

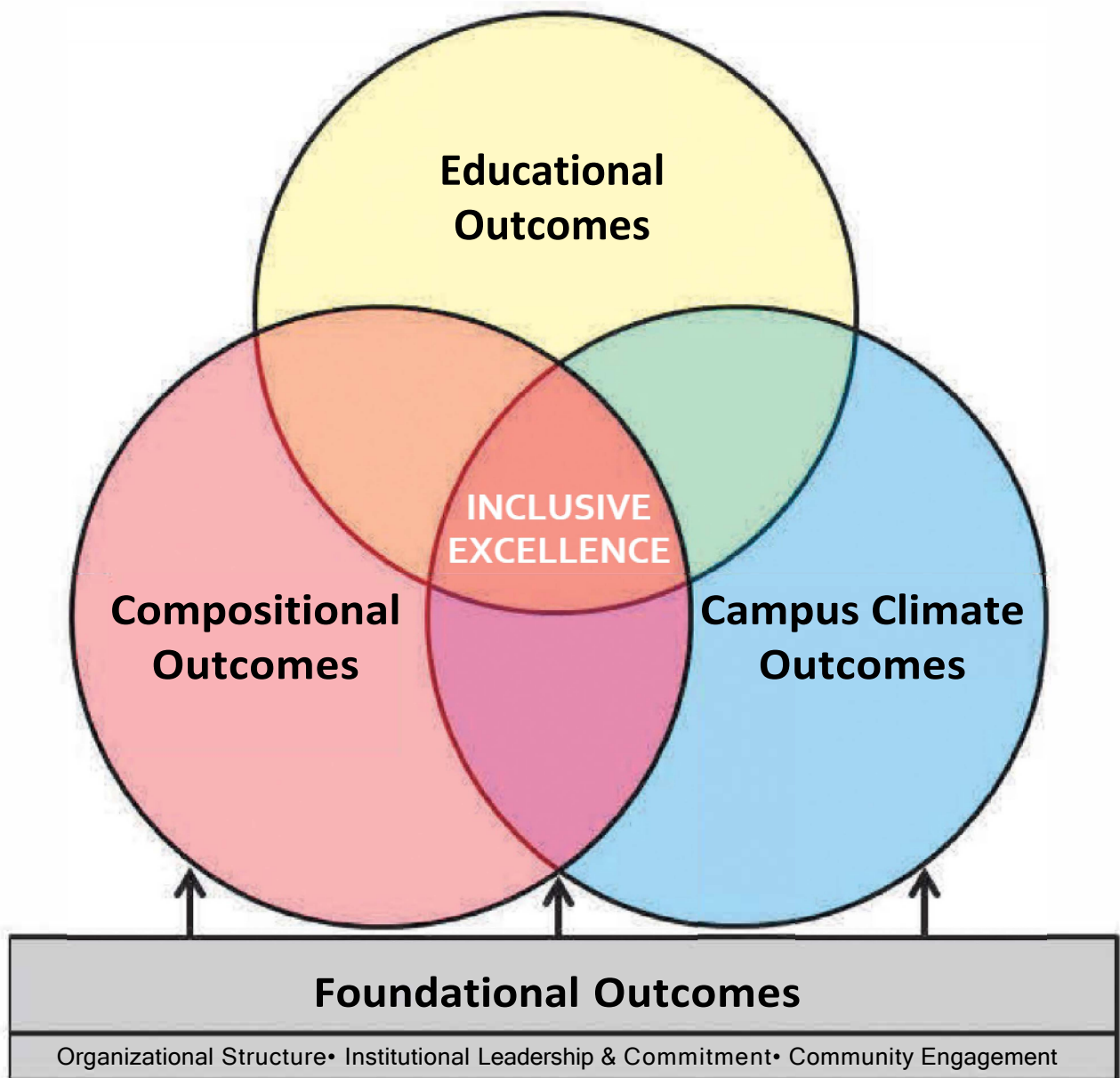
Journeying Toward Reconciliation Together

STRATEGIC PLAN FOR DIVERSITY AND INCLUSIVE EXCELLENCE

2022-2023

THEMES OF THE PLAN

1. Foundational Outcomes
2. Compositional Outcomes
3. Campus Climate Outcomes
4. Educational Outcomes



Reconciliation and Messiah University: Pursuing our Christ-Centered Calling

George Pickens, Emerson Powery, and Cynthia Wells¹

So if anyone is in Christ, there is a new creation: everything old has passed away; see, everything has become new! All this is from God, who reconciled us to himself through Christ, and has given us the ministry of reconciliation; that is, in Christ God was reconciling the world to himself, not counting their trespasses against them, and entrusting the message of reconciliation to us. So we are ambassadors for Christ, since God is making his appeal through us.

2 Corinthians 5:17-20a

Reconciliation is at the heart of Christianity, the “inspiration and focus of the Christian faith”². A biblical teaching, an action and a process, reconciliation is grounded in the conviction that through Jesus Christ God has made peace with and between humanity and all creation. The embodiment of this alternative way of being, living and relating is a test of the Gospel’s presence in the world, and a most valuable and hopeful contribution Christianity can make to the world.

The journey toward reconciliation is central to Messiah University. The three theological strands that inform Messiah’s identity all emphasize reconciliation, proclaiming and demonstrating the need and promise for individuals to be reconciled with God and with each other.³ Messiah’s “embracing evangelical spirit” proclaims its intention to demonstrate the good

¹ This document draws inspiration and content from previous statements. Material in this document draws on the “Educational Commitment to Reconciliation”, authored by Lawrence Burnley, Eldon Fry, Douglas Jacobsen, Kim S. Phipps, and David Weaver-Zercher (Grantham, PA: Messiah College, 2009). This document also draws on the contextual statement for the Diversity Strategic Plan, authored and subsequently revised by the Diversity Committee with leadership from Cynthia A. Wells and Bernardo Michael.

² *Reconciliation: Restoring Justice* by John W. De Gruchy (Minneapolis: Fortress Press, 2002), p. 44. As an additional note, this book has been very helpful and its influence is evident throughout.

³ These theological strands are the Pietist, Wesleyan and Anabaptist Christian traditions. See https://www.messiah.edu/info/20265/the_three_traditions_that_shape_our_mission_and_why. Even though members of these Christian traditions used different terms to talk about reconciliation, they nevertheless understood and proclaimed that the Gospel provided the possibility for individuals to be “put right” with God and with each other.

news of reconciliation through cultivating a welcoming and gracious environment, and its mission is to be a formative community for the work of reconciliation.

The term reconciliation is embedded in Messiah's foundational documents. The fifth of the University's five foundational values depicts reconciliation as central to the Gospel and links reconciliation with an ethic of service and the pursuit of justice.⁴ Furthermore, reconciliation appears prominently in the University's statement of mission: *Our mission is to educate men and women toward maturity of intellect, character, and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society.*

Because the work of reconciliation is so deeply embedded in its past and present, Messiah University's journey toward reconciliation with God, each other and with all creation is essential to the faithful fulfillment of its identity and mission.

Reconciliation: A Biblical Story

The Bible testifies to the story of reconciliation between God and the world. It is also a witness to reconciliation between God and individuals, among people and groups, as well as with all of creation.⁵

In Genesis, God established a covenant with Abraham to make "a great nation" and to bless "all the families of the earth."⁶ Despite many ethnic conflicts between Israel and other inhabitants, the Abrahamic covenant establishes a blessing on all peoples of the earth. As a sign of this covenant, the Law testifies to this commitment: to grant fair wages to poorer Israelites and

⁴ Messiah University. "Foundational Values", https://www.messiah.edu/info/20003/faith_and_values/7/foundational_values

⁵ "Christianity did not begin with a confession. It began with an invitation into friendship, into creating a new community, into forming relationships based on love and service." – Diana Butler Bass, *Christianity After Religion*.

⁶ Genesis 12:1-3

immigrants (Lev 19:10; Deut 24:14); to seek the benefits of the Sabbath for all (Exod 20:10); to include non-Israelites in Israel's worship practices (Num 9:14; 15:14-16). The story of "Ruth" is a classic example, in which a Moabite woman cared for her widowed Israelite mother-in-law and, eventually, became an ancestor of Israel's most memorable king, David.⁷

The Prophets attempted to hold Israel accountable to God's covenant. Their charge associates fair treatment of the "immigrant" (CEB)⁸ along with acts of kindness toward the Israelite widow and orphan (Jer 7:6; 22:3; Zech 7:10; Mal 3:5). Several prophets envisioned the Lord's Temple as a place of reconciliation for all nations (Isa 56:7; Zech 8:23). The prophets envisioned a future in which God – who loves justice (Isa 61:8) – places God's spirit on the people of God to bind up broken hearts (61:1), to restore cities (61:4), and to remember that the earth's fruitfulness is a sign of the Lord's righteousness (61:11).⁹

Jesus stands firmly on the side of the prophets of reconciliation. His life and death epitomize God's redemptive love for the world. While the Gospels emphasize a mission to the "lost sheep of Israel" (Matt 10:6; 15:24), Jesus's broadmindedness allowed him to recognize the good work of other exorcists among Israel.¹⁰ He also initiated activities among non-Jews. He healed one enslaved to a Gentile centurion.¹¹ He cast out a demon from a non-Jewish Gerasenean.¹² At the behest of a persistent Syro-Phoenician woman, he healed her daughter from afar.¹³ These actions symbolize explicitly what it meant to love God and to love neighbor as the greatest human pursuits.

⁷ Ruth 4:13-17

⁸ Other English Bibles translate the Hebrew word *gēr* as "alien" (NRSV), "foreigner" (NIV), or "sojourner" (ESV).

⁹ Isaiah 61

¹⁰ Mark 9:38-41

¹¹ Luke 7: 1-10. The Roman centurion was a generous benefactor of the local Jewish community.

¹² Mark 5: 1-20

¹³ Mark 7: 24-30

Moreover, Gentile inclusion energized Paul's mission.¹⁴ Paul recalls one of the grand confessions of the early church – a confession offered at its baptismal ceremonies: “There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus.”¹⁵ The confession confirmed that reconciliation between divided groups was central to the development of the new religious movement.

Paul's letters witness to the theological claim that the first movement of reconciliation was God's action: God reached out and reconciled us.¹⁶ The second act proceeds naturally from the first. God reconciled us so that we would continue the “ministry of reconciliation.” God seeks out agents of change, people willing to continue the work of peacemaking, showing mercy to others, and expressing passion for justice. In 2 Cor 5:20, we come closest to Paul's language of the human-to-human encounter, in which “God is making his appeal [to you] through us.” Notably, Paul sent this letter not to unbelievers but rather to the Christ-following Corinthian community, some of whom opposed Paul's view of how to live out their faith. This was a letter of reconciliation between two Christ-following communities, a Pauline one and a Corinthian one.

As people of faith, we confess that the overarching storyline of the Bible is one in which God desires to create a people with whom God remains in covenant relationship and that relationship requires people of various theological commitments – and, perhaps, those who have no commitment at all – to reconcile with one another. Indeed, the Church has been commissioned to be the agent of God's work for reconciliation in the world.

¹⁴ Gal 3:8-9

¹⁵ Galatians 3:28

¹⁶ 2 Corinthians 5:18-19

Reconciliation and Christian History

The Church's witness to reconciliation builds upon the biblical story of God's activity in the world, God's work in Jesus and the journeys of his followers who are "ambassadors" of reconciliation.¹⁷ Christian history is a grand narrative of these stories across time and place, and a humble and truthful review of these accounts reveals three necessary components to the work of reconciliation.

The first component is truth telling. The Christian story of reconciliation includes disastrous sins that have produced tragic distortions of God's purposes, and reconciliation begins by telling this truth. The work of reconciliation requires that Christians acknowledge acts of betrayal to the Gospel that include racism, sexism, slavery, genocide, colonialism and environmental degradation. The Church must confess its complicity in promoting alienation and repent through a fresh commitment to the work of reconciliation.

And yet, hope shapes and sustains the work of reconciliation, and hope is the second necessary component. Christian history includes tales of victory over alienation, and the Gospel has transformed countless individuals and communities and it has fueled communal efforts to abolish slavery, deliver the oppressed and foster racial reconciliation. Independence movements in many African and Latin American nations, the abolitionist movement in Great Britain and the United States, the Civil Rights struggle in the US, and the Truth and Reconciliation Commission in South Africa are examples. This truthful and balanced story of reconciliation offers hope, because in spite of challenges and failures, the Gospel of reconciliation is powerfully transformative for individuals and communities.

¹⁷ 2 Corinthians 5:20

This past connects to the present and future in our journey towards reconciliation and this shared journey is the third component of the work of reconciliation. Scripture and Christian history confirm that reconciliation is a goal of our faith, and yet it is always a work in progress. Reconciliation is a journey toward a preferred future, yet it is always incomplete, and its final destination is still to come. Educating God's people and the world about God's purposes is a necessary part of this journey, and Messiah University is called to this educational task.

Embracing our Call to Reconciliation

As an extension of its Christ-centered mission, Messiah University strives to be an academic community that faithfully responds to the ministry of reconciliation. Reconciliation is a commitment to which Messiah University has already laid claim. It is not a new mission, even as the nature of this work must adapt to address both new divisions as well as existing divides seen through fresh eyes. Toward this end, our collective efforts to embrace our calling as reconcilers must be holistic and comprehensive, originating in our loving response to God's unconditional love for us and embodied in our efforts to love our neighbor.

We can heed the words of Messiah University alumnus Dr. Ernest L. Boyer Sr. who described the efforts of reconciliation as working "to make the world better for everyone." We need to clarify and understand the brokenness of our community and our world, and we must continue imagining how to bring healing to that brokenness. Therefore, reconciliation efforts should be shaped by honest and hopeful engagement with the people and entities from which we have experienced division or isolation. At Messiah, faithfully embracing our call to reconciliation attends both to the ethos of our university community and the fulfillment of our educational purpose.

Attending to the character of our university is foundational to fulfilling our calling to reconciliation. Thus, we endeavor to engage with each other across the university in order to repair our communal brokenness. Recognizing that we are journeying together toward new ways of being and doing, professional and spiritual growth opportunities guide us toward both deeper understanding and restorative action. Through both personal and communal growth, we endeavor to provide an environment that beckons all members of our community to participate in our shared vocation in reconciling individuals with God, with each other, and with all of creation.

The ministry of reconciliation requires distinctive leadership skills and a commitment to the service of others for the sake of Christ. This means listening with compassion to those who have experienced brokenness because of inequities and lamenting the ways our community falls short of God's perfect vision. This also entails boldly speaking up for restorative justice for the benefit of the common good and encouraging others as they demonstrate a commitment to reconciliation. Ultimately, all members of the university must model long-term participation in the journey of reconciliation.

As an academic community, we endeavor to provide an education that beckons students to join the journey of reconciliation. Simply put, Messiah University students must discern their Christian calling to be reconcilers. Toward this end, students will comprehend the Biblical rootedness of reconciliation, including recognizing that all of humanity is created in the image of God and cultivating an ethic that focuses on healing in the world. Moreover, it is our genuine hope that students learn to see the world through the lens of compassion and to refine their decisions and actions in and for a life-long pursuit of justice.

Educational programs cultivate the vocational vision graduates will need to embody a sustained commitment to God's ministry of reconciliation in the world. Thus, educational

programs across the university demonstrate our institutional commitment to reconciliation. Students are taught to grow through the tensions inherent in learning and serving with others whose life experiences differ from their own. Students participate in transformative educational experiences both on and off campus that model sustained commitment to renewal and long-term collaboration with community partners. Students are mentored with care and intention as they practice reconciliation while engaging local and global communities.

As we lift up the convictions and commitments that undergird the work of reconciliation in our educational community, we confess there is much work to be done. We recognize that a community committed to reconciliation is by its very nature a community of accountability, one that holds the university as well as its members accountable to sustained movement forward. We realize we are on a journey of reconciliation, living in the now with a vision for the “not yet”. It is precisely because of our biblical commitment, shared Christian faith and bold educational vision that we as Messiah University steadfastly renew our commitment to the ministry of reconciliation.

JOURNEYING TOWARD RECONCILIATION TOGETHER

STRATEGIC PLAN FOR DIVERSITY AND INCLUSIVE EXCELLENCE

2022-23

(THEMES & GOALS)

THEME ONE — Foundational Outcomes

The purpose of foundational outcomes is to systematize a sustainable, mission-driven infrastructure committed to diversity and inclusive excellence.

Goal: **Develop and implement appropriate structures including procedures, processes, policies, resources, and assessment that intentionally drive decision making around diversity and inclusive excellence.**

Action Step: The Development Office will continue to align its strategic plans in response to the University's diversity and inclusive excellence priorities, including but not limited to, cultivating new and returning donors who wish to support students from historically underrepresented populations. *Development Office*

Action Step: Engle Counseling will continue working on revising counseling feedback surveys to more specifically assess the needs and experience of our underrepresented and international student populations. The Director of Counseling Services will meet with Institutional Research to identify appropriate assessment strategies and talk about revision of our counseling satisfaction form and then add/adjust questions in counseling survey. *Engle Center*

Action Step: VP EM will work with EM Leadership Team in assuring financial aid and value proposition messaging (publications and websites) are available in Spanish to enhance Latino family accessibility (Spring 2023). *Enrollment Management*

Action Step: Work with members of the President's and Provost's cabinets to inventory the funding needs of all priority initiatives of the diversity strategic plan and ensure that the appropriate funding is built into the FY22-23 operating budget. *Finance and Planning*

Action Step: Incorporating equity, diversity, and inclusive excellence priorities into collection development policies and practice. *Murray Library*

Action Step: The Office of Student Engagement will work with Leadership Council, SSE Engagement Team, and student leaders to better utilize the Student Educational Plans. These Student Educational Plans are tied directly to our division's Learning Outcomes, and we will emphasize Learning Outcome Three: Be Cultivated. Through this we will encourage our student leaders to intentionally program events that are more educational in nature surrounding DEI. Promoting, training, and educating students to thoughtfully and critically engage their programming will happen throughout the fall semester in hopes that each executive club submits

a minimum of two educational plans by the end of this academic year. *Office of Student Engagement*

THEME TWO — Compositional Outcomes

The purpose of compositional outcomes is to recruit, retain, and develop a community of students, faculty, staff and administrators who help facilitate the University's commitment to diversity and inclusive excellence.

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

Action Step: International Student Programs will facilitate a focus group of third culture and missionary students on campus in order gain information of how to better resource and serve the needs of this student population. *International Student Programs*

Action Step: Multicultural Student Programs will focus on increasing the academic success and professional development strategies specifically for R.H. Flowers Scholars by collaborating with the Academic Success Center and the Career and Professional Development Center. *Multicultural Student Programs*

Action Step: The Director of Multicultural Student Programs will go through necessary training and legal documentation in order to become a Designated School Official (DSO) so that there can be increased resources and guidance for F-1 visa students on campus. *Multicultural and International Student Programs (MISP)*

Action Step: Review current Board of Trustees recruitment strategies with the Committee on Governance and discuss ways to broaden the pool of candidates. *President's Office*

Action Step: Recruit 1-2 new trustees from diverse backgrounds (currently 20 percent of the board is diverse and we want to move that to 25 percent). *President's Office*

Action Step: Recruit 1-2 new members from diverse backgrounds to serve on the President's Leadership Council (currently 28 percent of PLC is diverse and we want to move it to 30 percent). *President's Office*

Action Step: To pursue institutional partnerships that enable Messiah University to develop strong relationships (for example: Milton Hershey School, Logos Works and Logos Academy) with diverse communities in the central Pennsylvania region (York, Harrisburg and Lancaster). *President's Office*

Action Step: Enhance outreach to high school students by establishing partnerships with area high schools for summer enrichment education. (Milton Hershey High School and Harrisburg High as specific foci). *School of the Arts, Culture, and Society*

Action Step: The School of SSEH will offer at least 5 STEM academic camps in Summer 2023. Some of these will offer a residential option. All of these will offer need-based scholarships and will be marketed broadly in the central Pennsylvania high schools. *School of Science, Engineering, and Health*

Action Step: The SSEH Dean will work proactively with Enrollment Management, BSU and SciTech to plan an on-campus visit day in 2022-23 featuring two SSEH programs other than those featured in 2021-22 (applied health science & cybersecurity). *School of Science, Engineering, and Health*

Goal: Implement and assess strategies to effectively recruit, hire, and retain employees from historically underrepresented populations at all levels of the university.

Action Step: Athletics will seek and utilize new and alternative resources to solicit candidates of color for positions in the department. *Athletics*

Action Step: Include at least one candidate from underrepresented populations as a finalist for any educator / administrative position search. *Dean of Students*

Action Step: VP EM will work with Institutional Research on a deep dive research project focusing on recruitment of students of color and opportunities to increase yield through hospitality efforts and scholarship program (Fall 2022). *Enrollment Management*

Action Step: VP EM will work with ADM Leadership Team and Associate Provost for University Partnerships to establish formal relationships with domestic schools/organizations and international associations to increase our reach for recruiting a more diverse student body. We plan to continue to foster the relationship between Messiah and Harrisburg High's SciTech campus and establish in-roads at other local schools that will benefit from a similar event to that of the BSU/SciTech Initiative (Logos, Milton Hershey, J. P. McCaskey). Additionally, we hope to explore expansion of partnership with ASCI schools and other international organizations (Network of International Christian Schools, NICS). *Enrollment Management*

Action Step: In consultation with Institutional Research, monitor demographic data of Tier 1 student leaders to ensure appropriate representation of student body. *Experiential Learning*

Action Step: Continue refinement of the recruiting handbooks and the accompanying training for search committees. *Office of Human Resources and Compliance*

Action Step: Actively partner with local school districts and campus offices to offer workforce development/transition program opportunities to differently abled high school students getting ready to start work. *Office of Human Resources and Compliance*

Action Step: Orient members of the TTP Committee, chairs and program directors, and deans (i.e., those in positions that evaluate faculty) to the research related to shortcomings in Student Evaluation of Teaching (e.g., IDEA), specifically as these relate to student biases in evaluations. *Provost Office*

Action Step: The Office of Student Engagement will work intentionally to advertise, recruit, select and train student leaders from diverse backgrounds and contexts. This will include trainings with our student leaders on equitable hiring in the winter of 2022 to be prepared for the 2023 hiring cycle. *Office of Student Engagement*

THEME THREE — Campus Climate Outcomes

The purpose of campus climate outcomes is to nurture the capacity of members of the University community to create and sustain a campus environment that is healthy and welcoming for all.

Goal: 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.

Action Step: Advocate for change in institutional language to include mention of individuals with differing/diverse abilities. *Academic Success*

Action Step: Alumni and Parent Relations will continue work in partnership with the Career and Professional Development Center to improve, promote, and grow the Alumni/Student of Color mentoring program. *Office of Alumni and Parent Relations*

Action Step: Alumni and Parent Relations will help identify and recruit alumni volunteers from underrepresented populations to serve on a variety of advisory councils. *Office of Alumni and Parent Relations*

Action Step: Building on the success of the Alumni of Color Weekend, Alumni and Parent Relations plans to create an Alumni of Color Advisory Council to discuss and plan further alumni engagements opportunities for alumni of color. *Office of Alumni and Parent Relations*

Action Step: The Office of Campus Ministries will monitor demographic data of Campus Ministries student leaders to ensure appropriate representation of the student body and give attention to selecting student leaders from underrepresented student groups for the 2023-24 academic year. *Campus Ministries*

Action Step: The Office of Campus Ministries will monitor demographic data of student participation in Campus Ministries programs and events, with an eye toward finding ways to increase male student engagement across the board. *Campus Ministries*

- Action Step: Identify reason(s) for lack of engagement with students registered with the Office of Academic Accessibility and implement at least one new strategy/service to address the needs of that population. *Career and Professional Development Center*
- Action Step: Conference and Events Services will continue the discussion of the book: *Dear White Peacemaker: Dismantling Racism with Grace* by author Osheta Moore. The book was chosen to facilitate discussion on how our team members can be more committed to diversity on campus, more inclusive, and more reconciliatory. These discussions will take place monthly at department meetings and should conclude at the end of the first semester of this academic year. *Conference and Events Services*
- Action Step: Conference and Events Services will discuss recent research and trends used in event planning related to guests who face physical and emotional vulnerability. Staff will listen to a series of podcasts together that address some of these issues and innovations related to service and hospitality used in the event planning industry. *Conference and Events Services*
- Action Step: Each month during the 2022-2023 academic year, Dining Services will celebrate inclusive excellence by featuring a Cultural Series of Dinner menus and events that will be served in the Lottie Nelson Dining Hall. *Dining Services*
- Action Step: VPEM will work with ADM Leadership Team and Associate Director of Admissions for Multicultural Student Recruitment to host VPDA and members of Multicultural & International Student Programs for team building and strategy session (Fall 2022). *Enrollment Management*
- Action Step: Adopt the FOC Networking and Thriving Group as an ongoing mentoring community that is coordinated by the Office of Faculty Development. *Office of Faculty Development*
- Action Step: Explore avenues to support faculty in accurately pronouncing student's names, such as NameCoach software. *Office of Faculty Development*
- Action Step: Through the sponsorship of cultural intelligence training in spring 2023, promote and encourage within the Division of Finance & Planning an attitude that's committed to diversity, inclusive excellence, and reconciliation by all division employees. *Finance and Planning*
- Action Step: The Gender Concerns Committee will increase campus awareness about the committee and its purpose, functions, programming, and collaborations. This may include publicizing a Gender Concerns Calendar, developing Gender Concerns infographics and posters, launching a social media campaign, and/or redesigning the process for departments, clubs, or offices to apply for funds from the Reigsecker Endowment. *Gender Concerns Committee*

- Action Step: The Gender Concerns Committee will plan and host the 2nd Female Educator Retreat during Women’s Herstory Month in March 2023 to provide community and support, give space for storytelling and storylistening, and contribute to professional development. *Gender Concerns Committee*
- Action Step: We will provide bias education to the Human Resources and Compliance team. In addition, we will review harassment, hazing and hate crime policies to identify gaps. We will additionally work with Diversity Affairs to identify language and practice for addressing gaps. *Office of Human Resources and Compliance*
- Action Step: Position and deepen the diversity editorial planning team for the Bridge magazine including developing goals, parameters and assessment in support of this objective. This will include hiring diverse photographers and other freelancers so that diversity is represented behind the scenes as well as in photographs and articles. *Marketing and Communications*
- Action Step: Develop and implement a new systemic annual cycle of primary and secondary market research that will assess feedback from target audiences, including students and prospective students from underrepresented populations, across Messiah’s expanded Learning for Life educational programs, including quantitative survey research and qualitative focus groups that will guide the expansion of competitor analyses and detailed learner profiles for each audience segment. *Marketing and Communications*
- Action Step: Murray Library will work on two projects: 1). Land Acknowledgement Project – collaborating with others across the institution with potential jointly-sponsored programming; purchasing/identifying related library resources and creating a related resource guide. 2). Sticker project – on juvenile books identified as having diverse characters or those with differing abilities (identified by TeachingBooks report). *Murray Library*
- Action Step: Continue work on our FY22 Goal. Department employees and guests from other departments will share family history, traditions, and memories as we “Celebrate our Roots” in monthly staff meetings. *Printing and Postal Services*
- Action Step: Develop an orientation program (e.g., handbook, orientation meeting schedule, etc.) for new department chairs and program directors. Orientation and training creates confidence and belonging for new chairs/program directors and will also support them in fostering belonging and an ethos of mentoring in their own program areas. *Provost Office*
- Action Step: To build intentional relationships with students, Inclusive Excellence Ambassador Jeremy Lippert will meet with the directors in the Multicultural & International Programs office to assess interest in having Safety Officers occasionally attend meetings. These meetings will have the purpose of obtaining feedback regarding concerns/expectations, as well as to develop strategies to enhance relationships. *Safety*

- Action Step: Enhance Work Culture in SACS by conducting a leadership retreat focused on inclusive excellence outcomes (specifics TBD). *School of the Arts, Culture, and Society*
- Action Step: Review the purpose, structure, and work of the re-launched Graduate Multicultural Student Organization to identify efficient and effective ways to provide support for an inclusive and supportive environment for graduate students. *School of Graduate and Professional Studies*
- Action Step: By the end of academic year 2022-2023, The Office of Student Engagement will have carried out specific assessment relating to the accessibility of our major programs (focusing on campus-wide programming such as orientation or Spring Block Party). This assessment will focus on the tangible ways that our programs are or are not accessible to people with various disabilities, with an emphasis on physical/mobility disabilities. This assessment will inform recommendations to be made for program adaptations for the 2023-2024 academic year (or sooner if applicable). We will consult with the Office of Academic Accessibility in generating our assessment content and method. *Office of Student Engagement*
- Action Step: Wellness and recreation will meet with the student led Banquet Initiative to audit our programming through the lens of individuals with visible and invisible disabilities. We will then work to implement at least one recommendation by the end of the 2022-2023 academic year. *Wellness and Recreation*

THEME FOUR — Educational Outcomes

The purpose of educational outcomes is to advance the development of an innovative and sustainable educational program that enables and equips educators, co-curricular educators, staff and students to critically and compassionately understand diversity and inclusive excellence.

- Goal:** **The University will develop educational programs, as well as provide support for teaching, scholarship, and institutional service in ways that promote diversity, inclusive excellence, and cultural intelligence.**
- Action Step: People with disabilities are one of the most marginalized segments in the society. Academic Success will host informational events that will highlight their struggles while bringing understanding of their plight to the community by offering additional showings of and facilitating discussions related to the documentary film Crip Camp and sharing information about invisible disabilities and the work of OAA with Messiah's Inclusive Excellence Ambassadors. *Academic Success*
- Action Step: The Agape Center for Local & Global Engagement will offer EXPR010 course to all outgoing semester-long study abroad students. Through this course, students will be able to identify their own biases, enhance their CQ, and learn of ways to

posture themselves to learn more about other cultures both off-campus and on.
Agapé Center for Local and Global Engagement

Action Step: The Agape Center for Local & Global Engagement will be intentional to incorporate trainings within our Student Leader's Team Time on topics of power/privilege, reconciliation, and managing bias. In particular, providing reflection questions and tools to use with their peers during their weekly service opportunities. *Agapé Center for Local and Global Engagement*

Action Step: Provide opportunities to learn more about inclusive excellence through programming as part of our monthly department meetings. One meeting per semester will be solely dedicated to the topic as well as some portion of every meeting. *Athletics*

Action Step: Archives staff is continuing work on the Hispanic Congregations Initiative, documenting and archiving resources related to the denomination's Spanish-speaking congregations. *Brethren in Christ Archives*

Action Step: The Office of Campus Ministries will host chapel services that feature diverse expressions of the Christian faith and include leaders that represent the diversity of Messiah's campus and point to the greater diversity of the Body of Christ.
Campus Ministries

Action Step: To ensure that Student Care Teams are addressing issues of inclusive excellence in their care for all students, we will review and if necessary, revise the confidential care team student information template. *Dean of Students*

Action Step: ETS staff member, Cindi Kerns, is currently sharing stories from this past summer's Civil Rights Tour in staff meetings. Cindi Kerns and Susan Shannon will be leading a book discussion with ETS staff on Latasha Morrison's *Be the Bridge: Pursuing God's Heart for Racial Reconciliation* (in the spring semester).
Educational Technology Services

Action Step: Engle Health will read *Reconciling All Things* and host discussions at regular staff meetings as part of intentionally keeping at the forefront the unique needs of underrepresented students who receive health care from the Engle staff. *Engle Center*

Action Step: VP EM will work with Associate Director of Multicultural Recruitment and the EM Inclusive Excellence Ambassador in hosting next-level training and development for EM staff in our quest to exhibit biblical reconciliation and grow in cultural intelligence and will introduce a book or film discussion related to issues of race, diversity, or reconciliation (Spring, 2023). *Enrollment Management*

- Action Step: Incoming students will be introduced to Messiah's commitment to and understanding of reconciliation through the Becoming U extended orientation series. *Experiential Learning*
- Action Step: Incorporate and assess effectiveness of leadership development for student leaders on topics of inclusive excellence, reconciliation and managing bias. *Experiential Learning*
- Action Step: In the month of November and December ask each of the Facility Managers to share a holiday tradition and their family culture as it relates to celebrating the birth of our savior. Each Wednesday at the Facility Managers Meeting each of the managers will be given the opportunity to share their family traditions and the background of how those traditions began. *Facilities Services and Campus Events*
- Action Step: Review comprehensive evaluation report of 2021-22 Inclusive Excellence in Teaching Academic year in order to refine design and delivery of the Academy for 2022-23. *Office of Faculty Development*
- Action Step: Analyze data from listening tour with campus offices that support underrepresented populations, identify themes, and share findings with Faculty Development leadership team and Provost Cabinet. *Office of Faculty Development*
- Action Step: The Gender Concerns Committee will develop programming to raise awareness on campus about sexual violence and support survivors of sexual violence. *Gender Concerns Committee*
- Action Step: The Gender Concerns Committee will explore ways to support and grow the Gender Studies minor. This may include benchmarking, curriculum redesign, establishing a strong academic home for the minor, publicizing the minor and relevant courses, and/or investing in resources to support the minor. *Gender Concerns Committee*
- Action Step: Identify, develop, and deliver a program that can be customized to various employee audiences (ex. supervisors, faculty, etc.) that is designed to raise employees' understanding of inclusive excellence and effectively managing bias. This program will be designed to also equip participants to facilitate trainings with others. *Office of Human Resources and Compliance*
- Action Step: Facilitate a genealogy resources presentation, with attention to diverse resources – to be given in spring 2023 by Sarah Myers and Beth Transue to Inclusive Excellence Ambassador Program. *Murray Library*
- Action Step: The VP and Directors of Operations will visit the National Museum of African American History and Culture in DC. In fall, each director will research the various areas in the museum to develop a personal visit plan. During the spring semester they will travel to DC and visit the museum. Following the museum

visit, they will dedicate time discussing what they learned and how they can work to develop opportunities their employees to engage in learning opportunities.
Operations

- Action Step: Inclusive Excellence is identified as a theme in the new general education curriculum and learning objectives have been articulated. These objectives will be embedded in the emerging general education curriculum through specific courses and experiences. *Provost Office*
- Action Step: Enhance community engagement by proposing and implementing plans to sustain current community engagement in the Thriving Together Initiative and the Social Science Fellows/Community Connections Convening. *School of the Arts, Culture, and Society*
- Action Step: Provide programming and resources to support faculty understanding of religious diversity and its implications for working with graduate students from a variety of faith backgrounds at a Christian institution. *School of Graduate and Professional Studies*
- Action Step: Building on the work from last year's plan, we will review SLOs related to GLO #6 (demonstrate intercultural competence) and identify areas where the SLO or the coursework or assessment supporting it need to be improved. *School of Graduate and Professional Studies*
- Action Step: The SSEH Inclusive Excellence Committee will meet four times during 2022-23 to discuss and read about best practices for inclusive excellence in STEM education with strong internal retention. A subset of the committee will attend the Transforming STEM Education (AAC&U) in November 2022 (Arlington). *School of Science, Engineering, and Health*
- Action Step: This fall's Brethren in Christ Study Conference (for BIC pastors and laypeople) is on the topic of Christian nationalism, which has often equated "Americanness" with "Christian whiteness" and thus has pertinence to inclusion for all of America. Additionally, we are initiating conversations with Regina Shands Stoltzfus, coauthor of *Been in the Struggle: Pursuing an Antiracist Spirituality*, as the Schrag Lecturer on Anabaptist (spring 2024). *Sider Institute for Anabaptist, Pietist, and Wesleyan Studies*
- Action Step: The Office of Student Success will intentionally participate in six (three in the fall and three in the spring) educational and professional development opportunities related to hospitality, inclusive excellence, cultural intelligence and/or diversity. Two out of the six opportunities will be facilitated by the Director of Student Success while the other opportunities will be identified and completed by each individual team member. Team members will share what they learned to the rest of the group at a scheduled staff meeting time. *Student Success and Engagement*

Action Step: Develop a cookbook highlighting Messiah's cultural diversity through food and celebrate diasporic food traditions and their connections to the whole of campus. We have been finalizing the design and begun printing the cookbook. We will develop a release party in November with stories and speakers sharing about their food cultures and identities. We will also coordinate with dining to highlight meals from Messiah's cookbook and continue to celebrate cultural diversity through food. *Sustainability*