

Messiah College

2019-2020 Strategic Plan for Diversity and Inclusive Excellence Assessment Report

THEME 1: FOUNDATIONAL OUTCOMES

GOAL 1

Theme:	Theme 1: Foundational Outcomes
Department:	President's Office
Person(s) Responsible:	Kim Phipps
Goal #:	1
Action Step:	In the Spring of 2020, mobilize employee and student teams to begin planning the FY21-22 campus wide theme on reconciliation. (Office of the President)
1. Overview of the action step.	
2. Identify what you did to address the action step.	Due to the COVID-19 pandemic a committee has not met but the president has invited Todd Allen and Kris Hansen Kieffer to give leadership to planning for the campus wide university theme of reconciliation for FY22.
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	The committee will be formed in September 2020 and budget dollars allocated and initial planning will take place.

Theme:	Theme 1: Foundational Outcomes
Department:	Alumni and Parent Relations
Person(s) Responsible:	Director of Alumni and Parent Relations (Jay McClymont)
Goal #:	1
Action Step:	
1. Overview of the action step.	Complete and share our strategic plan for the Office of Alumni and Parent Relations based on the recent Program Review, with a special emphasis on engaging underrepresented alumni. (Director of Alumni and Parent Relations/Vice President for Advancement)
2. Identify what you did to address the action step.	Three year strategic plan was completed in March of 2020 and was shared with the Advancement Cabinet, leadership of the Alumni Council, and the Board of Trustee Committee for Advancement.
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	While sharing the strategic plan, we learned that most people resonate with the three overarching themes and initial goals laid out in the plan.
5. Identify challenges and/or breakthroughs.	The COVID-19 pandemic curtailed our ability to share our plan with more offices and partners on campus.
6. Future action step(s).	Share our plan with more office and partners on campus when we resume in the Fall 2020.

Theme:	Theme 1: Foundational Outcomes
Department:	Career & Professional Development (CPDC)
Person(s) Responsible:	Christy Hanson/CPDC Team
Goal #:	1

Action Step:	Establish strategies related to diversity and inclusion
1. Overview of the action step.	Devise plan to connect more strategically with campus partners to determine meaningful strategies to support students from underrepresented populations
2. Identify what you did to address the action step.	Held meetings with Multicultural Student Programs, International Student Programs, Academic Success, Office of Disability Services to discuss student needs and potential strategies
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	Campus partnerships and collaboration is critical to ensuring action steps are needed and meaningful. Our primary agenda was to listen and learn this year before jumping into any new action.
5. Identify challenges and/or breakthroughs.	Changing course due to the pandemic slowed down momentum and connections a bit. However, receptivity among campus partners was very positive.
6. Future action step(s).	Take learning and insights gained and roll them into some pilot strategies for next year (e.g. career coaching presence in strategic locations on campus, better job searching strategies for international students, etc.)

Theme:	Theme 1: Foundational Outcomes
Department:	Diversity Committee
Person(s) Responsible:	Shelly Skinner
Goal #:	1
Action Step:	The Gender Concerns sub-committee will explore the connection between the College's diversity and inclusive excellence priorities & the Gender Concerns Committee and create an action plan that will be incorporated into the annual Diversity Strategic Plan. (Gender Concerns Committee)
1. Overview of the action step.	We did not create a plan that will be incorporated into the yearly Diversity Plan, instead the sub-committee focused on the connection between the Campus Climate Survey results, specifically relating to female faculty. We felt this was the first step in creating an annual plan that addresses needs of female faculty.
2. Identify what you did to address the action step.	1). In March before campus shut-down, the sub-committee hosted one small female faculty luncheon for select female faculty (including female faculty across schools, undergraduate and graduate female faculty, and female faculty who have been at Messiah 10 years or less). --The sub-committee surveyed those in attendance to see what next steps would emerge. --The sub-committee met to debrief after the luncheon, but Covid-19 hindered further meetings during the spring semester. 2) The chair of the Gender concerns Committee, Shelly Skinner, met via Zoom with the new Faculty Development Director, Cynthia Wells, to discuss future partnerships for supporting female faculty (spring 2020)
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	1). Female faculty are interested in further conversations between female faculty across campus. 2). Female faculty are interested in developmental opportunities specific to their needs (e.g., female faculty of color).

5. Identify challenges and/or breakthroughs.	<p>Breakthroughs: Female faculty are hungry for interaction with other female faculty across campus. One telling sign came from the few “No” RSVP’s the sub-committee received. All of the female faculty who could not attend asked if we would keep them on the list for future gatherings. In addition, all of the female faculty who attended asked for future invitations and/or involvement with future female faculty events/opportunities.</p> <p>Challenges: The needs of female faculty vary across campus (from school meeting times interfering with childcare needs to carrying more of the load than their male faculty counterparts in departmental functions), so it can be difficult to plan events and/or host opportunities for development. In addition, the challenges facing female faculty of color were raised (in the luncheon context & in my meeting with the new Faculty Dev. Director).</p>
6. Future action step(s).	Since the semester ended so abruptly, my sub-committee is still working on Next Steps.

Theme:	Theme 1: Foundational Outcomes
Department:	The Office of Academic Accessibility (formerly as Disability Services)
Person(s) Responsible:	Amy Slody
Goal #:	1
Action Step:	Strengthen the effectiveness of the Office of Disability Services’ Diversity Committee. (Office of Disability Services)
1. Overview of the action step.	Determine relevant campus groups/constituents that should be part of the committee to discuss disability needs. Invite participants to participate in the group. Meet bimonthly to discuss name change and other disability related issues on campus.
2. Identify what you did to address the action step.	The Office of Disability Diversity Committee was formed at the start of the 2019-2020 school year. It consisted of a group of seven individuals representing various parts of the campus: faculty, athletics, mental health, information technology, residence life, and the student body. This committee helped provide OAA with insight on how we might better equip ourselves and the community with the tools and information necessary to provide greater access to individuals with disability. A major task of the committee this past year was determining language to use for the future name of our office.
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	There are many people on campus who care about the unique needs of our students and who want to be active participants in effectuating positive change on campus to better the experiences of individuals with disabilities.
5. Identify challenges and/or breakthroughs.	The group could often identify issues and agree a change needed to be made. However it was always more difficult to get the consensus of the group on how to effectuate change.
6. Future action step(s).	0

Theme:	Theme 1: Foundational Outcomes
Department:	Development
Person(s) Responsible:	Jon Stuckey
Goal #:	1
Action Step:	Inclusive excellence will be present in the College’s strategic planning, including fundraising and allocation of resources.

1. Overview of the action step.	The Development Office will continue to align its strategic plans in response to the College's diversity and inclusive excellence priorities as outlined in the Institutional Strategic Plan and actively cultivate new donors who wish to support students from historically underrepresented populations.
2. Identify what you did to address the action step.	Our yearly planning incorporates this goal into our process.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	

Theme:	Theme 1: Foundational Outcomes
Department:	Development
Person(s) Responsible:	Jon Stuckey
Goal #:	1
Action Step:	The Development Office will continue to seek support for involvement of the Center for Public Humanities in the various projects in Harrisburg, including the Old Eighth Ward initiative, which is devoted to remembering historically significant African-American residents, and the Hoverter Course, which has provided access to college-level courses in the humanities to underrepresented groups in the greater Harrisburg region.
1. Overview of the action step.	
2. Identify what you did to address the action step.	<p>☑ We submitted a \$100,000 proposal to the Hoverter Foundation to further the work of the Hoverter Course and the Center for Public Humanities in the Old Eighth Ward of Harrisburg;</p> <p>☒ Unfortunately, the proposal was declined; but we continue to seek out similar opportunities to support this important work.</p>
3. Assess your progress(scale of 1-5)	2
4. Discuss what you learned in implementing the action step.	It is a challenge finding funders to support projects that already seem fairly established. In many cases, funders like funding their own priorities. The hard part is finding those funders whose priorities line up with ours.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	We continue to seek opportunities to support the work of the Center for Public Humanities.

Theme:	Theme 1: Foundational Outcomes
Department:	Finance
Person(s) Responsible:	VP for Finance and Planning
Goal #:	1
Action Step:	Partner with campus offices to ensure that diversity and inclusive excellence initiatives are properly funded
1. Overview of the action step.	The finance office will partner with campus offices to properly fund diversity and inclusive excellence initiatives in the annual operating budget of the College.
2. Identify what you did to address the action step.	Worked with members of President's Cabinet to ensure that diversity and exclusive excellence initiatives were funded throughout the fiscal year. (training, workshops, book study groups)

3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	I learned that we still have a lot of work to do. Our campus community is just beginning substantive work related to diversity and inclusive excellence. We made progress this past year, but we need to capitalize on the momentum that is building to more effectively raise our cultural intelligence across multiple layers of our workforce.
5. Identify challenges and/or breakthroughs.	We made great progress in our larger book study group that discussed Daniel Hill's book, White Awake. Members of the group learned a great deal during the time we spent together.
6. Future action step(s).	Partner with campus offices to ensure that diversity and inclusive excellence initiatives are properly funded. (I believe this work should always be a priority)

THEME 1: FOUNDATIONAL OUTCOMES

GOAL 2

Theme:	Theme 1: Foundational Outcomes
Department:	Alumni and Parent Relations
Person(s) Responsible:	Director of Alumni and Parent Relations (Jay McClymont)
Goal #:	2
Action Step:	
1. Overview of the action step.	Continue to recruit new Alumni Council and Parent Council members from under-represented populations (Director of Alumni and Parent Relations/Vice President for Advancement)
2. Identify what you did to address the action step.	In addition to the three alumni from underrepresented populations that were recruited to join the Alumni Council last year, we recruited an additional two alumni from underrepresented populations to join the council starting Fall 2020. The Parents Advancement Council currently has 23 families, and six of those are from underrepresented populations.
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	This action step has been easier to accomplish since Gina Gilliam has become Chair of the Alumni Council. We will continue to look for ways to encourage underrepresented members of the Alumni Council to step into leadership roles on the Council.
5. Identify challenges and/or breakthroughs.	Younger alumni from underrepresented populations are easier to recruit to join the Alumni Council than older alumni. This is due to a larger pool to draw from as well as younger alumni having a better experience (in general).
6. Future action step(s).	Seek ways to get more alumni from underrepresented populations to join alumni council.

Theme:	Theme 1: Foundational Outcomes
Department:	Career & Professional Development (CPDC)
Person(s) Responsible:	Abby Book / CPDC Team
Goal #:	2
Action Step:	Establish partnerships with employers who have a demonstrated commitment to diversity and inclusion
1. Overview of the action step.	
2. Identify what you did to address the action step.	Through connections established via the Diversity & Inclusions Professionals of Central PA, CPDC team members initiated meetings with several recruiters who represent organizations with a commitment to D & I to listen and learn; In addition, during focus group meetings with employer partners, discussion was initiated around diversity and inclusion efforts.

3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	Each employer addresses diversity and inclusion efforts uniquely - there is much work yet to be done. Employers are eager to connect with students/prospective candidates from underrepresented populations.
5. Identify challenges and/or breakthroughs.	Because of the complexity of these efforts, employers had a variety of recommendations for how students can market themselves effectively to employers - sometimes these recommendations weren't in alignment which could cause confusion for students.
6. Future action step(s).	Work with campus partners to identify ways to strategically connect students with these employers for internships and post-grad positions; look into an Into the City "Mini" focused on diversity and inclusion in the workplace.

Theme:	Theme 1: Foundational Outcomes
Department:	School of Graduate Studies
Person(s) Responsible:	Rob Pepper
Goal #:	2
Action Step:	Partners in Health Event will intentionally invite/host community members from a diverse background and feature diverse speakers/experts.
1. Overview of the action step.	In the Fall of 2019, the SGS worked with Geisinger to sponsor Opioids Not Needed - alternatives for pain. This event also included an connection to Harvard Medtech, and Shan Padda, a Harvard University grad, who is in the Chicagoland Entrepreneurial hall of fame, named KPMG High Tech Entrepreneur of the Year for Illinois, and was named Crain's Chicago 40 under 40 presented his research Shan is also a former member of the World Economic Forum. Shan is currently a member of the Young Presidents Organization. In addition, the event featured Dr. Michael Suk. Dr. Suk is currently System Wide Chairman of the Geisinger Musculoskeletal Institute for the Geisinger Health System based in Danville, PA. He was the primary speaker of the event. In addition, the panel included Amy Humphrey, Messiah faculty member and Dr. Theresa Burick. We were pleased to feature a diverse group of speakers, panelists and experts.
2. Identify what you did to address the action step.	We worked with Geisinger to identify an important topic and speakers from diverse backgrounds who could address the topics.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	This was a "win-win" for Messiah and for Geisinger and the local community.
5. Identify challenges and/or breakthroughs.	I think that the more we can bring diverse folks to Messiah and have them address topics, issues, concerns, research that is not limited to typical diverse topics, we are making headway in broadening the perceptions that some have regarding certain ethnic backgrounds and races.
6. Future action step(s).	While our partnership with Geisinger has ended, we are open to additional public events and conversations that feature speakers from diverse backgrounds.

Theme:	Theme 1: Foundational Outcomes
Department:	School of the Arts
Person(s) Responsible:	Richard Roberson, Lanna Flowers
Goal #:	2
Action Step:	Intentionally engage ethnically 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 through the year, in order to create partnerships that will extend to the College as a whole.

1. Overview of the action step.	This was the first year for Eric Byrd's residency as director of UVP, and the first year for sending out Seven to churches during the academic year. Both groups were active but exploratory before the shutdown in March.
2. Identify what you did to address the action step.	Lanna Flowers and I intentionally looked for ways to increase the diversity of audiences or both groups.
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	Since it was the first year for the UVP residency, and the first year of Seven during the academic year, we did not have the reach that I had hoped for. Many performances were lost because of COVID.
5. Identify challenges and/or breakthroughs.	UVP has certainly reached a very diverse range of audiences in the past two years. I hope that we can bring Seven to have the same reach during the academic year.
6. Future action step(s).	Continue to strategize ways for Seven to reach more diverse audiences.

THEME 1: FOUNDATIONAL OUTCOMES
GOAL 3

Theme:	Theme 1: Foundational Outcomes
Department:	Human Resources & Compliance
Person(s) Responsible:	Inger Blount and Amanda Coffey
Goal #:	3
Action Step:	2 of 3 RD hires for FY21 are from under-represented populations
1. Overview of the action step.	
2. Identify what you did to address the action step.	HR actively networked to identify a diverse slate of candidates. Out of 27 applicants, 9 were identified for interviews. Of those 9, 3 were diverse. Once candidates were identified for interviews, HR actively advocated for the diverse candidates, took continuous measures to keep diverse candidates "warm" and connected to the process; and monitored the progress of diverse candidates to the point of hire.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	We need to be prepared to be active advocates when we know that a diverse candidate is at least equally qualified. We need to pull Cabinet members into their searches sooner when a qualified diverse candidate is in play.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	Because RD positions have natural turnover, this is an on-going process and an on-going goal. We need to consistently look for compositional diversity. Future steps should focus on retention of diverse RD candidates through collateral opportunities. This could allow us to develop diverse young professionals for many areas on campus.

Theme:	Theme 1: Foundational Outcomes
Department:	Alumni and Parent Relations
Person(s) Responsible:	Director of Alumni and Parent Relations (Jay McClymont)
Goal #:	3
Action Step:	
1. Overview of the action step.	Invite members of Alumni Council to participate in the civil rights bus tour. (Director of Alumni and Parent Relations)
2. Identify what you did to address the action step.	I invited Gina Gilliam to apply to participate on the civil rights bus tour, but she was not sure it would work this year in her schedule and in the end, the civil rights bus tour was cancelled.

3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	We learned that the spots on the civil rights bus tour fill up quickly and it is important to apply/submit names early.
5. Identify challenges and/or breakthroughs.	The civil rights bus tour was cancelled due to the COVID-19 pandemic.
6. Future action step(s).	Submit names of alumni council members as soon as the initial email goes out announcing the tour.

Theme:	Theme 1: Foundational Outcomes
Department:	President's Office
Person(s) Responsible:	Kim Phipps
Goal #:	3
Action Step:	The president will give leadership to designing and implementing a strategy for board of trustee's education regarding inclusive excellence.
1. Overview of the action step.	
2. Identify what you did to address the action step.	The January 2020 winter board of trustees retreat focused on cultural intelligence education provided by Dr. Sandra Upton of the Cultural Intelligence Center, LLC.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	I was pleased with the participation of all involved. The board, much like our campus community, has a desire to be more culturally intelligent, but individual members are at very different places on the journey.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	A follow-up presentation on the work of the office of diversity affairs at Messiah will be presented to the board at the October 2020 meeting.

Theme:	Theme 1: Foundational Outcomes
Department:	President's Office
Person(s) Responsible:	Kim Phipps
Goal #:	3
Action Step:	The president will work with the board of trustee's governance committee to identify and recruit prospective trustees from diverse backgrounds.
1. Overview of the action step.	The President has identified potential trustees from diverse backgrounds for future service through the work of the Parents Advancement Council and the Presidents Leadership Council.
2. Identify what you did to address the action step.	The January 2020 winter board of trustees retreat focused on cultural intelligence education provided by Dr. Sandra Upton of the Cultural Intelligence Center, LLC.
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	0
5. Identify challenges and/or breakthroughs.	Considerable work needs to be done on the part of board members themselves networking with potential trustees from diverse backgrounds.
6. Future action step(s).	Continued work towards a goal of representational diversity on the board mirroring our student population diversity which is 20%.

THEME 1: FOUNDATIONAL OUTCOMES

GOAL 4

Theme:	Theme 1: Foundational Outcomes
Department:	Human Resources & Compliance
Person(s) Responsible:	Inger Blount and Amanda Coffey as well as Provost's Office and Office of Diversity Affairs
Goal #:	4
Action Step:	Research and develop a campus-wide diversity advocate model
1. Overview of the action step.	
2. Identify what you did to address the action step.	Inger completed research in partnership with SAPPFDA and prepared the branding of the diversity advocate model, titled "Messiah College Inclusive Excellence Ambassadors"
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	The Messiah College Inclusive Excellence Ambassadors is complete. Todd was the lead on this project. We need people on search committees so that they can push back against homogeneous hiring preferences and advocate for diverse candidates.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	We need to train and educate people (hiring managers and search committees) as well as prepare advocates. We will need to vet those who become Inclusive Excellence Ambassadors - people need to be prepared to collaborate, set vision, champion and educate.

Theme:	Theme 1: Foundational Outcomes
Department:	Alumni and Parent Relations
Person(s) Responsible:	Director of Alumni and Parent Relations (Jay McClymont)
Goal #:	4
Action Step:	
1. Overview of the action step.	Partner with Orlando Williams to recruit alumni mentors for the male students of color group that he oversees. (Director of Alumni and Parent Relations)
2. Identify what you did to address the action step.	I met with Orlando to discuss how our two offices could partner in this initiative. We talk about the size and scope of the mentoring group (20 alumni and 20 students) for phases one. I felt that it was best to not try and launch this initiative during the COVID-19 pandemic as students and alumni alike were focused on other pressing issues.
3. Assess your progress(scale of 1-5)	2
4. Discuss what you learned in implementing the action step.	Meet with Orlando and continue where we left off when we return to campus in August.
5. Identify challenges and/or breakthroughs.	One of the greatest challenges will be recruiting male students from underrepresented population to join this group and enter into a mentoring relationship with alumni from underrepresented populations. It is typically challenging to help students to see the importance and value of having mentors.
6. Future action step(s).	Start to compile and list of 20+ alumni from underrepresented populations to serve as a mentor starting in January 2021.

THEME 2: COMPOSITIONAL OUTCOMES

GOAL 1

Theme:	Theme 2: Compositional Outcomes
Department:	Enrollment Management

Person(s) Responsible:	Vice President for Enrollment Management
Goal #:	1
Action Step:	<p>The College, under the direction of the Vice President for Enrollment Management, will continue to reexamine undergraduate student financial aid packaging policies in order to strategically balance responsible recruitment goals with consideration for diversity and inclusive excellence including:</p> <ol style="list-style-type: none"> 1. Implementation of a more open process for inviting students for multicultural scholarship events and increase the number of R.H. Flowers awards to reach a higher percentage of incoming students of color. 2. Hire a Coordinator of Latino Student Recruitment in Admissions.
1. Overview of the action step.	With a disparity in yield rates between students of color who attend a multicultural scholarship event and those who do not, we sought ways to open up the process to more students in 2020. With growth in Latino students driving overall growth in students of color, we also wanted to attract a Latino/a recruiter as part of the admissions team.
2. Identify what you did to address the action step.	A team from Admissions and OMP joined together in 2019 to redesign our multicultural scholarship events. The desire was to attract more students and offer more scholarships in order to meet goals spelled out in Theme One, Goal One to increase rates of domestic ethnic diversity. We hired a Coordinator of Latino Student Recruitment in the summer of 2019.
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	<p>If we can get students to campus to participate in an event, yield is strong. At the time of this report (May 18), numbers and yield for each scholarship are:</p> <ul style="list-style-type: none"> - Full Martins Scholarship = 5/5 deposits for 100% yield - \$5000 Martins Scholarship = 7/14 deposits for 50% yield (4 pending) - \$2500 R.H. Flowers Scholarship = 83/149 deposits for 55.7% yield (41 pending) <p>Thus far, students of color comprise 17.4% of the first year cohort, compared to 17.2% last May. And, 12.7% of transfer deposits are from students of color, compared to 11.1% a year ago.</p> <p>Yield is extremely low for students of color not attending a multicultural scholarship event (currently less than 10%, compared to 30% yield overall).</p>
5. Identify challenges and/or breakthroughs.	<p>While we grew participation in our events, more than half of our admitted students of color opted not to attend. The team is considering ways to improve attendance rates by:</p> <ul style="list-style-type: none"> - securing earlier applications - making a stronger case for events/scholarships
6. Future action step(s).	Improve attendance rates at multicultural scholarship events to greater than 50% of our students of color acceptance pool.

Theme:	Theme 2: Compositional Outcomes
Department:	Student Affairs
Person(s) Responsible:	Josiah Hatfield, Residence Life Diversity Advocate

Goal #:	1
Action Step:	Implement and assess recruitment and retention strategies to increase rates of domestic diversity of both undergraduate and graduate student.
1. Overview of the action step.	Residence Life will review our RA hiring practices to ensure we are intentionally recruiting and retaining RAs from historically underrepresented populations
2. Identify what you did to address the action step.	Student of Color Focus Group
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	<p>Perceptions of the RA role:</p> <p>Factors that opened doors to welcome students of color to the RA role:</p> <p>Quality relationships (especially with an RA) that directly or indirectly encouraged them to apply</p> <p>A felt need for students of color to fill leadership positions</p> <p>Though some also noted the felt pressure to fill leadership positions</p> <p>Having a financial need or benefitting financially</p> <p>Barriers to students of color to the RA role:</p> <p>Perceived fear of not having community with other students of color</p> <p>E.g. less involvement in MCC</p> <p>Perceived need to be positive about all of Residence Life and Messiah College components</p> <p>The application process itself</p> <p>Positive components:</p> <p>Felt desire that the Residence Life office puts an emphasis on issues of diversity</p> <p>The application process does check for applicant willingness and ability to talk about</p>
5. Identify challenges and/or breakthroughs.	<p>Challenges: Since students of color are often tapped for various campus involvements, this focus group was yet another way they were being tapped. This resulted in only a small number of RA participants.</p> <p>Breakthroughs: RAs of color feel very supported by Residence Directors and Residence Life emphases.</p>
6. Future action step(s).	Continue to brainstorm ways to increase student multicultural competency and desire for peers to learn and grow in their multicultural competence.

Theme:	Theme 2: Compositional Outcomes
Department:	Student Affairs
Person(s) Responsible:	Residence Life Team
Goal #:	1

Action Step:	Implement and assess recruitment and retention strategies to increase rates of domestic diversity of both undergraduate and graduate student
1. Overview of the action step.	The RD team reworked our returning RA interview process to align our hiring approach with our rubric (updated in January 2019), particularly in regards to gauging RA candidates' multicultural competence.
2. Identify what you did to address the action step.	<p>Previously asked application question: How has diversity influenced your RA role? What have you as an RA done to promote unity on our campus? What would you do next year if you are rehired?</p> <p>Now ask: What has your experience been interacting with people of diverse identities (race, gender, ability, sexual orientation, religious expression, etc.)? What have you as an RA done to promote unity on our campus? What would you do next year if you are rehired?</p> <p>Additionally, we added a "speed interview" portion to our returning RA interview process with at least one question geared toward gauging multicultural competence.</p>
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	These changes did allow us to better gauge a returning RA's multicultural competence.
5. Identify challenges and/or breakthroughs.	It is a challenge to know how to best frame questions that can capture a student's competence in the small glimpse we get of each candidate, yet we feel encouraged by the progress made this year.
6. Future action step(s).	Continue prioritizing this.

Theme:	Theme 2: Compositional Outcomes
Department:	Student Affairs
Person(s) Responsible:	Residence Life Team
Goal #:	1
Action Step:	Implement and assess recruitment and retention strategies to increase rates of domestic diversity of both undergraduate and graduate student
1. Overview of the action step.	Residence Life staff will proactively get to know students in our buildings from historically underrepresented populations in an effort to aid in their retention (and, where applicable, encourage these students to consider student leadership positions).
2. Identify what you did to address the action step.	<p>One particular way in which this occurred was an RD who participated in Into the City noticed two students leadership capabilities and encourage them to apply for RA.</p> <p>Another member of our team encouraged their Friendship Student to apply for RA, impressed by their ability to talk about hard topics in an inviting way, and they did.</p>
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	The "power of the ask" is effective and allows the team to hear marginalized student stories and encourage them in their leadership potential.
5. Identify challenges and/or breakthroughs.	Challenges: It is difficult to quantify this goal when trying to take care not to tokenize.
6. Future action step(s).	

Theme:	Theme 2: Compositional Outcomes
Department:	Advancement, Marketing and Communications
Person(s) Responsible:	Carla Gross and Nancy Soulliard

Goal #:	1
Action Step:	In collaboration with the incoming UG Admissions multicultural and international counselors, assess Messiah's current print, web communications, to determine their effectiveness—or identify new communication strategies—to support Messiah's FY20 SURECP and international recruiting goals.
1. Overview of the action step.	In consulting with UG Admissions on how we could assist them with their diversity related recruitment goals for FY20, they said they would like to focus on strengthening their recruitment strategies for Latinx students.
2. Identify what you did to address the action step.	Leaders from the marketing and communications team met with Marianne Ramirez Gomez and Sarah Wade to target several key strategies that could increase our reach and engagement with Latinx prospective students and their families, including developing the following marketing resources in Spanish: a virtual tour on social media, billboards and marketing digital displays in geo-regions that have a high concentration of Latinx community members and businesses; print and digital marketing communications. We also expanded our paid advertising placements into media that serves Latinx populations.
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	My team and I have learned much from working with Marianne in her new multicultural role in undergraduate admissions, including how to integrate themes and messages that are important to Latinx students and their families, as well as similarities and differences between general mass media and Latinx media buying and consumption patterns.
5. Identify challenges and/or breakthroughs.	A key challenge for us has been ensuring the accurate translation of the Spanish language or our marketing communications. To date we have been relying on the cooperation of staff, educators and students to assist us with this, but we realize we will need to expand into finding some professional resources to help assist us as our translation expands to other marketing communications.
6. Future action step(s).	This goal was a good entry point, but I believe we can improve the message customization for Latinx prospective students and their families, i.e, rather than just the translation of our current marketing copy that we use for all audiences. We will also partner with admissions in FY21 for their focal points on their SURECP admissions goals, which may broaden beyond our current initiatives with Latinx students

Theme:	Theme 2: Compositional Outcomes
Department:	School of Science Engineering and Health
Person(s) Responsible:	Angela Hare
Goal #:	1
Action Step:	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.
1. Overview of the action step.	
2. Identify what you did to address the action step.	Four STEM academic summer camps were launched for Summer 2020. Three of these were science camps for grades 7-12, offered by the Oakes Museum. The fourth was a Cybercamp for high schoolers to learn about cybersecurity. Each of these included a marketing plan to include diverse audiences and included scholarship support based on financial need.
3. Assess your progress(scale of 1-5)	3

4. Discuss what you learned in implementing the action step.	
5. Identify challenges and/or breakthroughs.	All four of these camps were cancelled for Summer 2020 due to COVID-19.
6. Future action step(s).	The school of SEH will offer several (2-3) STEM summer academic offerings for high school and/or undergraduate audiences in Summer 2021, 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.

Theme:	Theme 2: Compositional Outcomes
Department:	Development
Person(s) Responsible:	Jon Stuckey
Goal #:	1
Action Step:	The Development Office will continue to identify and cultivate donors who wish to establish scholarship support for domestic students from diverse backgrounds.
1. Overview of the action step.	While not exclusive to students from diverse backgrounds, because of our ability to respond quickly to those donors who expressed interest in supporting students most impacted by the COVID-19 pandemic, we were able to raise \$60K in new direct aid dollars for the Good Samaritan Fund. The Good Samaritan Fund provides additional scholarship aid dollars to students whose financial situations have dramatically changed. These dollars are particularly helpful to international students who are not eligible for federal stimulus support. In the past year, we have raised over \$4,600 for existing scholarships for domestic students from diverse backgrounds.
2. Identify what you did to address the action step.	
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	Similar to outside funders, it is challenging to find alumni who are willing to financially support these efforts. Our successes have been where the donor identifies racial reconciliation and/or supporting students from diverse backgrounds as a priority for themselves.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	We continue to seek out donors who wish to establish new endowments for domestic students from diverse backgrounds.

Theme:	Theme 2: Compositional Outcomes
Department:	Development
Person(s) Responsible:	Jon Stuckey
Goal #:	1
Action Step:	The Development Office will implement the third year of a three-year pilot program entitled Women of Influence (WOI). 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 first generation students with mentors.

1. Overview of the action step.	Because of the COVID-19 pandemic, we were not able to fully implement all activities for the Women of Influence program this spring. That being said, we continue to receive positive feedback from both students and mentors about their participation in this program. The planning committee will review evaluation data over the summer and determine how best to move forward. At this point, we do anticipate renewing the program for at least another three years.
2. Identify what you did to address the action step.	
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	
5. Identify challenges and/or breakthroughs.	Our biggest challenge was not having students on campus this spring. Still, students and mentors were able to connect virtually.
6. Future action step(s).	

THEME 2: COMPOSITIONAL OUTCOMES
GOAL 2

Theme:	Theme 2: Compositional Outcomes
Department:	Enrollment Management
Person(s) Responsible:	Vice President for Enrollment Management
Goal #:	2
Action Step:	Implement and assess recruitment and retention strategies to increase rates of international undergraduate and graduate students.
1. Overview of the action step.	The Office of Enrollment Management will optimize current relationships abroad in Malaysia even as we continue to invest in new possibilities in China and the Bahamas. Specific actions will include: Work with new leadership at Methodist College, Kuala Lumpur (MCKL) to fortify partnership. Evaluate efforts in China to determine appropriate goals moving forward.
2. Identify what you did to address the action step.	The Admissions Team continues to work with partners in Malaysia to enroll both first-year and transfers students. In fact, on June 1, 2020 we had eight new transfer student deposits from our ADTP (American Degree Transfer Program) with MCKL and several other first-year students. Veronica Yap continues to be our representative to families and schools from the region. While we face many uncertainties about student visas and travel this summer, we remain committed to this partnership. President Phipps will plan a return visit as soon as safe and feasible to meet the new leader of MCKL.
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	We are pleased with work in Malaysia. Efforts in China have become increasingly difficult. Even prior to the pandemic, progress in China was thwarted. Our Christian mission was scrutinized by Chinese officials, and partners have made little progress recruiting students.
5. Identify challenges and/or breakthroughs.	At this time (June 1, 2020) U.S. consulate offices remain closed, and no student visas are being issued. We will stay in touch with our hopeful international students over the summer and keep an eye on timelines for reopening consulates and resuming international travel.

6. Future action step(s).	While efforts in China continue to be thwarted, we will discuss whether our transition to Messiah University offers new hope for resuming activity there and opening up additional opportunities internationally. This will potentially be included in the next institutional strategic plan.
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Theme:	Theme 2: Compositional Outcomes
Department:	Development
Person(s) Responsible:	Jon Stuckey
Goal #:	2
Action Step:	The Development Office will continue to identify and cultivate donors who wish to establish scholarship support for international students.
1. Overview of the action step.	In the past year, we have raised over \$3,000 for existing international scholarships.
2. Identify what you did to address the action step.	
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	We continue to seek out donors who wish to establish new endowments for international students.

THEME 2: COMPOSITIONAL OUTCOMES
GOAL 3

Theme:	Theme 2: Compositional Outcomes
Department:	Diversity Affairs
Person(s) Responsible:	SAPPDA
Goal #:	3
Action Step:	Create a mentoring group for younger professionals of color dedicated to mentoring and professional development.
1. Overview of the action step.	Create a mentoring group for younger professionals of color dedicated to mentoring and professional development.
2. Identify what you did to address the action step.	In the Spring of 2019 the Office of Diversity Affairs held a preliminary meeting with the targeted group to discern whether or not there was interest in such a group and if so, in what direction should the group proceed. It was determined that there was a need for this group, that meetings would occur on a monthly basis, and that a combination of professional and social support was needed.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	The group met on a monthly basis in a "book club" format that alternated between a breakfast and lunch meeting time. Approximately 6 meetings were held until the semester was interrupted. To a person those who participated found the gatherings to be beneficial and are desiring to continue in the future.

5. Identify challenges and/or breakthroughs.	Perhaps move to a schedule that alternates so that meetings take place every other month (Sep-Nov-Jan-Mar) with a holiday (Dec) and end of year (May) get together with spouses and/or families. The group consists exclusively of "non-faculty" members. Need to invite younger faculty members of color as there is currently no comparative space for their professional and social development. Need to identify someone (preferably a younger member of the college community who has been at Messiah for a while) to take over primary facilitation of the group.
6. Future action step(s).	Plan to continue with this initiative with modifications discussed in #5

Theme:	Theme 2: Compositional Outcomes
Department:	Diversity Affairs
Person(s) Responsible:	SAPPDA
Goal #:	3
Action Step:	Implement and assess strategies to effectively recruit, hire, and retain employees from historically underrepresented populations.
1. Overview of the action step.	Create a mentoring group for younger professionals of color dedicated to mentoring and professional development.
2. Identify what you did to address the action step.	In the Spring of 2019 the Office of Diversity Affairs held a preliminary meeting with the targeted group to discern whether or not there was interest in such a group and if so, in what direction should the group proceed. It was determined that there was a need for this group, that meetings would occur on a monthly basis, and that a combination of professional and social support was needed.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	The group met on a monthly basis in a "book club" format that alternated between a breakfast and lunch meeting time. Approximately 6 meetings were held until the semester was interrupted. To a person those who participated found the gatherings to be beneficial and are desiring to continue in the future.
5. Identify challenges and/or breakthroughs.	Perhaps move to a schedule that alternates so that meetings take place every other month (Sep-Nov-Jan-Mar) with a holiday (Dec) and end of year (May) get together with spouses and/or families. The group consists exclusively of "non-faculty" members. Need to invite younger faculty members of color as there is currently no comparative space for their professional and social development. Need to identify someone (preferably a younger member of the college community who has been at Messiah for a while) to take over primary facilitation of the group.
6. Future action step(s).	Plan to continue with this initiative with modifications discussed in #5

Theme:	Theme 2: Compositional Outcomes
Department:	Career & Professional Development (CPDC)
Person(s) Responsible:	Christy Hanson/CPDC Team
Goal #:	3
Action Step:	Hire staff person to help CPDC advance diversity and inclusion efforts
1. Overview of the action step.	
2. Identify what you did to address the action step.	Reconfigured job description of a position in the CPDC to explicitly focus on diversity and inclusion efforts; hired Orlando Williams who brings experience in multicultural student programs.
3. Assess your progress(scale of 1-5)	5

4. Discuss what you learned in implementing the action step.	Since Orlando's hiring, we have seen an increase of students of color visiting the CPDC. We are excited about the potential of more effectively serving students from underrepresented populations given the adjusted job description and priorities.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	Continue to strengthen relationships with campus partners; set related annual goals for programs/services.

Theme:	Theme 2: Compositional Outcomes
Department:	Fitness Center
Person(s) Responsible:	Kevin Ogden
Goal #:	3
Action Step:	Prioritize hiring of exercise instructors, fitness center monitors, and strength and fitness coaching staff from underrepresented populations
1. Overview of the action step.	Prioritize hiring of exercise instructors, fitness center monitors, and strength and fitness coaching staff from underrepresented populations
2. Identify what you did to address the action step.	Post the positions for everyone to apply to versus recruit from my "connection groups"
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	To truly give everyone equal access to positions they need to be posted for everyone to see
5. Identify challenges and/or breakthroughs.	CPR/AED/First Aid certification is a large barrier to hiring a diverse staff. The college does offer trainings and I have a budget but these trainings are at limited times throughout the semester (3 hour blocks during the day - very hard for students to go to them if they have a full class load). If I need a student to fill a spot on short notice I can only pick from those who are already certified
6. Future action step(s).	Work harder to find alternate ways to offer CPR/AED/First Aid certification so this is not a barrier to finding a staff that represents our student and employee population well

Theme:	Theme 2: Compositional Outcomes
Department:	Diversity Affairs, Faculty Development, Provost
Person(s) Responsible:	Randall Basinger, Alison Noble, Todd Allen, Cynthia Wells
Goal #:	3
Action Step:	Explore the development of a support group and other strategies for nurturing and retaining faculty of color.
1. Overview of the action step.	Developing support strategies specific to the distinct needs of faculty of color was explored and one support strategy was initiated.
2. Identify what you did to address the action step.	A breakfast dialogue, facilitated by the SAPPDA was held with faculty of color in February. A second dialogue session was to be held in late March with the Associate Director of Faculty Development for Teaching and Learning, with the intended outcome of generating specific support strategies moving forward. The second dialogue was disrupted by COVID-19.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	The first dialogue was very well-received by faculty of color, and the conversation affirmed the need for intentional support strategies.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	Implement intentional support strategies in order to nurture and retain faculty of color.

THEME 2: COMPOSITIONAL OUTCOMES
GOAL 4

Theme:	Theme 2: Compositional Outcomes
Department:	Human Resources & Compliance
Person(s) Responsible:	Inger Blount
Goal #:	4
Action Step:	Rework the Faculty Recruiting Toolkit for vetting prospective candidates on College mission and inclusive excellence
1. Overview of the action step.	
2. Identify what you did to address the action step.	Added elements to the Attachment A-2 in the hiring criteria that screens for mission fit and ability to practice inclusive excellence and demonstrate cultural intelligence. Added an attachment B that has targeted interview questions designed to assess mission fit and commitment to cultural intelligence and inclusive excellence.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	
5. Identify challenges and/or breakthroughs.	We can build the tool, but folks have to use it. The deans need to hold their folks accountable to using the tool.
6. Future action step(s).	Training for search committees needs to continue. Alison will need to encourage the use of the toolkit in a consistent manner.

Theme:	Theme 2: Compositional Outcomes
Department:	Human Resources & Compliance
Person(s) Responsible:	Inger Blount
Goal #:	4
Action Step:	Build a toolkit for recruiting adjuncts that allows us to vet candidates for mission and inclusive excellence.
1. Overview of the action step.	
2. Identify what you did to address the action step.	This project is shared with the Provost's office and is stalled.
3. Assess your progress(scale of 1-5)	2
4. Discuss what you learned in implementing the action step.	
5. Identify challenges and/or breakthroughs.	Recruiting adjuncts is extremely inconsistent and standard does not exist.
6. Future action step(s).	Training for department chairs will be essential.

THEME 3: CAMPUS CLIMATE OUTCOMES
GOAL 1

Theme:	Theme 3: Campus Climate Outcomes
Department:	Enrollment Management
Person(s) Responsible:	Vice President for Enrollment Management
Goal #:	1
Action Step:	Promote a campus climate marked by a commitment to diversity, inclusive excellence, and reconciliation in which all members of the College feel a sense of belonging.

1. Overview of the action step.	Host next-level sessions for cultural intelligence as part of Enrollment Management professional development.
2. Identify what you did to address the action step.	In August, 2019, as part of “professional development week,” Enrollment Management hosted Todd Allen, Marcelle Giovannetti, and Dereck Kamwesa for a session entitled: Cultivating CQ in the Workplace. Discussion ensued on implications for interactions with colleagues and for how we recruit and retain students. Additionally, all supervisors at the Associate Director level and higher participated in the “White Awake” book discussions during the 2019-2020 academic year.
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	The team has grown through these efforts. We see it in how we respond to colleagues and how we approach recruiting students. It is something we will keep as part of our ongoing training and development.
5. Identify challenges and/or breakthroughs.	Representation among the employee base and within our student worker and Ambassador team has grown. This is important as we seek to be even more welcoming and hospitable, thus it continues to be a priority as we build/shape our team.
6. Future action step(s).	Enrollment Management is committed to ongoing professional development in the areas of cultural intelligence, anti-bias training, etc. Each year we thoughtfully consider how to address these themes during professional development week and through EM division meetings. I look forward to working with President’s Cabinet on bigger-picture initiatives, maybe White Awake, Round Two?

Theme:	Theme 3: Campus Climate Outcomes
Department:	Student Affairs
Person(s) Responsible:	Marcelle Giovannetti, Jocelyn Clippinger (attendee), and Cherisse Daniels
Goal #:	1
Action Step:	To provide a safe place for women of color to come together and share their experience on Messiah's campus and the challenges/ joys of being a woman of color
1. Overview of the action step.	This group has been running for the last year or so and was developed to provide women (especially women of color) a space to gather and support one another. The group meets a few times a semester for about an hour.
2. Identify what you did to address the action step.	I personally attended the group to hear the stories of our students of color and to also participate in sharing personal experiences.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	This group was Marcelle's "baby"/"brain child", but I was able to participate for every group session (save for maybe one or two) during the spring semester. I learned that it is important to cultivate places of acceptance and understanding for students in which they can be comfortable in their own skin and find support in shared experiences Messiah should continue to offer this group and hopefully others one day, since it would benefit the students who are marginalized by promoting a sense of belonging among students. I also think that if more staff/employees get involved, it can foster positive mentorship and/or relationships that students can reach out to and depend on
5. Identify challenges and/or breakthroughs.	COVID interrupted the meetings for a couple weeks, but we were able to come together at least two more times before the semester ended. I think a challenge is scheduling the meeting times for students since they have many activities and/or classes going on through most of the day into the evening.
6. Future action step(s).	To personally participate in this group and consider if there are other groups that could be started.

Theme:	Theme 3: Campus Climate Outcomes
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Department:	Human Resources & Compliance
Person(s) Responsible:	Amanda Coffey, Inger Blount
Goal #:	1
Action Step:	Work with President's Cabinet to identify the education, programs and action steps that best address the priorities and recommendations in the Campus Climate Report.
1. Overview of the action step.	The Campus Climate Action priorities identified as a result of the survey by President's Cabinet were 1. Educating departments on the College's commitment to inclusive excellence, the results of the PSU report and the on the steps being taken to use this information to positively impact student and employee experience. 2. Developing and implementing recruiting practices that yield greater compositional diversity. 3. Developing and implementing professional education on Cultural Intelligence and 4. Monitoring the campus climate and maintaining feedback on climate.
2. Identify what you did to address the action step.	The results of the PSU report were shared with leadership including deans. HR, Enrollment, Student Affairs, ITS, and Operations had department meetings to share the results as well. Enrollment, HR, ITS, Operations and Student Success & Engagement also reviewed the DSP with their departments at least once. Additional CQ education occurred: Sandra Upton presented CQ Workshop to campus leadership in October 2018 and to the BOT in January 2020. In addition, Advancement, Enrollment, Finance, HR, Operations, and Student Success & Engagement all had workshops related to CQ. Additional programming related to Book Club on White Awake and The Sun Does Shine. Supervisor Series included session for 93 supervisors on Understanding Implicit Bias on October 29, 2019.
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	It is absolutely critical for senior leadership to illustrate a commitment CQ and inclusive excellence as part of the Messiah strategy for success. Employees who are vague on the commitment do not engage; whereas employees who supervisors express it as an imperative for success do engage.
5. Identify challenges and/or breakthroughs.	We have not fully addressed the either or mentality that came through in the PSU report. We need to do that.
6. Future action step(s).	This is an action step that will require renewal each year. We need to continue to identify educational programming that further develops and refines the cultural intelligence of our community.

Theme:	Theme 3: Campus Climate Outcomes
Department:	Intercultural Office
Person(s) Responsible:	Cherisse Daniels
Goal #:	1
Action Step:	
1. Overview of the action step.	Work with Admissions to establish large-scale visit days for students of color.
2. Identify what you did to address the action step.	Multicultural Student Programs worked closely with Admissions to revamp Multicultural Scholarship Days. The Interview process was altered to appeal to introverted and extraverted prospective Martin/RH Flowers students. Prospective students were given the option before the scholarship day to participate in a group interview or essay interview. The GPA requirement was also eliminated to attract academically diverse students. By making these strategic revisions, large-scale Multicultural Scholarship Days were established. Messiah College hosted 141 prospective students of color for Multicultural Scholarship Days.
3. Assess your progress(scale of 1-5)	5

4. Discuss what you learned in implementing the action step.	I think the new Multicultural Scholarship Day team worked well together. The Assistant Director of Admissions/Multicultural Recruitment and I were both new to our roles, but were able to execute the implementation of this event well. Changing the interview process was a great decision. We were able to give prospective students a choice to lean into their strengths.
5. Identify challenges and/or breakthroughs.	There were no challenges present during the implementation of this action step
6. Future action step(s).	I believe that establishing large scale visit days for students of color has been completed. I have no future action steps to recommend.

Theme:	Theme 3: Campus Climate Outcomes
Department:	Marketing and Communications
Person(s) Responsible:	Carla Gross, Danielle Ran, Nancy Soulliard
Goal #:	1
Action Step:	Use the feedback from FY19's conversation on OMC's compositional diversity protocols to develop an ongoing communication plan that includes annual points of contact with the Multicultural Student Council and content on the OMC website that communicates our team's approach to compositional diversity and inclusion.
1. Overview of the action step.	This is a follow up and expansion to the sharing of Marketing and Communications Compositional Diversity Protocol with a wide variety of campus governance and student groups for insight, feedback and revision.
2. Identify what you did to address the action step.	We completed meeting with the remaining groups from whom we were seeking feedback on our current protocols, including Disability Services and the multicultural counselors/directors in admissions. We made all final revisions to the protocols based on the excellent feedback we received, posted the protocols on our department website as suggested and now have annual meetings scheduled with the Multicultural Council at the beginning of each school year to build relationships and seek input and assistance from their new student leaders.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	I learned that listening to the perspectives and experiences of our students of color is the most effective way to align my team's work with the broader goals of inclusiveness and inclusion.
5. Identify challenges and/or breakthroughs.	We still continue to work through with the students on the Multicultural Council solutions and best approaches for how to work at students of color not feeling "singled out" or "being used" in our campus photo shoots. There is also still some confusion between mis-actions that occur with Pulse or other photographers who are not hired by our office being attributed to OMC. We are in a better place to talk that out with students when it happens, but are still thinking through some type of joint training with the Pulse or developing written protocols for all campus photographers.
6. Future action step(s).	Another conversation that came out of these discussions is exploring the option of how we can hire more photographers of color so that we have a different perspective in that form of our communication.

Theme:	Theme 3: Campus Climate Outcomes
Department:	Student Affairs

Person(s) Responsible:	Vice Presidents Kathie Shafer, Amanda Coffey, John Chopka, David Walker Kris Hansen-Kieffer
Goal #:	1
Action Step:	Develop a series of conversations around diversity, inclusive excellence, and reconciliation for directors/supervisors, using the White Awake text by Daniel Hill
1. Overview of the action step.	Several Vice Presidents worked together to facilitate a book discussion based upon the text White Awake
2. Identify what you did to address the action step.	We held 6 2 hour discussions with our leadership teams
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	There is a wonderful benefit to having discussions (in this case several discussions) across divisions. Learning each others experience and story and perceptions of the text deepened our learning and nurtured our compassion and understanding for each other.
5. Identify challenges and/or breakthroughs.	see above
6. Future action step(s).	I hope our leaders will feel equipped to host something similar with their teams.

Theme:	Theme 3: Campus Climate Outcomes
Department:	Engle Center for Counseling and Health Services
Person(s) Responsible:	Eleanor Muir
Goal #:	1
Action Step:	Each member of the Leadership Team will attend at least two intercultural events to promote personal learning, build relationships, and offer presence and support to students and colleagues.
1. Overview of the action step.	Each member of the Leadership Team will attend at least two intercultural events to promote personal learning, build relationships, and offer presence and support to students and colleagues.
2. Identify what you did to address the action step.	Identified programs and events for Engle Center staff.
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	Participating in campus events related to diversity, and supporting students by attending their diversity programs, contributed to a campus climate of cultural appreciation and inclusion.
5. Identify challenges and/or breakthroughs.	The COVID-19 shutdown was the greatest challenge, because we were unable to complete our assessment of accomplishing this goal.
6. Future action step(s).	I'd like to continue this goal in future years.

Theme:	Theme 3: Campus Climate Outcomes
Department:	Fitness Center
Person(s) Responsible:	Kevin Ogden
Goal #:	1
Action Step:	Find populations we are not serving well with our current fitness/wellness programing and work to design programing.
1. Overview of the action step.	Find populations we are not serving well with our current fitness/wellness programing and work to design programing.

2. Identify what you did to address the action step.	Hired a diverse student leadership staff. Engage in student leadership training and focus training on this goal. Serve as a diversity advocate for the fitness center. We ended up posting more workouts you can do not in the fitness center. We also did more events outside the fitness center. We had planned to partner with many departments during spring wellness week that was canceled.
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	Moving away from the fitness center to engage different groups is essential.
5. Identify challenges and/or breakthroughs.	Coordinating with other student groups at times was difficult given a range of schedules
6. Future action step(s).	I am very excited at the new structure of wellness and recreation compared to the fitness center. Specifically I am excited for a student wellness leadership team made up of Minds Matter, Fitness Center Leaders, and Outdoors Club Leaders. I think this will certainly increase the depth and breadth of programing offered to campus.

Theme:	Theme 3: Campus Climate Outcomes
Department:	College Ministries
Person(s) Responsible:	Don Opitz
Goal #:	1
Action Step:	Rich Diversity of Chapel Speakers and Sixer options
1. Overview of the action step.	During the 2019-2020 we had a great array of chapel speakers that represented not only the core concerns of our Messiah tradition but also the lived experience of the black and Hispanic churches, as well as the perspectives of the disabled and women. Carlos Kelly, Stephanie Summers, Melvin Baber, Mina Choi in the fall; Minnijean Brown-Tricky for MLK programs in January Drew Hart, Herb Bailey, Daniel Hill in the spring (as well as COVID delays for Stephen Faller and George Pickens) Our Sixers program also addressed the topics of reconciliation and inclusion in various ways: People and Place, Redeeming Sexuality, Love for those with a Different Lived Experience, Just Prayer, Reading the Bible with the Other were all well attended and well received.
2. Identify what you did to address the action step.	Inviting speakers and educators, networking, building speaker database
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	That even when we bring in diverse speakers or provide music from other cultures, minority students often still feel that this is merely a token effort--the majority white culture simply nodding to diversity.
5. Identify challenges and/or breakthroughs.	Diversifying our staff has helped. Helping white students understand white privilege has helped as well.
6. Future action step(s).	Keep up the effort to display diverse perspectives and styles of preaching/worship. Work harder to gather student feedback and leadership from minority students.

Theme:	Theme 3: Campus Climate Outcomes
Department:	School of Graduate Studies
Person(s) Responsible:	Rob Pepper
Goal #:	1
Action Step:	Analyze the 2019 School of Graduate Studies Student Satisfaction Survey and develop programming to address areas of concern related to diversity and inclusive excellence.

1. Overview of the action step.	We conducted a survey in spring 2019 and we were hoping to delve into the finding and make plans accordingly.
2. Identify what you did to address the action step.	We did not accomplish this goal, as COVID-19 took our energy in the spring of 2020.
3. Assess your progress(scale of 1-5)	1
4. Discuss what you learned in implementing the action step.	
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	We will add this goal to the 20-21 plan

Theme:	Theme 3: Campus Climate Outcomes
Department:	School of the Humanities
Person(s) Responsible:	Peter Powers, Interim Dean
Goal #:	1
Action Step:	Work with the Office of Diversity Affairs to engage the BESS leadership team in the college-wide goals and commitments for inclusive excellence and its importance for understanding our work as departments and as a school.
1. Overview of the action step.	I would describe this goal as accomplished, at least taking in to account we were starting with a fairly low bar
2. Identify what you did to address the action step.	a. Organized a meeting with Todd to discuss the Diversity Strategic Plan and its background with the BESS leadership team. This had never really been done before in a focused fashion, so it was helpful for folks to get on the same page with a common language. There were some follow ups individually in particular instances, and there were chances to engage with the leadership team in the hiring process as part of this protocol, though these weren't really part of the plan at the beginning of the year
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	I would say individually it was enlightening to see that departments are in very different places on this score. Something that is true in the Humanities as well, but it was useful to understand that departments have very different cultures surrounding this issue and very different levels of ease in talking about it, as well as very different perceptions about how important it is to engage. At a department level, I think the theological and educational backgrounds for the the diversity plan were very enlightening to some of the chairs. It struck me on the whole that BESS leadership was a little bit less informed about the nature of the plan and why we would have one than I expected. So it was good for folks to understand the rationale for the college commitments in this area.
5. Identify challenges and/or breakthroughs.	There were some basic structural challenges to achieving very much with BESS this year. One, I came in as interim at the last minute with very little chance to plan. The goal was thrown together at the last minute on one level. Secondly, that structure meant I didn't have a good sense of where BESS folks were heading in to the conversations, nor did I have a good sense of how to follow up since I didn't know the departments well. Finally, with 19 direct reports and programs under me, it was difficult to actually address things in an intentional way at the department level by way of intentional department action. Methods I've used in the past such as intensive retreats with chairs could not be pulled off this year in this much larger and more complex environment, so there may be a chance for that in the future

6. Future action step(s).	My intended follow up action step was to develop an internal committee of diversity advocates, but the desire seems to be not having things along these lines within schools and to manage it at the university level. I'm not sure at this point what a good follow up or next step will be vis-a-vis BESS. I had thought about a chairs retreat to go deeper in to things along the lines of what's been accomplished so far with the Humanities, but the COVID-19 pandemic has stymied that idea for the moment, though it could be pursued next spring, perhaps.
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Theme:	Theme 3: Campus Climate Outcomes
Department:	School of the Humanities
Person(s) Responsible:	Peter Powers, Dean
Goal #:	1
Action Step:	<p>The School of Humanities will address concerns with gender equity and inclusion in the School. Specifically, the Dean and Faculty in SOH will:</p> <p>Have department chairs participate in a retreat focused around the experiences of female faculty in the academy.</p> <p>Conduct an inventory of service assignments to identify, understand, and address possible inequities that exist relative to questions of race/ethnicity and gender.</p> <p>Work on a program of professional development addressing the relationship between gender and different communication styles and the implications for interactions within the school and departments.</p>
1. Overview of the action step.	This was ambitious and was only partially accomplished. We did have a focused mini-retreat by the chairs on questions of gender equity that was very very helpful. However, some of the other goals. A couple of departments did service inventories, but we got bogged down in how we were defining service and how to evaluate unacknowledged workload that were not explicitly defined by things like committee assignments. As prioritization occupied more and more of peoples time, we put aside progress on this issue and on the idea of working out communication problems at the school level with the idea that we would return to them in May. The COVID-19 pandemic made this impossible
2. Identify what you did to address the action step.	See above. We had a miniretreat focused on gender equity questions for chairs. We discussed how to go about assessing service loads but came to no effective conclusions. We intended to revisit the question of a workshop on communication, but were stymied by the COVID 19 pandemic
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	It's hard to recreate right now what we accomplished in our mini-retreat, but the humanities chairs agreed it was a profitable experience. I think we -- and by we I think I mean primarily the male chairs--came away with a somewhat better understanding of the things our female colleagues face in occupying leadership roles in the departments, as well as general expectations that fall on female colleagues.

<p>5. Identify challenges and/or breakthroughs.</p>	<p>As noted above there were a number of structural and definitional challenges to pursuing what we set out to pursue that we could not or did not anticipate in setting the goals. I think we need a better sense of how to evaluate unacknowledged workload as it relates to service for both women and faculty of color. I think everyone realized that men are more willing to just say no to things and do not seem to pay a price for it. It was unclear whether women were penalized for saying no to things, but it did seem harder for them to say no. More than this, it was clear that it is the culture of many departments and meetings on campus that the women step up to do things that have to get done, while the men can just step aside and not volunteer. Finally we face the structural challenge of not having a good gender balance in the school, which means that women sometimes are taking on extraordinary unacknowledged workloads besides the perception that they may be doing more official service as well. These kinds of practices can be depleting to our female colleagues. At the same time we were a bit stymied in knowing how to measure and evaluate what is going on in a meaningful way that would allow us to take concrete steps to address it. There were other structural challenges. Prioritization sucked up everyone's time, and then the COVID-19 pandemic put to rest the idea we could get back to these things later in the spring. Finally, my role overseeing two schools made it harder to figure out how we could deploy school or department chair meetings to accomplish some of these ends. We started out functioning as two separate schools, but in terms of business and meetings we very quickly devolved to a unified meeting structure, meaning some of these professional development and department culture issues were not as easy to manage with a larger collection of colleagues at the table who had not been part of our conversations over the past two year.</p>
<p>6. Future action step(s).</p>	<p>I still think it is worthwhile to follow up on figuring out what to do about unacknowledged workload and undue service among female faculty. How to define it, measure it, and address it. But we would need help with that. I also think it would be worthwhile to have some focused conversations on the ways in which men and women interact in meetings and the like. The structural challenge of how to do this with 15 departments and several programs as well as nearly 90 faculty is daunting and I'm not sure at this stage what kind of programming would best help achieve these goals.</p>

<p>Theme:</p>	<p>Theme 3: Campus Climate Outcomes</p>
<p>Department:</p>	<p>School of the Arts</p>
<p>Person(s) Responsible:</p>	<p>Richard Roberson</p>
<p>Goal #:</p>	<p>1</p>
<p>Action Step:</p>	<p>Meet regularly with student liaisons from the School of the Arts to discuss issues of climate in the school related to inclusive excellence.</p>
<p>1. Overview of the action step.</p>	<p>Meet regularly with student liaisons from the School of the Arts to discuss issues of climate in the school related to inclusive excellence.</p>
<p>2. Identify what you did to address the action step.</p>	<p>I identified potential students, but did not follow through.</p>
<p>3. Assess your progress(scale of 1-5)</p>	<p>2</p>
<p>4. Discuss what you learned in implementing the action step.</p>	<p>I have had excellent conversations with individual students, but the need is still there for a mechanism for regular input.</p>
<p>5. Identify challenges and/or breakthroughs.</p>	<p>The biggest challenge is simple lack of time in a year of prioritization. Next year looks to be even more difficult.</p>
<p>6. Future action step(s).</p>	<p>I hope to implement this before the school year begins.</p>

Theme:	Theme 3: Campus Climate Outcomes
Department:	Intercultural Office
Person(s) Responsible:	Lydia Skulstad and ISA/MuKappa Cabinet Members
Goal #:	1
Action Step:	Continue to refine International Gala to make it a more accessible event for members of the Messiah College community.
1. Overview of the action step.	As a signature Messiah event where the diversity within our community, particularly our international students, is celebrated, we wanted to find ways to continue the growth and accessibility of the event to all of our community, and perhaps even some visitors from off campus.
2. Identify what you did to address the action step.	<p>☑Worked with Abby Book to increase dinner capacity. We managed to allow for 570 combo dinner/performance tickets to be sold this year (instead of 425 from previous year), along with 130 performance-only tickets.</p> <p>☑We were working with some off-campus partners who were going to attend the event, including a small group of MKs and TCKs from other institutions who do not have such an event on their own campus, and SGA was going to be hosting a group of student government leaders from other CCCU schools.</p> <p>☑There were significant scheduling challenges with the event this year. We worked with the college to establish a recurring date every year for International Gala going forward so that the spaces are reserved annually, and the event is always on the president's calendar.</p> <p>☑We had a diverse performance line up from students all over the world, but also domestic students.</p> <p>☑Unfortunately, due to COVID-19, this April event was not able to happen as planned. However, students did pull off a 3-day online Instagram International Gala, which was well participated online.</p>
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	International Gala is a popular and successful annual event, yet there are still improvements to be made as we want to continue to make it more welcoming and accessible for all students within our community.
5. Identify challenges and/or breakthroughs.	The most significant challenge was that, after our significant work and planning, we were not able to hold this in-person event due to COVID-19. The students worked hard to pull together a successful online event, but it would be have been helpful to have more time to increase participation in the online event.
6. Future action step(s).	With the changes that were made in 2018/19, and further changes in 2019/20, an excellent program and plan is in place for the execution of a large, accessible, and in-person International Gala. However, looking forward to next academic year, I am unsure whether we will be able to have this large celebration in person if the circumstances of the COVID-19 pandemic have not significantly improved. It seems crucial that we make a decision earlier rather than later about whether we can plan an online event in order to make it as accessible to the community as possible.

Theme:	Theme 3: Campus Climate Outcomes
Department:	The Office of Academic Accessibility (formerly as Disability Services)
Person(s) Responsible:	Amy Slody
Goal #:	1
Action Step:	Initiate and enact an official name change for the Office of Disability Services. (Office of Disability Services)

1. Overview of the action step.	Conduct a survey with students on whether name change is needed and collect ideas for name change. Gather a group of individuals representative of various campus constituencies and discuss name change. Draft and submit documentation to provost describing why name change is important. Have name change approved.
2. Identify what you did to address the action step.	That is listed above in overview.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	As of July 1, 2020 the new name for the Office of Disability Services will be The Office for Academic Accessibility. Changes to the name on the website, forms, and policies will be made throughout the summer.
5. Identify challenges and/or breakthroughs.	A challenge was having to ask other people to bring my name change to the table. Trusting others to carry forth your banner for change is difficult. I was surprised the name change was approved with no debate.
6. Future action step(s).	Market name change so all constituents on campus know who we are, who we serve, and what we are called. Change name on all materials to reflect our new name. Rebrand the new name which is now the Office of Academic Accessibility.

Theme:	Theme 3: Campus Climate Outcomes
Department:	The Office of Academic Accessibility (formerly as Disability Services)
Person(s) Responsible:	Amy Slody
Goal #:	1
Action Step:	The OAA will partner with departments on campus to more effectively use campus wide events and programs (ex. Special Olympics) as a platform to enhance understanding of disability and to work toward a campus climate where all individuals with disabilities feel valued and accepted. (Director of Disability Services).
1. Overview of the action step.	The OAA partnered with several departments across campus to better help individuals understand the term disability and to work towards a campus climate where all individuals feels valued and accepted.

2. Identify what you did to address the action step.	<p>1. Disabilities in the Dark – OAA partnered with the Engle Center, faculty from the Education Department, and a community member to provide a venue to students to ask questions anonymously about anything disabilities. Approximately 15 students attended the session and the questions asked were plentiful and meaningful. Student feedback was positive when the session concluded.</p> <p>2. Focus Group – In order to ensure that all voices are being heard concerning accessibility on campus surrounding the construction, a focus group of 7 students was established for administration to listen to concerns and possible suggestions on making our community accessible. As a result of the meeting, signage was created encouraging students to be courteous and conscientious of others needs when using the elevator, a rule was put into play (as well as signage) asking students not to skateboard in congested areas of campus, new parking spaces were added to parking spaces in the upper drive/drop off area by the lower Boyer entrance, and it was determined more focus groups would be held in the future. After the completion of the Focus Group student feedback was positive. Some concerns did remain about accessibility, but individuals were encouraged to see that Messiah College was willing to listen o concerns and implement some suggestions.</p> <p>3. Agape Center Partnership – The OAA was excited to partner with the Agape Center this Spring Semester. Prior to online classes, a poster campaign containing quotes from our students regarding heir experiences with disabilities was well on its way. Further, a chapel presentation was set to take place. The goal of the programming was to help educate our campus on what disability, especially invisible disabilities means in our campus community and the outside world.</p> <p>4. Career Center Partnership – On two occasions, the OAA and the Career Center discussed ways in which our office can work together to assist students in obtaining a career after college. Starting in the Fall, the Career Center will hold periodic counseling sessions in our office to help students feel more confident and secure in obtaining their services. Our office will also attempt to find graduates willing to talk to and/or mentor some students in the undergraduate population</p> <p>5. Residence Life Partnership - OAA collaborated with Residence life to put on a program, Life Hacks. At this event, OAA presented information to first year students on time management, professor hacks, and study</p>
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	It takes time and buy in from other departments to put on a quality event. Luckily, many departments across campus are willing to participate in our cause. We have people willing and able to standby to support us in accomplishing this goal by being willing to participate in planned events throughout the year.
5. Identify challenges and/or breakthroughs.	Time. With the sheer amount of students we serve on a 1:1 basis coupled with the amount of tests proctored by our office and our limited staff, it is difficult to find the time to plan for quality events.
6. Future action step(s).	0

Theme:	Theme 3: Campus Climate Outcomes
Department:	Student Affairs
Person(s) Responsible:	Dean of Students (Kevin Villegas)
Goal #:	1
Action Step:	Continue to work with the Intercultural Office to nurture a cohesive team that plans and implements collaborative, coordinated and efficient programs that serve our students, reflect the Messiah College mission and meet our institutional goals.

1. Overview of the action step.	This academic year began on the heels of significant restructuring in the Intercultural Office, particularly in Multicultural Programs and International Student Programs--areas critical to the success of historically underrepresented and marginalized student populations. It was important to tend to the professional staff and nurture a growth mindset toward living into the mission and vision of the office as the work they do is an integral component of shaping campus climate.
2. Identify what you did to address the action step.	Early summer and fall involved a fair amount of team building and communicating. This led to the office growing more and more comfortable and confident in their work together. The spring semester would have involved more reflection and vision casting, but this was not realized due to the COVID-19 pandemic.
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	Communication needs to be clear and often. The team appreciates support and values direction and trust from senior administrators.
5. Identify challenges and/or breakthroughs.	Team felt like they were hitting their stride and then COVID-19 caused a slow down and detour.
6. Future action step(s).	Plan a mini-retreat (as able) for the fall to advance what did not happen in the spring.

Theme:	Theme 3: Campus Climate Outcomes
Department:	Finance
Person(s) Responsible:	VP for Finance and Planning
Goal #:	1
Action Step:	Develop a series of conversations around diversity, inclusive excellence, and reconciliation for directors/supervisors, using the White Awake text by Daniel Hill.
1. Overview of the action step.	Vice Presidents will lead a series of conversations around diversity, inclusive excellence, and reconciliation for directors/supervisors, using the White Awake text by Daniel Hill.
2. Identify what you did to address the action step.	Members of the SFS team led small group book studies using the White Awake book by Daniel Hill, including members of our office and the Registrar's office.
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	Participants continued to build CQ capacity and learned a great deal about themselves and others around them. This effort is a model for future efforts in our broader division and I look forward to continuing to build our divisional cultural intelligence to serve our students and employees more effectively.
5. Identify challenges and/or breakthroughs.	I was pleased to see growth in all of our participating employees. Digging more deeply into our own programming and perspectives related to race was uncomfortable at times, but we learned a great deal.
6. Future action step(s).	Continue to develop a series of conversations around diversity, inclusive excellence, and reconciliation for directors/supervisors, using other materials as recommended by the Diversity Affairs Office. This is very exciting work!

THEME 3: CAMPUS CLIMATE OUTCOMES
GOAL 2

Theme:	Theme 3: Campus Climate Outcomes
Department:	Diversity Affairs
Person(s) Responsible:	SAPPDA
Goal #:	2
Action Step:	The College will develop and maintain an assessment plan for diversity and inclusive excellence that will contribute to future strategic planning.

1. Overview of the action step.	Conduct a needs assessment/audit of the Office of Diversity Affairs for the purposes of long-term strategic planning.
2. Identify what you did to address the action step.	Partnered with the Masters in Higher Education program at the college and 5 graduate students to develop a research plan to explore the diversity affairs function of the college. Work began in the Fall 2019 and in the Spring (February) of 2020 a final report submitted by the students to the President, Provost, and SAPPDA.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	This research project was very timely. 2019-20 represents the 10 year anniversary of the establishment of the Office of Diversity Affairs and the SAPPDA position. Completing my third year in this role also seemed a very fitting time to look back, as well as ahead. The research team presented a very thorough report which included feedback from sources on campus, off campus (other CCCU institutions), and recommendations.
5. Identify challenges and/or breakthroughs.	A very insightful report was provided on the perceptions of the form and function of the Office of Diversity Affairs and role of the SAPPDA. The SAPPDA will be providing a written response to the report that will be shared with the President and Provost in the coming months.
6. Future action step(s).	A written response to the Needs Assessment report will be prepared complete with specific recommendations to be implemented in the 2020-21 academic year.

Theme:	Theme 3: Campus Climate Outcomes
Department:	Athletics
Person(s) Responsible:	Jack Cole (Rico Plummer & Arkel Brown)
Goal #:	2
Action Step:	Develop an infrastructure within the Athletics Department for annual assessment protocol regarding diversity and inclusive excellence.
1. Overview of the action step.	The development of the annual assessment tool was going to be completed in the spring; due to COVID-19 and the closing of campus, this was not completed.
2. Identify what you did to address the action step.	Meetings did occur with Jack Cole, Rico Plummer and Arkel Brown late fall. Minority Student-Athlete meetings were held along with the Bond Educational Group holding several sessions with student-athletes and staff personnel.
3. Assess your progress(scale of 1-5)	1
4. Discuss what you learned in implementing the action step.	I believe an assessment template would have been developed if the spring semester was held in its entirety.
5. Identify challenges and/or breakthroughs.	Due to Jack Cole's announcement in late October of his retirement, the five-year strategic plan was pushed back one year to allow the new Director of Athletics to have input (the delay of one-year was supported by Kris Hansen-Kieffer). The strategic plan has several initiatives regarding diversity and inclusive excellence.
6. Future action step(s).	Implement the initiatives stated in the five-year strategic plan (2020-2025). Continue to meet with minority student-athletes with an emphasis on increasing participation. 2020-21 academic year: 4 meetings held with minority student-athletes. The Bond Educational Group held 8 sessions with a select group of student-athletes, Athletics Leadership Team and Athletics personnel.

Theme:	Theme 3: Campus Climate Outcomes
Department:	College Ministries
Person(s) Responsible:	Doug Curry
Goal #:	2
Action Step:	Collaboration with African and Latinx students on worship program

1. Overview of the action step.	Doug and Mina both attended to some student frustration with our chapel services by meeting with colleagues and student leaders to listen to their concerns and suggestions. This led to collaboration that helped to heal and shared the responsibility of working together toward diverse and inclusive worship experiences.
2. Identify what you did to address the action step.	Several meetings with colleagues and students; partnering and planning collaborative services.
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	We knew that frustration existed, but we were missing the desire of certain students to have more input into how we were responding to perceived needs.
5. Identify challenges and/or breakthroughs.	We need to develop collaborative planning processes and more opportunities for students to step into leadership roles--musically, liturgically. and even in shaping themes and content.
6. Future action step(s).	Open forums and mechanisms for input and collaboration.

Theme:	Theme 3: Campus Climate Outcomes
Department:	Advancement, Agape Center, Alumni and Parent Relations, College Ministries,Development,Enrollment Management,Finance,Fitness Center,Human Resources & Compliance,Information Technology Services,Learning Technology Services,Operations
Person(s) Responsible:	Kathie Shafer, Kris Hansen-Kieffer, John Chopka, Amanda Coffey, David Walker
Goal #:	2
Action Step:	In support of this theme/goal of the diversity plan, the VP' of Operations, HR&C; Finance; ITS; Admissions; Advancement and the Vice Provost of Student Success and Engagement will lead a collaborative book discussion. The participants will be the directors of each area. They participate in a book club/discussion of "White Awake" by Daniel Hill.
1. Overview of the action step.	There will be 5 sessions, each lead by a different VP/Vice Provost. The sessions will be 90 minutes set up to have engaging discussion. The final curriculum is to be finalized. The goal is to bring the opportunity for thought and discussion from different points of view and for directors across divisions to get to know each other better.
2. Identify what you did to address the action step.	We held 5 sessions, lead by a different VP. Groups were assigned for the five sessions that had representation by areas, so employees got to know different people and hear different perspectives. Each session was different, as the leader of the session lead differently
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	This was an excellent opportunity for non-educator (for the most part) to get together to learn more about each other, how we as a community are working on creating an environment that is open to discussing challenging subjects like diversity.
5. Identify challenges and/or breakthroughs.	At first table groups were quiet, but as people got to share and know each other better, they shared very personal experiences on their CQ journey. At times we needed to be sure to give space for silence and the participants processed hard and challenging things from growing up. There was a sense at the end that people felt more part of the work!
6. Future action step(s).	TBD - we were to have developed next steps and then COVID19. The VP's are scheduled to connect later this summer to determine next steps.

Theme:	Theme 3: Campus Climate Outcomes
Department:	Diversity Affairs,Operations
Person(s) Responsible:	Kathie Shafer
Goal #:	2

Action Step:	The division of operations will host a CQ session, led by Todd Allen. The purpose is to bring directors and their leadership teams together to begin understanding language and what CQ means and how we work to grow in CQ at Messiah College.
1. Overview of the action step.	Todd lead numerous sessions for the division of operations. 90% of all staff participated in the sessions
2. Identify what you did to address the action step.	The division of operations was divided into smaller working groups, across department lines, expect the session for 2nd and 3rd shift which was CE & Safety. Todd then lead the training sessions.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	While we mixed groups, some were still uncomfortable because a supervisor was in the room. However, I believe there is still benefit from the mix because working groups learned from other areas and heard new perspectives.
5. Identify challenges and/or breakthroughs.	The employees shared that they learned a lot and while they were apprehensive (past experiences) they really enjoyed and learned from the sessions.
6. Future action step(s).	TBD - Kathie needs to follow up with Todd - COVID 19 delayed meeting.

Theme:	Theme 3: Campus Climate Outcomes
Department:	Finance
Person(s) Responsible:	VP for Finance and Planning
Goal #:	2
Action Step:	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.
1. Overview of the action step.	Continue conversations around diversity, inclusive excellence, and reconciliation for directors/supervisors, using the White Awake text by Daniel Hill.
2. Identify what you did to address the action step.	Multiple members of our SFS team led small group book studies with members of our office and other interested parties.
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	We continue to build cultural intelligence capacity and skill within our division. Our work is only just getting started and I look forward to expanding the scope of our efforts under new leadership in SFS.
5. Identify challenges and/or breakthroughs.	Members of our staff are excited about these initiatives and the opportunity to better serve our students.
6. Future action step(s).	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. In consultation with the Office of Diversity Affairs, we will expand conversations around diversity, inclusive excellence, and reconciliation for directors/supervisors, using existing resources for small and mid-sized group discussions and workshops.

THEME 3: CAMPUS CLIMATE OUTCOMES
GOAL 3

Theme:	Theme 3: Campus Climate Outcomes
Department:	Human Resources & Compliance
Person(s) Responsible:	Amanda Coffey
Goal #:	3
Action Step:	Implement a restorative justice model for responding to Title IX
1. Overview of the action step.	

2. Identify what you did to address the action step.	Doug Wood, Hannah McBride and Amanda Coffey met with colleagues at the College of New Jersey who have successfully implemented such a model. We began the process of identifying how our policies and tools would need to be modified to make an alternative resolution model possible. Hannah McBride participated in an educational program to become trained on the model.
3. Assess your progress(scale of 1-5)	2
4. Discuss what you learned in implementing the action step.	What we can implement (and be compliant with Title IX regulations) is a blend of restorative justice and alternative dispute resolution.
5. Identify challenges and/or breakthroughs.	The training program for Amanda and Doug was cancelled due to COVID-19. During the pandemic the current Department of Education saw fit to release 2033 pages of Title IX law - unlike previous administrations who issued guidance that could be adapted, the new Title IX regulations have the force of law. The deadline for modifying our practices is August 14, for which the Dept of Ed has said there is no flexibility despite a crisis unlike anything since the Civil War. This has greatly changed what we can do. We will first need to deal with the new regs.
6. Future action step(s).	It is important to note that new regulations will very likely make the desire for alternative dispute significantly greater. For example, victims of sexual violence, under the new regulations, must be available for cross examination by the attorney of the accused. The quasi-judicial system established by these regs will likely reduce reporting if we do not have an alternative dispute option. As such, we need to make sure we resume this plan as soon as possible.

THEME 4: EDUCATIONAL OUTCOMES
GOAL 1

Theme:	Theme 4: Educational Outcomes
Department:	Career & Professional Development (CPDC)
Person(s) Responsible:	Christy Hanson / CPDC Team
Goal #:	1
Action Step:	Ensure representation of underrepresented populations in programming and story-telling.
1. Overview of the action step.	
2. Identify what you did to address the action step.	Recruited alumni from diverse backgrounds for panels for programs such as ITC; held a career networking events for students and alumni of color; told success stories of interns and alumni that represented diversity
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	The importance of providing opportunities for students to connect with professionals who have similar stories and experiences; some of the specific challenges faced by alumni of color in the workplace; some of the unique challenges faced by students with disabilities and international students.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	Keep this goal as an ongoing priority

Theme:	Theme 4: Educational Outcomes
Department:	Student Affairs
Person(s) Responsible:	Kris Hansen-Kieffer and Cherisse Daniels
Goal #:	1

Action Step:	Work with Student Success and Engagement diversity advocate to gain a better understanding of the theological and biblical support for diversity, cultural intelligence, and reconciliation as applied to the division.
1. Overview of the action step.	
2. Identify what you did to address the action step.	We engaged some of Daniel White's writings and discussed after his visit, but we need to engage our Campus Pastor and have him work with the Division to help us better articulate our theological and biblical foundation for the inclusion work we do.
3. Assess your progress(scale of 1-5)	2
4. Discuss what you learned in implementing the action step.	We don't have...or at least we don't use common language to articulate our theological underpinnings for the inclusion work we are committed to doing. After working on a couple of student issues I am even more convinced that the starting place must be our Christian faith and biblical understanding.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	I would love for the Diversity Committee and President's cabinet to work on this...perhaps in partnership with our College Pastor and/or BRS department

Theme:	Theme 4: Educational Outcomes
Department:	Student Affairs
Person(s) Responsible:	Kris Hansen-Kieffer
Goal #:	1
Action Step:	Continue to develop the Diversity Advocates in Student Success and Engagement, giving focus to disabilities in the Fall 2019 semester.
1. Overview of the action step.	
2. Identify what you did to address the action step.	The diversity advocates read an article and Tony Devine lead a discussion. I also, with Kathie Shafer facilitated a focus groups for students from the ODS office in which they were able to voice their concerns about the construction project and accessibility
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	We as a whole, learned more about invisible disabilities and the issues that students face on our campus both in and out of the classroom. Awareness is the first step to making change.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	The Office is changing it's name to better represent the work they do and the population they represent. I have committed to annual focus groups to be sure the voice of these students is being heard. We will involve more training for our colleagues in the division about disabilities.

Theme:	Theme 4: Educational Outcomes
Department:	Engle Center for Counseling and Health Services
Person(s) Responsible:	Eleanor Muir
Goal #:	1
Action Step:	The Engle Center will provide one campus program related to promoting health care equity
1. Overview of the action step.	The Engle Center will provide one campus program related to promoting health care equity

2. Identify what you did to address the action step.	Mike Blount and Minds Matter collaborated with the MultiCultural Council on a Fall 2019 Chapel series on mental health in underrepresented populations.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	The chapel series was well-attended, indicating a high level of interest and engagement.
5. Identify challenges and/or breakthroughs.	The chapel series demonstrated a great collaboration between departments. No challenges identified.
6. Future action step(s).	Minds Matter leadership is transferring to the new Director of Wellness and Recreation. Mike Blount will be shifting to all clinical counseling. The Engle Center will continue to participate as requested in educational programming.

Theme:	Theme 4: Educational Outcomes
Department:	College Ministries
Person(s) Responsible:	Don Opitz
Goal #:	1
Action Step:	Multicultural emphasis for Jubilee Conference
1. Overview of the action step.	We recruited a small crew of students for the conference this year—15 students, but we did have great representation from minority and international students. Cherisse Daniels was unable to attend this year, but her involvement from the previous year and the additional funding that she made available helped us with this recruiting effort. It also helped to have mentor support from Mina Choi and Marianne Ramirez Gomez. The conference attends to diversity issues in music and speaker selection, and students recognize the richness of emphasizing the multi-ethnic kingdom vision. More work to follow up with students would deepen the learnings of the experience.
2. Identify what you did to address the action step.	Worked closely with Cherisse Daniels, even though she could not attend this year. Recruited Mina Choi and Marianne Ramirez Gomez as mentor leaders. Creative scholarshiping.
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	The importance of working from the inside of the minority student and international student communities.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	Involve key reps from target communities as Jubilee Committee leaders to help plan and recruit. We also need to develop a better strategy for the prepping of attendees and for the following debrief to enhance student learning.

Theme:	Theme 4: Educational Outcomes
Department:	School of the Arts
Person(s) Responsible:	Richard Roberson
Goal #:	1
Action Step:	Successfully promote and support inclusive events in this year's season, while planning inclusive art seasons for the future.
1. Overview of the action step.	Successfully promote and support inclusive events in this year's season, while planning inclusive art seasons for the future.
2. Identify what you did to address the action step.	We had a great lineup of events planned for this spring - Jazz Vespers, Azaguno, and Gospel Explosion. We have made tentative plans to bring the Sphinx chamber orchestra to campus in a future season.
3. Assess your progress(scale of 1-5)	4

4. Discuss what you learned in implementing the action step.	We had a wonderful season planned, but Jazz Vespers in February was one of our last public concerts before the shutdown. Azaguno has been re-scheduled for April 2021, but all live performances are fragile for next year because of COVID.
5. Identify challenges and/or breakthroughs.	While music ensembles and the performing arts series are moving more and more into inclusive programming, theatre is not as inclusive as they could be in their programming. Individual students, of course, often break out of this with their senior projects. The exigencies of planning performance in the era of COVID, however, has theatre thinking in terms of non-western theatre, where distancing and masks are part of the style. Also, the art exhibitions planned for next year include an artist exchange exhibition between US and Chinese artists.
6. Future action step(s).	Continue to move in the same direction with both public and academic performances and exhibitions.

Theme:	Theme 4: Educational Outcomes
Department:	School of the Arts
Person(s) Responsible:	Richard Roberson
Goal #:	1
Action Step:	Continue discussions within the School of the Arts to increase inclusivity with authenticity within the curriculum, including the possibility of beginning a multicultural music ensemble.
1. Overview of the action step.	Continue discussions within the School of the Arts to increase inclusivity with authenticity within the curriculum, including the possibility of beginning a multicultural music ensemble.
2. Identify what you did to address the action step.	Good faculty discussions of these issues took place over the summer of 2019 in school meetings (May and August).
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	This is a slow process of changing viewpoints that come from traditional training, and that have value in certain contexts but need to be held with greater flexibility and understanding of other points of view. At the same time the school has made great strides in implementing more inclusive teaching, performances, and exhibitions.
5. Identify challenges and/or breakthroughs.	We are unable to create new ensembles in a time of prioritization.
6. Future action step(s).	Continue to bring these issues before the faculty.

Theme:	Theme 4: Educational Outcomes
Department:	Intercultural
Person(s) Responsible:	Katie Rousopoulos
Goal #:	1
Action Step:	To include students who have studied off-campus into the welcoming process of those from other ethnic cultures into Messiah's culture.
1. Overview of the action step.	Partner and collaborate with ISP and MSP in involving students who have studied off-campus to see if they can assist in orientation, being a campus buddy, etc. for those who are experiencing MC for the first time and implement in fall 2020.
2. Identify what you did to address the action step.	I was to meet with Cherisse and Lydia this spring/summer to discuss how my students could assist in showing hospitality to their students who are experiencing our culture for the first time. Specifically, this would be implemented in fall 2020 orientation. Due to COVID-19, this meeting never happened other than the suggestion of it in fall 2019. Now that orientation is on-line, I do not foresee that this will take place this upcoming year.
3. Assess your progress(scale of 1-5)	1

4. Discuss what you learned in implementing the action step.	It would have been wise to unpack and brainstorm this after the fall 2019 orientation rather than to wait to plan for fall 2020.
5. Identify challenges and/or breakthroughs.	COVID-19
6. Future action step(s).	To attempt this same goal for fall 2021, but start the conversation in fall 2020.

Theme:	Theme 4: Educational Outcomes
Department:	Operations
Person(s) Responsible:	Asha Early with Dining and Multicultural Students
Goal #:	1
Action Step:	Celebration of cultural diversity by focusing on traditional cuisine associated with each cultural student organization. Through collaborative efforts of Messiah College Dining and the Multicultural Council, they intend to educate and engage the student body by exploring food through a culturally diverse Lens. Engagements will be showcased as EAT. LEARN. LIVE cultural events series and featured in the dining hall.
1. Overview of the action step.	Strategic Objective: Collaborate with the Multicultural Council, Intercultural Office, and Dining Services to engage students, faculty and staff in ethnic food education. Each multicultural association partnered with dining services to explore ways to bring the campus community an array of diverse food options they otherwise wouldn't have the chance to experience by highlight student's regional cuisine.
2. Identify what you did to address the action step.	Progress towards Objective: Student utilized email, social media, and "word of mouth" efforts to promote each event. Furthermore, students helped devise a culturally appropriate menu specific to their organization and provided takeaways to better educate guest about regional cuisine. Dining services was responsible for menu integration and food execution in very traditional methods. Outcomes: Over 200 additional people participated in each cultural event from Dining Services original guest forecast. By bridging pathways for diversity and inclusion through food education, Dining Services is navigating a more diverse and inclusive food program.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	This was a good opportunity to have an area of operations work with the co-curricular area.
5. Identify challenges and/or breakthroughs.	Relationships were built that I believe will lead to trust as dining continues to work to provide ethnic variety in their menus
6. Future action step(s).	we are working to incorporate some of this into annual dining events.

Theme:	Theme 4: Educational Outcomes
Department:	Agape Center
Person(s) Responsible:	Ashley Sheaffer
Goal #:	1
Action Step:	Through Agape Center local connections-- Increase the number of experiences and evaluate the design of existing experiences to pursue inclusivity. Specifically, research indicates that Latinx students want to "give back" at a higher rate than other student groups, thus increasing our community partnerships serving Latinx populations would offer students more opportunities to engage and find belonging. (Note: The Agape Center offers a low number of experiences engaging the LatinX community.)
1. Overview of the action step.	Utilize local partnerships to increase the opportunities available for students to connect with the LatinX community. The Agape Center currently has a lower number of options for students to connect locally with this particular population and research indicates a high desire for connection-- both on the student side and community side.

2. Identify what you did to address the action step.	Madi Keaton and Ashley Sheaffer visited multiple sites hosting ESL classes, Hispanic Culture centers, or other organizations that specifically serve Latinx clients. Ashley Sheaffer and Jennifer Gonzalez also met with students from LAL to determine what opportunities students might be most interested in. After conversations with both internal and external constituents, we plan both a weekly ESL/tutoring option as well as a monthly arts/dance connection in the community (originally for the fall. TBD).
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	<p>I learned that our local partnerships have not been strategically "updated" to accurately represent the changing demographics of our region. (For context: most partnerships center in Allison Hill primarily with Black youth or in Mechanicsburg with elderly White folks). While we value longterm partnerships and will not be eliminating existing ones-- we are not meeting community need - or student interest - as inclusively as we could.</p> <p>I also was reminded the delicate dance of initiating partnerships. We want to be culturally sensitive, ask good questions, identify ways we might realistically contribute to the life of an organization. Yet, we want to ensure we keeping student learning outcomes at the forefront of our design. (And I personally am hyper-aware of how I show up in the community. White, female, educated, etc-- from Messiah College wielding resources and student support.) I need to consistently manage expectations in multiple directions.</p>
5. Identify challenges and/or breakthroughs.	With organizations serving Latinx population, the number one need reported was ESL tutors. While we are able to make some connections with our academic programs, this is a highly specialized skill set and limits what students can connect at those locations.
6. Future action step(s).	We'll need to re-evaluate how we connect and roll-out these partnerships in light of COVID. We also need to reconsider our trainings and work with our "experts" for student volunteers, as we have very little material that's culturally relevant to Latinx populations. Our hoped for roll-out is now spring 2021.

Theme:	Theme 4: Educational Outcomes
Department:	Diversity Committee
Person(s) Responsible:	Shelly Skinner
Goal #:	1
Action Step:	Implement programing for Women's Her-Story Month in accordance with the Reigsecker grant. (Gender Concerns Committee)
1. Overview of the action step.	Scheduled both Reigsecker grant recipients (Dr. Sharon Putt & Dr. Bernardo Michael) to present in March.
2. Identify what you did to address the action step.	<ol style="list-style-type: none"> 1). Scheduled both Reigsecker grant recipients to present in March 2). Created and printed flyers and posters to be distributed across campus 3). Gender Concerns committee distributed flyers 4). Both presentations cancelled due to Covid-19
3. Assess your progress(scale of 1-5)	2
4. Discuss what you learned in implementing the action step.	N/A due to Covid-19
5. Identify challenges and/or breakthroughs.	N/A due to Covid-19
6. Future action step(s).	Future plans are in flux

Theme:	Theme 4: Educational Outcomes
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Department:	Information Technology Services
Person(s) Responsible:	Vice President for Information Technology / Associate Provost
Goal #:	1
Action Step:	Goal One: The College will continue to develop innovative and sustainable educational programs that promote diversity, inclusive excellence, and cultural intelligence.
1. Overview of the action step.	Action Step 1: The VP for IT/Associate Provost will explore the development of a Virtual Reality Civil Rights Bus Tour for the purpose of providing the tour experience to the broader campus. (Vice President for Information Technology/Associate Provost)
2. Identify what you did to address the action step.	Action Step 1: We did not accomplish much progress on this step. I'm hoping someone might become a Sawyer Fellow and take this up as a project. Alternatively a group of previous participants in the Civil Rights Tour might catch the vision for such a project. Could this become a College Honors Program Project or a project for someone or a group of students in the Martin's Scholar's program? Now we did have a VR project come to campus related to Civil Rights and various people did participate by viewing the project. Someone really needs to catch the vision for this. It could be something that other foundations support might be available for as well.
3. Assess your progress(scale of 1-5)	2
4. Discuss what you learned in implementing the action step.	Action Step 1: Since this did not progress very far, it is still a dream to be fulfilled. I will bring it to the Provost's Cabinet to see if they have any ideas about it and will also discuss it again with the Special Assistant to the President and Provost for Diversity Affairs (SAPPDA) to see if there is a way for someone to pick this up and run with it.
5. Identify challenges and/or breakthroughs.	Action Step 1: Challenges: Knowledge and experience with Virtual Reality. There is a learning curve and the amount of time for video work of someone on the tour will be significant. We might have capitalized on the VR project that was on campus more to help launch this type of project.
6. Future action step(s).	Action Step 1: Bill Strausbaugh will again discuss it with the Provost, Provost's Cabinet and the SAPPDA to see if there are other interested groups to partner with, if there is a person who might lead this effort, and if it should remain as an action step.

Theme:	Theme 4: Educational Outcomes
Department:	Information Technology Services
Person(s) Responsible:	Vice President for Information Technology / Associate Provost
Goal #:	1
Action Step:	Goal One: The College will continue to develop innovative and sustainable educational programs that promote diversity, inclusive excellence, and cultural intelligence.
1. Overview of the action step.	Action Step 2: Information Technology Services will improve accessibility for all in the systems we develop by following a universal design theme when available and include universal design as one criteria for selecting and continuing the use of vendors of new and existing systems. (Vice President for Information Technology/Associate Provost)

2. Identify what you did to address the action step.	<p>Action Step 2: We are currently reviewing contracts from a variety of perspective we will also include our assessment of accessibility in the spreadsheet. That helps to keep this goal in front of us each time we review a contract or contracts collectively. LTS shared blog posts and UDL information through Wednesday Update emails and through a UDL Professional Learning Community (PLC). Susan Shannon brought back a Vetting Template from Educause training 2019. Rocky Allinger developed a Supported Software VPAT and WCAG summary. Provost's Cabinet discussed our vision for accessibility relative to our online courses, Acadeum courses, and traditional courses. We brainstormed various items including:</p> <ul style="list-style-type: none"> * Accessibility as a component of Digital Literacy and it is already incorporated in all parts of the Sawyer Digital Proficiency Initiative. * Our Instructional Design and Technology Training (IDTT) for faculty models best practices of accessibility. * We need to involve Amy Slody more intentionally in the planning and direction of this effort. * The Provost's Cabinet believes we need to be spot checking courses relative to accessibility. Accessibility in course design should be included in training for faculty who are learning about UDL for both in face-to-face courses and online courses. * If Teams or Google is more accessible than Zoom, which is currently the case, should we have a plan to move to those products? * What is our game-plan to move toward compliance and better accessibility? This needs to become both more strategic and tactical by including it in the new strategic plan, (it is already in the Diversity Plan), and should again be included in the new IT plan that needs to be written. Theme 4 – Goal 3 of the 2017-2021 IT plan included, Improve accessibility for all in both online and traditional classes by using a universal design approach in the following areas: Closed Captioning, Sound Amplification Systems in Classrooms, Education on available digital tools (PDF creation). * Is accessibility part of the review of classes for TT&P by reviewers and chairs? Bill Strausbaugh will discuss this with the Provost as to whether this should be part of TT&P. - When LTS/ETS reviews courses, yes, we look at accessibility. Complimentary Course review was recently offered to all online summer courses include accessibility and UDL assessment.
3. Assess your progress(scale of 1-5)	3 to 4
4. Discuss what you learned in implementing the action step.	<p>Action Step 2: We have several items in place relative to training already. We need to involve Amy Slody more intentionally in planning. We need to put an item into the next strategic plans for the University and IT for faculty training in this area. A contract review is progressing but needs more work. Making this part of the TT&P criteria would make this more real for faculty.</p>
5. Identify challenges and/or breakthroughs.	<p>Action Step 2: While we are not finished we are on our way and have several fronts on which we are moving forward.</p>
6. Future action step(s).	<p>Action Step 2: Given his retirement, Bill Strausbaugh will provide this update to the Provost to discuss who should be responsible to move these fronts forward in the next academic year</p>

Theme:	Theme 4: Educational Outcomes
Department:	Faculty Development,Provost
Person(s) Responsible:	Randall Basinger, Alison Noble, Cynthia Wells
Goal #:	1
Action Step:	Design and deliver programming that builds educator understanding of and capacity for advancing inclusive excellence. Programming will be embedded within Provost Seminar, Teaching Tuesdays, Professional Learning Communities, and May Development Week.
1. Overview of the action step.	

2. Identify what you did to address the action step.	Programming that builds educator understanding of inclusive excellence was designed and implemented in a number of ways. New Educator Orientation and Provost Seminar referenced inclusive excellence, as part of describing our missional commitment to reconciliation as well as in outlining teaching expectations. A Teaching Tuesday was designed to provide both a contextual understanding of inclusive excellence as well as to disseminate a broad number of specific strategies for advancing inclusive excellence in teaching; this session was well-attended and also well-received. Two Teaching Tuesday workshops focused on Inclusive Excellence each semester. May Development Week programming related to inclusive excellence was being planned prior to MDW being cancelled due to COVID-19.
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	Faculty genuinely appreciated the contextual understanding of inclusive excellence, especially educational and theological commitments that undergird this work in our institutional context. This "why" combined with specific, intentional strategies (as in the "how") that reflect a full range of disciplinary perspectives is especially helpful to teaching faculty
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	Refine design and delivery of programming that advances educator understanding of and capacity for advancing inclusive excellence.

THEME 4: EDUCATIONAL OUTCOMES
GOAL 2

Theme:	Theme 4: Educational Outcomes
Department:	School of Science Engineering and Health
Person(s) Responsible:	Angela Hare
Goal #:	2
Action Step:	The SSEH Inclusive Excellence Committee will build a dynamic document that serves as guide for best practices in inclusive excellence and promoting student success & persistence for a diverse student body in SEH fields, as these factors relate to the primary responsibilities of a faculty member at Messiah College.
1. Overview of the action step.	? Not sure how this differs from the statement of the action step: To build a dynamic document that serves as guide for best practices in inclusive excellence and promoting student success & persistence for a diverse student body in SEH fields, as these factors relate to the primary responsibilities of a faculty member at Messiah College.
2. Identify what you did to address the action step.	Working with the SSEH Inclusive Excellence Committee, I built a toolkit, as a Word document, of linked resources under the headings of Attracting/Recruiting, Educating/Pedagogy, and Graduating/Mentoring, with each of targeting a diverse and inclusive student body. The document includes resources from the literature in our fields, practices in our SSEH departments at Messiah, as shared by the SSEH Inclusive Excellence task force, and best-practices shared at the Transforming STEM Education conference in Chicago in Nov. 2019.
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	There are many resources available, and our faculty & departments have both good ideas and strong practices in place around inclusivity and diversity.

5. Identify challenges and/or breakthroughs.	It is challenging to bring resources together in a format that is helpful and inviting for faculty to use. The toolkit, a work in progress, is a Word document with many hyperlinks in current form. This is useful organizationally for me but is not an inviting format for faculty and staff to access.
6. Future action step(s).	To disseminate ('push out') resources in the toolkit, as it develops, in small bites and varying formats for faculty & staff. Emails, surveys, short videos & podcasts; these are some of the formats suggested by the Committee. In 2020-21, I intend to disseminate between two and five themed resources. An example of a themed resource is a school meeting presentation about course-based research in the sciences. Another would be a podcast on effective inclusive practices in mentoring students in our majors.

Theme:	Theme 4: Educational Outcomes
Department:	School of Science Engineering and Health
Person(s) Responsible:	Angela Hare
Goal #:	2
Action Step:	A subset of the SSEH Inclusive Excellence committee will attend the Transforming STEM Education conference in November 2019 (Chicago), sponsored by the AACU and Project Kaleidoscope, to gather resources toward building an SSEH Inclusive Excellent Toolkit.
1. Overview of the action step.	
2. Identify what you did to address the action step.	A team of 4 members from the SSEH Inclusive Excellent Committee attended the Transforming STEM Education conference. Attendees were Matt Lewis (Athletic Training), Jennifer Ness-Myers (biology), and Philip Tan (Engineering), and Angela Hare (SSEH Dean).
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	The team attending the conference found the resource Teaching Students How to Learn, by Sandra Yancy McGuire (2015) to be especially useful and thought-provoking. Dr. McGuire was one of the conference keynote speakers. Some on the team learned about course-based research experiences for engaging students in research in early science courses, which has been shown to increase retention in the major for a demographically and culturally student audience.
5. Identify challenges and/or breakthroughs.	The team attending the conference learned a great deal, strategically choosing different sessions to attend, increasing our exposure to the resources shared. We debriefed and shared what was learned during conference mealtimes and each person attended shared with their department in Winter 2020. In March 2020 the team shared with the SSEH broader Inclusive Excellence Committee.
6. Future action step(s).	A team of 3-4 faculty/staff from SSEH will attend the Transforming STEM Education conference in Arlington, VA, Nov 5-7, to continue building knowledge, awareness, and best-practices in inclusive excellence in the fields of science, engineering, and health.

Theme:	Theme 4: Educational Outcomes
Department:	College Ministries
Person(s) Responsible:	Doug Curry
Goal #:	2
Action Step:	Multicultural learning experience at Calvin Symposium on Worship
1. Overview of the action step.	This was our best attended Symposium ever, with 18 students, 3 MC alum, and 4 educator/pastoral colleagues. Doug Curry focused on our outcome that challenges students to articulate and appreciate a theology of culture, and the responses of students indicated that they had breakthroughs initiated by conference speakers, the worship experiences, and the debrief and assessment that ensured.

2. Identify what you did to address the action step.	Doug worked hard to focus students on our outcome involving a theology of culture and an appreciation of cultural difference, and then he reminded students during the conference, and then they spent time debriefing and assessing on the return trip.
3. Assess your progress(scale of 1-5)	5
4. Discuss what you learned in implementing the action step.	This outcome is completed in one sense--it was a very successful year. We will, however, continue to do these things in future years in which we attend (every other due to expenses?).
5. Identify challenges and/or breakthroughs.	We increased our focus and student focus on a key outcome and we stuck with that focus throughout the experience.
6. Future action step(s).	Provide students with more coaching on how to choose sessions and seminars. Otherwise, follow most of the same processes that were begun this year.

Theme:	Theme 4: Educational Outcomes
Department:	College Ministries
Person(s) Responsible:	Mina Choi
Goal #:	2
Action Step:	Develop strategy for Korean ministry summer experience
1. Overview of the action step.	Having a Korean-American woman on our staff has been a great blessing for our team and for students on campus. In this first year Mina shined in so many ways and she is building relationship with students and educators that will contribute to more inclusive and diverse expressions of ministry and worship. Because Mina has been involved with a program in South Korea near the border with North Korea, supporting churches that pray for and host North Korean exiles, we thought that we take advantage of this opportunity to involve a few Messiah students in the ministry. We began the process of approval a little too late, and now given the COVID crisis it wouldn't have materialized anyway. Mina will continue with a plan to incorporate students in this ministry in future summers.
2. Identify what you did to address the action step.	Explored the implications for the ministry program and the various roles that students might play. Sought the input and permission of Messiah Study Abroad office and guidance from the Agape Center.
3. Assess your progress(scale of 1-5)	2
4. Discuss what you learned in implementing the action step.	We are really just getting started on this one. We were late in the process to pull this one off for this summer, and COVID would have trumped our efforts anyway.
5. Identify challenges and/or breakthroughs.	We will reinstate this plan late this summer in hopes of having a couple of students participate next summer.
6. Future action step(s).	Engage in support-raising to ease the cost of the experience; define roles and learning outcomes for students participating in the program; attain institutional permission and support for the program.

Theme:	Theme 4: Educational Outcomes
Department:	Diversity Affairs, Faculty Development
Person(s) Responsible:	Cynthia Wells, Todd Allen
Goal #:	2
Action Step:	Implement and evaluate the externally funded Inclusive Excellence in Teaching Initiative.
1. Overview of the action step.	Project includes cultivating a theological and educational understanding of inclusive excellence among faculty participants, identifying course-specific ways of enacting inclusive excellence, and disseminating learning to Community of Educators during a May Development Week poster session.

2. Identify what you did to address the action step.	We successfully implemented the Inclusive Excellence in Teaching Initiative. Activities scheduled for the fall and early spring occurred as hoped, while COVID-19 disrupted completing and evaluating this important work this spring. Three evening sessions occurred in fall and one occurred in the spring. Faculty participants identified specific projects to implement that reflect their respective teaching load; each was turning toward refining and implementing their project. We submitted a request to NetVUE (Network for Vocation in Undergraduate Education) to extend the period for completing this grant from June 30, 2020 to December 31, 2020.
3. Assess your progress(scale of 1-5)	4
4. Discuss what you learned in implementing the action step.	Co-Directors were genuinely encouraged by the depth of engagement, pedagogical creativity, and theological understanding that has been advanced through this work. A small community of faculty who read together, discuss, imagine, and critique each other's ideas is key to deepening not only understanding of inclusive excellence educationally and theologically but also to furthering its innovative, intentional embodiment in the classroom.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	Complete and evaluate the externally funded Inclusive Excellence in Teaching Initiative.

Theme:	Theme 4: Educational Outcomes
Department:	Faculty Development
Person(s) Responsible:	Alison Noble, Cynthia Wells
Goal #:	2
Action Step:	Curate a collection of helpful resources related to diversity, inclusive excellence, and cultural intelligence on the Office of Faculty Development website.
1. Overview of the action step.	
2. Identify what you did to address the action step.	Materials have and continue to be collected related to diversity, inclusive excellence, and cultural intelligence by the Office of Faculty Development. Curating a collection on the website of especially helpful resources that reflect our institutional context was not completed this year.
3. Assess your progress(scale of 1-5)	3
4. Discuss what you learned in implementing the action step.	There are a wide variety of resources available related to diversity, inclusive excellence, and cultural intelligence. Discerning which resources may be especially helpful for faculty in our institutional context requires thoughtful review.
5. Identify challenges and/or breakthroughs.	
6. Future action step(s).	Curate a collection of helpful resources related to diversity, inclusive excellence, and cultural intelligence on the Office of Faculty Development website.