness and strategize on ways to achieve next-level excellence in recruiting and serving students of color. (Enrollment)

Continue to reexamine undergraduate student financial aid packaging policies in order to strategically balance responsible recruitment goals with consideration for diversity and inclusive excellence. (Enrollment)

Plan a virtual multicultural scholarship event in 2020-21 that reaches a higher percentage of students of color while continuing to expound on good partnership established in 2019-20 with the Office of Multicultural Programs to vet candidates and offer scholarships. (Enrollment and Office of Multicultural Programs)

The Undergraduate Admissions Office will utilize a graduate intern to research potential gaps in our multicultural recruitment process. In collaboration with the Assistant Director of Multicultural Recruitment and the Coordinator of Latino Student Recruitment, our intern will research recruitment and retention practices adopted at other institutions and suggest those that could be beneficial for our campus community. In addition, this team will survey our current students to gain feedback on their

admission process and identify areas of shortcoming as well as areas of growth.
(Enrollment)

The Undergraduate Admissions Office, in conjunction with Messiah's Black Student Union (BSU), will continue to implement the BSU Initiative to partner with Harrisburg High's Sci-Tech campus to offer a personalized university visit to their sophomore class along with mentorship opportunities. Although the event this year will have to be virtual due to COVID, we will still seek to build relationships with this school and support their students in the college search and exploration process. (Enrollment and Black Student Union)

Develop and implement strategies to engage first year Multicultural Scholarship Students (Martins & Flowers) during the pandemic era that can assist in retention.
(Multicultural Student Programs)

- Create a list of possible educators to connect with multicultural scholarship students
- Meet with educators twice a month to discuss the progress of connection efforts
- Hold several "Connect With MSP Staff" Zoom events for first year multicultural scholarship students to get to know MSP Staff
- Work with MCC to socially engage first year scholarship students

The Development Office will continue to identify and cultivate donors who wish to establish scholarship support for domestic students from diverse backgrounds.
(Development)

Develop enrollment goals/plans to increase the number of under-represented students in graduate programs. Develop MOU's and partnerships that will assist in meeting enrollment goals (emphasis on an agreement with an HBCU). Collaborate with VP of Advancement on the creation of graduate student scholarships that are designed for students of color. (School of Graduate Studies)

The school of SEH will explore and plan for the launch of STEM summer academic offerings for high school and/or undergraduate audiences, strategically designed and marketed to demographically and culturally diverse audiences in the central Pennsylvania and mid-Atlantic regions with scholarship support available based on financial need. (School of Science, Engineering and Health)

Goal Two: Implement and assess recruitment and retention strategies to increase rates of international undergraduate and graduate students.

Optimize current relationships abroad in Malaysia even as we continue to invest in new possibilities in China and the Bahamas. (Enrollment)

Specific actions include:

- Work with new leadership at Methodist College, Kuala Lumpur (MCKL) to fortify partnership through the exploration of a 4+0 program that offers a Messiah University degree in Malaysia. John Chopka will work with Jeff Moshier and Randy Basinger to begin discussions in September 2020.
- Suspend activity in China this year.
- Continue to work with Bahamas remotely.

Partner with Multicultural Student Programs to develop, plan, and implement a hybrid orientation in order to welcome all international and multicultural students, regardless of chosen learning option or quarantine requirements. (International Student Programs)

- Meet weekly with Cherisse Daniels, Director of MSP, in order to plan and problem solve hybrid orientation.
- Develop a Canvas page for materials that will be 9accessible online and collect welcome videos or presentations from staff and educators.
- Meet weekly with JP Edmunds to in order to plan and problem solve hybrid orientation.
- Train IMPA mentors to assist both in-person and remote students.
- Debrief with Cherisse Daniels and admissions

The Development Office will continue to identify and cultivate donors who wish to establish scholarship support for international students. (Development)

Goal Three: Implement and assess strategies to effectively recruit, hire, and retain employees from historically underrepresented populations.

Initiate the development of a support group and other strategies for nurturing and retaining faculty of color. Action step includes Faculty Development hosting a follow-up dialogue with faculty of color in order to identify strategic support strategies; strategies identified and initiated will align with areas of concern identified in February 2020 exploratory breakfast conversation hosted by the Office of Diversity Affairs with faculty of color. (Office of the Provost and Faculty Development)

Pending approval of positions, BESS and SOH will ensure that our hiring processes for a Director of the International Business Institute and faculty positions in the departments of Communication and English include a diverse candidate pool and focused hiring criteria related to a demonstrated commitment to diversity and inclusive excellence. (Interim Dean of BESS and Dean of Humanities)

The Associate Dean of Students will look for ways to promote recruiting, hiring, and retaining employees from historically underrepresented populations while following through on employee and student-leader hires in Residence Life and the Engle Center (Student Success and Engagement)

Residence Life will continue to intentionally prioritize the recruitment and retention of a diverse staff with residence directors, including new RD training, creating monthly to-do lists, etc. (Residence Life)

Incorporate the Inclusive Excellence Ambassadors into searches for faculty and staff. We will also continue to build and develop recruitment networks that yield diverse candidates. (Human Resources)

Ensure there is a diverse candidate pool in the DPT Core Faculty candidate pool. (School of Graduate Studies)

The Department of Wellness and Recreation hires over 70 work-study students, 10-15 student leaders, and 5-10 professional group exercise instructors. Our goal is to hire a staff that represents the student body concerning area of study/interests, exercise familiarity, ethnic background, and gender. (Wellness and Recreation)

Goal Four: Implement and assess strategies to effectively recruit, hire, and retain employees who demonstrate a commitment to diversity and inclusive excellence.

Work with HR&C to develop better strategies when interviewing candidates related to understanding and assessing a potential employee's commitment to diversity and inclusive excellence. The goal is for each department to create and implement a comprehensive series of interview questions/scenarios per jobs in their area and have a developed understanding and means of assessment for evaluating candidates. (Operations)

Implement an annual/one year anniversary follow up interview that examines experience, sense of belonging and retention. (Human Resources)

THEME THREE — Campus Climate Outcomes

The goal under this third theme address the climate or “feel” of the University’s campus. The overarching purpose of this goal is to create and sustain a campus environment that is healthy and welcoming for all, thereby advancing the broader work of diversity and inclusive excellence.

Goal One: Promote a campus climate marked by a commitment to diversity, inclusive excellence, and reconciliation in which all members of the University feel a sense of belonging.

In the fall of 2020, mobilize employee and student teams to begin planning the FYI21-22 campus wide theme of reconciliation. (Office of the President)

Refine design and delivery of programming that builds educator understanding of and capacity for advancing inclusive excellence; implementation of CQ training for all faculty and two or more faculty development programs related to inclusive excellence and reconciliation. (Faculty Development and Office of the Provost)

Select members of the Gender Concerns Committee will meet with various small groups of female faculty to continue the conversation they began at the female faculty luncheon in spring 2020. These conversations will provide insight for the female faculty development workshop scheduled for the 21-22 academic year (Co-sponsored by Faculty Development and the Gender Concerns Committee).

Develop and implement a book study for faculty in BESS and SOH focused on Christian faith and inclusive excellence, possibly using either Drew Hart’s *Who Will Be a Witness?* or Jemar Tisby’s *Color of Compromise*. (Dean of Humanities and Interim Dean of BESS)

Plan chairs retreat for summer of 2021 to deepen engagement with inclusive excellence surrounding issue of gender, equity, and inclusive excellence at the department level. (Dean of Humanities and Interim Dean of BESS)

The Associate Dean of Students will create a campus climate marked by a commitment to diversity, inclusive excellence and reconciliation through conduct hearings, staff supervision, and trainings. In addition, implementing new Racial Harassment Response protocol will continue the healthy and welcoming campus we want for all. (Student Success and Engagement)

Collaborate with Office of Academic Accessibility and Education Department on a campus celebration of the 30th anniversary of the Americans with Disabilities Act; assemble a planning team, develop a campus program to foster understanding and appreciation of the ADA. (Engle Center)

Create monthly meetings with department, include at least 1 agenda item geared towards improving cultural intelligence and/or reconciliation. Update policies and procedures to include appropriate inclusive language when caring for a patient of different cultural or racial background. (Sports Medicine)

Seek to increase knowledge, awareness, and empathy on matters of diversity and inclusive excellence as we support the students in our area and collaborate with colleagues across campus. We will pursue doing so through intentionally seeking out resources (i.e. current events, articles, speakers, etc.) to educate, reflect, share, and discuss. As a team we will read one book this year and have regular discussions intentionally focused on this goal. Additionally, we will allow space for sharing of personal narratives and guest speakers to provide opportunities for connection and understanding of perspectives. (Student Involvement and Leadership Programs)

Lottie Nelson to host "Reconciliation Meals" as a specific time of campus fellowship and inclusive discussion. These events could include a guest speaker to generate desired topics for interactive dialog. (Operations)

Pick up where COVID interrupted the Campus Climate Action Priorities with specific focus on the following: Identify cultural competencies for faculty and staff and imbed expectations in performance evaluation tools. HR has pulled together sample language and templates that will be shared with President's Cabinet in Spring of 2021 for editing and revising so that expectations can be shared with employees in the May/June time frame; Provide the community with clear definitions of Messiah's expectations related to cultural intelligence and inclusive excellence as well as to address the either/or mentality highlighted on page 36 of the PSU report; Incorporate "ABC Beliefs" education into new employee orientation; Implement peer lead workshops on bystander intervention education and strategies in the fall of 2021, assuming we can. (Human Resources)

Support the newly established Graduate Multicultural Student Organization (GMSO) student. (School of Graduate Studies)

Implement the *Voices* program which will provide a space for students of color to engage in regular conversation with senior leadership in regards to their overall campus experience. (Office of Diversity Affairs and Intercultural Office)

In one on ones, staff meetings, trainings, professional development, programming, RA and RD hiring, etc. Encourage relationship building for students to build bridges with people from various backgrounds and perspectives in order to promote healthy civil discourse. (Residence Life)

Goal Two: Take concrete steps to educate and promote greater understanding of cultural intelligence leading to more meaningful campus interaction between and among all community members.

Work with Admissions leadership to host book study or podcast discussions as part of ongoing Enrollment Management professional development toward improving cultural intelligence. (Vice President, Enrollment)

Expanding on last year's White Awake sessions, work with Cabinet colleagues to host continuing discussion and development for directors/supervisors. (President's Cabinet)

The Division of Finance and Planning will work with the Office of Diversity Affairs to provide cultural intelligence training for all members of the division. (Finance Department)

Implement the plan to meet regularly with student liaisons from the School of the Arts to discuss issues of climate in the school related to inclusive excellence. (School of the Arts)

THEME FOUR — Educational Outcomes

The two goals under this fourth theme address the curricular, co-curricular, and professional development programs on campus. The overarching purpose of these goals is to advance an educational program and educator development that enables educators and, ultimately, students to critically and compassionately embrace diversity and inclusive excellence.

Goal One: The University will continue to develop innovative and sustainable educational programs that promote diversity, inclusive excellence, and cultural intelligence.

Refine design and delivery of programming that builds educator understanding of and capacity for advancing inclusive excellence. Action step includes implementation of CQ training for all faculty and two or more faculty development programs related to inclusive excellence and reconciliation. (Office of Faculty Development and Office of the Provost)

Solicit strategic feedback regarding future faculty development programming related to inclusive excellence. Director of Faculty Development will meet with leadership for

diversity affairs, academic accessibility, and gender concerns to identify areas of concern that may be addressed through future programming. (Office of Faculty Development)

Create a female faculty development workshop informed by the Gender Concerns Committee's small group conversations to be implemented in the 21-22 academic year. (Office of Faculty Development and Gender Concerns Committee)

Plan a one day trip for trustees and other university leaders to visit the African American Museum of History & Culture in Washington, DC in the spring/fall of 2021. (Office of the President and Office of Diversity Affairs)

"Soft launch" of the Inclusive Excellence Ambassadors program for employees and students. (Office of Diversity Affairs, Human Resources & Compliance, and Student Government Association)

Review all curricula being revised as a result of prioritization to ensure that issues of diversity and inclusive excellence are being appropriately addressed relative to each discipline. (Dean of Humanities and Interim Dean of BESS)

Develop and implement new programming related to the Thriving Congregations and Legacies of Slavery projects (pending outcome of the latter) respectively. (Dean of Humanities and Interim Dean of BESS)

Partner with other campus offices to coordinate programming for our community addressing the unique needs of underrepresented students (international students, students of color, etc.) (Academic Accessibility)

Partner with Career Services to have push in services once a month for students in our office and review data to determine whether students registered with our office have been employed after graduation. (Academic Accessibility)

Restructure and begin diversity and inclusive excellence curriculum through department cultural assessments. Host department staff and student-athlete sessions on diversity and inclusive excellence. Connect with Todd Mealy to evaluate remaining opportunities with his group. Research other curriculums and complete curriculum/comprehensive plan by spring. (Athletics)

Provide diversity among chapel speakers; collaborate intentionally with United Voices of Praise and Concert Choir and work on issues of representation among Worship Community (culture of worship); and formulate diverse expressions of worship for Welcome Week virtual candlelight & campus wide worship. (Campus Ministries)

Hone CPDC focus and strategy related to diversity and inclusive excellence by updating CPDC core documents to include D & I as a core priority. Assess how students from underrepresented student populations experience/perceive the CPDC; Involve SCCs in determining strategies to make CPDC a welcoming environment for underrepresented student populations. Work with campus partners (IT, Registrar) to enhance efforts to collect more thorough demographic data, especially in Handshake. Engage in team

development on topics related to cultural competence. (Career and Professional Development Center)

Creatively research and collaborate with other campus partners to effectively educate RAs on matters of inclusivity addressing dualism and societal biases. Continue infusing inclusive excellence into all educational programming, looking for gaps and ways to educate further. Provide opportunities for students to learn about and practice civil discourse as they engage with differences. (Residence Life)

Engle Center will collaborate with the FY Common Read Henrietta Lacks story:

- Engle Center educators will provide leadership to Becoming U groups
- Engle Center Leadership Team will read *The Immortal Life of Henrietta Lacks*
- Engle Center educators will develop a health-related campus outreach related to the HeLa story (Write EP)
- Deliver campus outreach

Explore ways to recruit more domestic students of color to participate in off-campus programs, specifically through scholarships and further discussion with SFS and with Development Office (Off-Campus Programs)

Increase male student involvement in the Mental Health and Minds Matter Program. The most recent ACHA-NACHA survey found that both male and female students have a strong desire to learn more about mental health, however, the executive organization Minds Matter has traditionally been made up of only female members. Furthermore, outside official membership, the club has done poorly in regards to male student involvement. Our goal is to constantly look at our programming to assure it is inclusive and appeals to both men and women. (Wellness and Recreation)

Partner with/involve NCAA athletics. Similar to the above goal, while mental health is a popular and important topic within athletics, Minds Matter has not traditionally offered or designed programming geared towards those who play NCAA sports or once played sports. This is missing a large group of students on campus and we again will be looking at our programming and hope to partner with athletic groups on campus to reach a larger group of students (Wellness and Recreation)

Offer a spring book club on Latasha Morrison's *Be the Bridge*. Division leadership would be expected to identify at least one group from their division that would participate in the book club. HR would take the lead in coordinating facilitation of the book club so that the process could be "plug and play" for someone who wanted to sponsor the experience for their staff, but did not necessarily feel equipped to facilitate the conversation. We could potentially use some Inclusive Excellence Ambassadors to help facilitate and certainly, HR would be prepared to have a few people prepared to facilitate in other areas as needed. We also hope to incorporate a unit on Bias and expectations around cultural intelligence into the CANVAS course for supervisors. (Human Resources)

Successfully promote and support inclusive events in this year's season (especially Antigone as metaphor for Black Lives Matter, and the Matter and Spirit Chinese/American art exhibition), while planning inclusive performing and visual arts

seasons for the future. (School of the Arts)

Goal Two: The University will provide support for teaching, scholarship, and institutional service in ways that promote diversity, inclusive excellence, and cultural intelligence.

Complete and evaluate the externally funded Inclusive Excellence in Teaching Initiative. Project includes cultivating a theological and educational understanding of inclusive excellence among faculty participants, identifying course-specific ways of enacting inclusive excellence, and disseminating outcomes of the initiative in a digital presentation to the Community of Educators. (Faculty Development and Office of Diversity Affairs)

Curate a collection of helpful resources related to diversity, inclusive excellence, and cultural intelligence as they connect to the faculty role on the Office of Faculty Development website. Identify a collection of fifteen or more resources related to diversity, inclusive excellence, and cultural intelligence and the faculty role and curate this collection on the Office of Faculty Development website. (Office of Faculty Development)

Consult with the Office of the Provost and the Gender Concerns Committee on how best to identify, quantify and address questions of unacknowledged workload and inequities in service assignments for female faculty at the department level. (Dean of Humanities and Interim Dean of BESS).

Review all SGS Assessment Plans for GLO # 6 (intercultural competence) teaching and learning plans and actions. (School of Graduate Studies)