



Strategic Approach Toward Inclusive Excellence 2020-2022

A Fuller Theological Seminary Document
Adopted May 2020

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The Strategic Approach Toward Inclusive Excellence 2020-2022

Executive Summary

The Strategic Approach Toward Inclusive Excellence (SATIE) is a comprehensive set of strategies designed to direct Fuller Theological Seminary toward greater diversity, equity, and inclusion (DEI). Consistent with Fuller's Strategic Plan 2020-2022, this updated SATIE 2020-2022 outlines the specific steps toward achieving these priorities over the next three years, building upon the previous SATIE. These strategies focus particularly on addressing the inequities and exclusions persons and communities experience due to their race, ethnicity, gender, language, and ability. The leaders of the offices noted in this SATIE have developed these goals. These goals are organized into four institutional domains (Smith, 2015): Access and Success, Climate and Intergroup Relations, Education and Scholarship, and Institutional Viability and Vitality.

The overarching goal in **Access and Success** is *to recruit, retain, and promote the success of a diverse student body and learners*. Major foci include enhancing student recruitment and improving student experiences in order to increase student retention. GRAMAR will strengthen its partnership with the Ethnic Centers to increase recruitment and retention. GRAMAR is identifying gaps in student service that potentially deter students from continuing their enrollment. The Deans, Ethnic Centers, and GRAMAR will promote student success by enhancing systems that resource students. Access Services is proposing new strategies that will enhance accommodation requests and related communication.

The broad goal of **Climate and Intergroup Relations** is *to promote a welcoming climate that fosters collaboration and healthy relationships among students, learners, faculty, and staff*. Some of these efforts will be assessed through the annual Climate Survey, which has been developed and implemented by the Provost and modified to better assess Fuller's climate as it relates to inclusion. As an effort to reduce bias incidents among students, the Office of Student Concerns will offer an annual DEI related training to students and refine the Bias Response Team Protocol with HR.

The purpose of goals in **Education and Scholarship** is *to promote an educational environment that fosters inclusive excellence by engaging culturally diverse content and perspectives*. The Associate Provost for Faculty Inclusion and Equity has begun and will continue the process of awarding annual Inclusive Excellence Grants, which reward the efforts towards greater inclusion and equity among faculty and provide an opportunity for them to share their insights among the rest of the faculty. The Deans will continue a process of revising curriculum for greater diversity and increasing expectations for faculty to adopt use of inclusive strategies.

Institutional Viability and Vitality goals aim *to recruit, retain, and promote a diverse staff, faculty, and administration, actively engage a diverse Board of Trustees, and adopt institutional policies and procedures that ensure accountability to inclusion and equity*. Goals include hiring and retaining diverse faculty, staff, and administration as well as addressing and reducing bias incidents through training and response protocols. Communications and Marketing will continue developing translation services and plan to further translate resources necessary for Spanish and Korean speaking students. The Diversity Council is actively organizing DEI goals, policies, and procedures in order to ensure that all offices demonstrate a deepening commitment to DEI.

Strategic Approach Toward Inclusive Excellence 2020-2022

“The reason we need a variety of theological educators and a variety of thinkers from various backgrounds [is] because it represents God’s creation” (Rev. Dr. Katie Cannon).

Introduction

Consistent with Fuller Theological Seminary’s Strategic Plan 2020-2022, this updated Strategic Approach Toward Inclusive Excellence (SATIE 2020-2022) outlines the specific steps toward achieving priorities related to diversity, equity¹, and inclusion² over the next three years.

Following the executive summary of the six priorities of the strategic plan that includes Fuller’s commitment to diversity, equity, and inclusion, the following statement is noted.

“In every facet of this strategic plan, Fuller is committed to the increased racial, ethnic, and gender diversity of staff, administrators, trustees, faculty, senior leadership, and donors. In addition, we are working toward greater inclusion of perspectives of racial, ethnic, and gender diversity at the core of our curriculum, and deepened strategic engagement with leaders representing the full range of diversity in the Lord’s church” (Fuller Theological Seminary’s Strategic Plan 2020-2022, p. 8).

The original SATIE was developed in December 2018 and adopted in March 2019. The SATIE was informed by and fully consistent with the recommendations from the Diversity Audit that was conducted in 2018. Dr. Daryl Smith, a professor of education, summarized 40 years of diversity research in her book, *Diversity’s Promise for Higher Education*. Four key dimensions of Dr. Smith’s model for institutional change (Smith, 2015) were used and adapted as a framework for the SATIE. These categories and goals are:

- *Access and Success*: Recruit, retain, and promote the success of a diverse student body and learners.
- *Education and Scholarship*: Promote an educational environment that fosters inclusive excellence by engaging culturally diverse content and perspectives.
- *Climate and Intergroup Relations*: Promote a welcoming climate that fosters collaboration and healthy relationships among students, learners, faculty, and staff.
- *Institutional Viability and Vitality*: Recruit, retain, and promote a diverse administration, staff, and faculty; actively engage a diverse Board of Trustees; and adopt institutional policies and procedures that ensure accountability to inclusion and equity.

In the first year substantive progress was made toward 75% (27 out of 36) of the goals. Current institutional priorities related to diversity as set by the Diversity Council include the following: race, ethnicity, language, gender, and disability.

2020-2022 Goals and Outcomes

ACCESS AND SUCCESS

Associate Provost for Faculty Inclusion and Equity (APFIE)

- Identify barriers to diversity, equity, and inclusion (DEI).
- Update and develop annual goals (e.g., student evaluation & support, faculty mentoring).
- Strengthen faculty-to-student mentoring efforts in collaboration with Deans.

Ethnic Centers

- Increase visibility as a resource for cultural support and offer additional support groups for students, particularly in the onboarding process.
- Coordinate with Diversity Council to offer events that promote collaboration.
- Increase coordination between Ethnic Centers and Advising regarding a cohort model.

Global Recruitment, Admissions, Marketing, and Retention (GRAMAR)

- Develop annual goals and expected outcomes for student recruitment, admissions, and retention, including goals related to diversity, in collaboration with Deans.
- Coordinate among GRAMAR and Deans on retention-related issues/efforts.
- Identify barriers to inclusion and equity and develop annual goals and outcomes.
 - Identify gaps in service toward students, particularly those from underrepresented and marginalized communities (Senior Managers of Enrollment Data Science and Student Experience).
 - *Advising*: Develop annual goals and expected outcomes related to general support and mentoring for advising.
- Partner with Ethnic Centers to develop strategies for the recruitment, admission, and retention (with an emphasis on the onboarding process) of underrepresented students.
- Develop a student communication plan that provides students direct access to information and resources that support academic progress and student success.
 - *Academic Advising and Enrollment Communications*: Launch a quarterly incomplete communication plan to help students manage their incomplete work
 - *Registrar's Office*: Launch a petition website to walk students through their options, forms, required documentations, timelines. etc.
 - *Enrollment Communications*: Translate GRAMAR forms (i.e., Registrar's Office, SFS, Advising) and website into Spanish and Korean.
- Attract and admit a student body that supports Fuller's Core Commitment to a multicultural, multiethnic learning community.
- Revise one of the admissions essays to more adequately capture Fuller's commitment to a diverse student body.

Deans and GRAMAR

- Reorient policies and work towards a student success model rather than a deficit approach to students on probation in collaboration with Provost's Council and Office of Student Concerns.
- Develop a student success program that provides students direct access to the staff and faculty resources that support academic success.
- The term "Student Success Community" (SSC) will be used in Fuller's external communication to identify students admitted on probation or placed on probation (with a CGPA between 2.49 and 2.0).
- Prepare students for graduate studies and for engaging with diversity at Fuller.
 - Require all new master's students in SOT and SIS to take an introductory class for their graduate studies at Fuller that includes preparation for engaging in diversity (e.g., combination of elements from ST511, IS500, and additional topics, such as engaging diversity, time management, work-life balance, resources, etc.).

Deans, Academic Advising, Office of Student Concerns, and Enrollment Data Science

- Identify quantitative and qualitative indicators of success and barriers for students of color for the purpose of informing policy in the 3 schools.
- Submit key findings to the Diversity Council and incorporate insights for monthly conversations of the APFIE with the Deans.
- Identify key changes in policies or procedures that will address barriers for student success by 12/31/20. Policy revisions will reflect additional information from the Climate Survey.

Access Services

- Identify barriers to registration and subsequent quarterly request of accommodations across online and physical campuses, and propose key changes to procedures.
 - Reduce reliance on paper forms by digitizing as much as possible.
 - Explore adoption of accommodation software to facilitate online registration.
 - Enhance Quad page with resources for students with disabilities.
- Develop an efficient and equitable mechanism through which student and faculty concerns about accommodations and their implications for course standards can be addressed in collaboration with Provost, Legal Counsel, and Office of Student Concerns.
- Develop and adopt a policy and procedure for addressing Fundamental Alteration concerns from students and staff.

FULLER Studio

- Increase cultural competence of FULLER studio in collaboration with the APFIE and Ethnic Centers.
 - Employ writers, event coordinators, and video editors from a variety of cultural backgrounds for FULLER magazine and studio.
 - Continue developing process for offering translation for all Fuller departments.
 - Develop distribution lists that support marginalized audiences.

Fuller Leadership Platform

- Increase cultural competence for FLP in collaboration with APFIE and Ethnic Centers.
 - Establish more ongoing partnerships with all Ethnic Centers and APFIE.
 - Obtain feedback that offerings are more culturally responsive by 7/1/20.
 - Bring in consultants to share ways we can increase our cultural competence.
 - Read one book annually as a leadership team (EDs of each of our centers) specifically related to diversity, equity, and inclusion.
 - Continue to bring in diverse authors, represented in our module build out on Fuller Formation and Fuller Equip.

CLIMATE AND INTERGROUP RELATIONS

Senior Academic and Administrative Leadership

- Foster stronger collaboration and communication among the Office of Student Concerns, HR, Diversity Council, Assistant Provosts of Ethnic Centers, Deans, Associate Provost, Provost, President, and relevant offices in support of Fuller's commitment to inclusive excellence in 2020, 2021, and 2022. Climate Survey results will offer feedback on this.

Provost

- Assess Fuller's Climate on a regular basis through an annual climate survey.
- Revise the Annual Climate Survey to assess inclusion content (faculty and staff) by 5/15/20, with annual progress expected on major indicators in subsequent years.

Office of Student Concerns

- Implement strategies for reducing bias incidents among the student body.
 - Conduct annual student training on implicit bias or DEI related topics. Schedule training for Welcome Week and during the year annually.
- Enhance collaboration between the Office of Student Concerns, the Inclusion and Equity Faculty Development Group, and APFIE to reduce the negative impact of bias on students and faculty.
 - The Office of Student Concerns and APFIE will meet monthly for consultation and collaboration purposes to reduce the negative impact of bias incidents.

- Collaborative efforts will result in annual reports of improved campus climate at an annual rate of 5%.

Office of Student Concerns, Office of Compliance, and HR

- Continually monitor bias in the Fuller community, including its procedures and process, in collaboration with Legal Counsel, Communications, Deans, APFIE, and Provost.
 - Refine the Bias Response Team Protocol by Spring 2020.
 - Improve bias incident reporting and communications process by Spring 2020.
 - Develop conflict review policy for Fuller complaint resolution processes.

Office of Student Concerns, Diversity Council, and APFIE

- Oversee the development of small groups, including affinity groups, book clubs, and conversation hours.
 - Students, staff, and faculty will continue to initiate affinity groups.
 - Determine goals by each small group, while relating expected outcomes to increased multicultural knowledge and relationships.
 - Office of Student Concerns, Diversity Council, and APFIE will conduct an annual survey of affinity groups, starting in April 2020.

Diversity Council

- Develop a strategy to address the five current Diversity Council priorities of race, ethnicity, language, gender, and disability.
- Improve climate among staff, students, and faculty in collaboration with APFIE.
- Coordinate DEI efforts between Fuller Departments.

Inclusion and Equity (IE) Faculty Development Group (Faculty from the Diversity Council and additional faculty)

- Increase faculty sensitivity to interpersonal dimensions and communications by self-reflection during annual review in collaboration with Deans.
- Membership in the IE Faculty Development Group will be extended to selected faculty who express a commitment to addressing DEI issues.

Board of Trustees and President

- The President and APFIE will meet regularly to address cultural change, issues of distrust, and develop long and short-term goals.

EDUCATION AND SCHOLARSHIP

Associate Provost for Faculty Inclusion and Equity

- Offer Inclusion and Equity Faculty Development Resources
 - 25%, 50%, 75% of Faculty will report accessing resources by 2020, 2021, 2022, respectively.
- Award annual Inclusive Excellence Grants to faculty who will describe specific insights and strategies promote inclusive and equitable pedagogy.

Deans

- Revise Curriculum so that inclusive content, diverse pedagogical styles, and approaches to student assessment will be more fully incorporated by all faculty.
 - Faculty annual evaluation will reflect an increased incorporation of inclusive strategies in 2020.
 - The criteria for merit step, promotion, and tenure evaluations will be revised to reflect expectations consistent with Fuller's Strategic Plan that envisions educators and scholars who are focused on their vocation to serve the multicultural and global body of Christ with increased sensitivity to DEI issues.

IE Faculty Development Group

- Increase faculty sensitivity to interpersonal dimensions and communications by self-reflection during annual review in collaboration with Deans.
- Increase culturally responsive teaching in collaboration with the deans, with a focus on: a) engaging content, b) engaging culturally diverse students, and c) critical moments.
 - Faculty will report specific inclusive strategies that informed their teaching at the end of each academic year evaluation (25% by 2020, 50% by 2021, 75% by 2022) with the goal of 100% adoption).

Teaching and Learning

- Faculty will respond to an inclusive excellence question annually by July.
- All Fuller courses will reflect a commitment to inclusion and engagement in these three dimensions: faculty-student, student-student, and student-content.
- Courses are organized in a logical sequence with particular attention to diverse learning styles and access considerations.
- Courses clearly emphasize learning objectives and clearly communicate expectations for students with attention to the linguistic, ethnic, racial, gender diversity, and access.
- Courses are designed with situation learning (situated cognition) as a core commitment -- students are expected to apply their learning to their diverse contexts and as part of their formative learning process;
- Faculty provide timely and substantive feedback to support the learning of students and work to provide an atmosphere of mutual respect that is informed by a recognition of how differing cultural values and dynamics might influence this relationship.
- Faculty are reasonably approachable and available to students for both in and out of class support with intentional consideration of diversity, inclusion, and equity in mentoring.
- Multicultural competencies inform pedagogical styles, assignments, and assessments.
- Courses are designed using institutional technological provisions to ensure that faculty and students can be resourced in and supported to facilitate effective teaching and learning, address student expectations, and engage with student concerns. Factors that might enhance or impede an inclusive learning environment will be considered.

INSTITUTIONAL VIABILITY AND VITALITY

Associate Provost for Faculty Inclusion and Equity

- Guide the adoption of the SATIE 2020-2022 and collaborate with departments to facilitate its implementation.
- Increase diversity of the Board leadership so it more accurately reflects the demographics of the Fuller community.
- Increase Ethnic Center Directors and APFIE partnership as well as involvement of faculty in Ethnic Centers.

President, Provost, and Deans

- Increase racial, ethnic, and gender diversity in Fuller's academic leadership.
- All Faculty hires will incorporate best practices for diverse faculty hiring and faculty development in job descriptions and search committee processes.

Deans

- Increase role in mentoring and developing faculty; this mentoring will be informed by attention to issues of inclusion and equity.
- Recruit, retain, and develop diverse (i.e., racial, ethnic, and gender) faculty in collaboration with Provost and APFIE.
 - Revise faculty hiring procedures to be more inclusive.
 - Include criteria of cultural competence, to include awareness of and sensitivity to race and gender concerns, in all faculty hiring protocols.

- Utilize recruitment and retention strategies for hiring underrepresented groups.
- Search Committees will report regular use of the job description template for all faculty hires and the best practices for diverse faculty hiring.

Human Resources

- Develop a recruitment plan to attract more diverse staff.
 - Adopt a best-practices hiring and recruitment strategy, building on the best practices for faculty document and other relevant resources by Fall 2020.
 - Increase visibility of job postings to a more diverse applicant pool.
 - Train managers in best practices for diverse and equitable hiring.
- Develop a supportive approach to increase retention for staff.
 - Host a meet & greet and get to know the Academic/Ethnic Centers to foster connections and support among the departments and staff across the seminary.
- Staff will be expected to participate in a campus-wide diversity seminar opportunity annually in consultation with the APFIE.

Human Resources and Office of Student Concerns

- Improve quality of incident management in collaboration with Legal Counsel, Communications, Deans, APFIE, and Provost.
 - Incorporate specific communication strategies and protocols in response to reported bias incidents by Spring 2020.
- Incorporate implications of Title VI and VII in policies and procedures, particularly the Racial Justice and Intercultural Life Statement in collaboration with Diversity Council.

Fuller General Counsel, Office of Compliance, and Human Resources

- Finalize Affirmative Action Plan Implementation.
 - A commitment to the Affirmative Action Program was made in Fall 2019.
 - The Executive Director of Human Resources will monitor the progress of the Affirmative Action Program with the support of the Diversity Council.

Faculty Senate and Diversity Council

- Update the Racial Justice and Intercultural Life Commitment (RJILC) by 5/1/20.
 - Formalize the relationship between RJILC and relevant institutional policies
 - Begin updating the commitment to reflect current understandings of race and ethnicity.
 - Investigate developing policies that address a broader range of marginalized identities.
 - Incorporate aspirations for creating a safe and healthy environment for people of color into the RJILC.

Senior Academic and Administrative Leadership

- Improve public perceptions of Fuller.
 - Review climate survey and other indicators to determine whether public perceptions of Fuller improve 5% annually.
 - GRAMAR: develop inclusion sheet for recruiting trips.
 - Communications and Marketing: Fuller.edu/Inclusion will provide annual updates on Fuller's inclusion efforts.
 - Prioritize conferences and events related to ethical, racial, and gender diversity.
- Remove barriers to inclusion and equity so that recruitment efforts result in the hiring of staff/faculty that accurately reflects the demographics of the available qualified workforce for SOT, SOP, and SIS over the next five years.

Access Services

- Develop and adopt a grievance policy and procedure for disability-related discrimination in compliance with Section 504 mandates in collaboration with the Office of Student Concerns and Legal Counsel. This policy and procedure will be developed and widely available to students by Spring 2021.

Diversity Council

- Organize efforts related to a group on women's concerns.
 - Develop strategic leadership related to women's concerns.
- Ensure that all offices will demonstrate deeper commitments to diversity, inclusion, and equity in collaboration with HR
 - All offices will report progress in 2020 and develop annual goals based on input and coordination with the Ethnic Centers and Diversity Council.
 - Follow Winter quarter 2020 meetings with the Ethnic Centers with annual goal submissions by September 2020, 2021, and 2022.

Communications and Marketing

- Coordinate Korean and Spanish translation for website, annual events, key student forms, and major communications based on priorities of the Ethnic Centers and Deans.
- Complete translation of Orientation to Fuller Seminary (OR101) into Korean and Spanish in order to enhance student's success.
- Develop and execute plan for translating webpages and forms that are regularly used by current students in Korean and Spanish in collaboration with respective departments.

UPDATES - Annual updates on SATIE 2020-2022 will be provided on our inclusion site, <https://www.fuller.edu/inclusion/>.

Deep appreciation is expressed to Ahren Samuel, Assistant to the APFIE, Denette Boyd-King, Research Fellow, and Aaron Dorsey, Communications and Marketing.

References

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- UC Berkeley. UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity, 2009. Retrieved from <https://diversity.berkeley.edu/about/strategic-plan>

¹ Equity is “the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff in every stage of [Fuller Theological Seminary] education and career development, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some [marginalized] groups” (UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity, 2009).

² Inclusion “exists when traditionally marginalized individuals and groups feel a sense of belonging and are empowered” to shape and redefine culture (Williams, 2013, p. 90). “the active intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions” (Association of American Colleges & Universities).