



Strategic Approach Toward Inclusive Excellence 2020-2022

A Fuller Theological Seminary Document
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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, equity¹, and inclusion² (DEI) with an emphasis on adopting antiracist practices and their intersection with other dimensions of diversity. Consistent with FULLER NEXT, 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 that persons and communities experience due to their race, ethnicity, gender³, language, and disability. The leaders 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 and the schools 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 enhance student success by improving 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 modified to better assess Fuller's climate as it relates to inclusion. In an effort to reduce bias incidents among students, the Office of Student Concerns will offer an annual DEI related training for students and refine the Bias Response Team Protocol with Human Resources (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 Chief of Diversity, Equity, and Inclusion (CDEI) has begun and will continue the process of awarding annual Inclusive Excellence Grants, which reward 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 curricula for greater diversity and increasing expectations for faculty to adopt inclusive approaches.

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.

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“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

At this historic moment when there is a global mobilization to address historical and structural practices, policies, and commitments that have contributed to the marginalization of others, Fuller Theological Seminary is prepared to engage in a reckoning on race in its past, present, and future. As noted in Fuller’s denouncement of the [Unjust Rhythms of Racialized Violence](#).

We must fervently ask for the Spirit’s guidance in examining ourselves, our institutions, our theologies, and practices for the ways in which they retain ideologies that disregard the humanity of all non-white peoples. And we must join our God in God’s own solidarity with the oppressed and the marginalized.

Fuller Theological Seminary needs to examine even more deeply its own particular history and its policies, procedures, and practices, as well as its theologies, psychologies, and intercultural theories, to discern, analyze, critique, and dismantle approaches that contribute to dehumanization and marginalization. As noted in [Fuller’s Race, Ethnicity, and Justice Statement \(2020\)](#).

Overcoming racism is a process that involves becoming aware of racist ideologies and their effects, commitment to overcoming racism, confession of sorrow for participation in individual and structural racism, concrete action aimed at racial inclusion and equity, and celebration of new discipleship in Christ. It is not simply remorse; it is the joy of becoming participants in Christ who overcomes divisions (Ephesians 2). It is not only individual action, but involves examining the institutions and structures we belong to, and working to change those structures into conformity with God’s justice.”

Ibram X. Kendi (2019) in *How to Be an Antiracist* outlines how to be an antiracist in helpful steps: “I stop using the “I’m not a racist” defense or denial” (p. 226). He redefines racist as someone who supports racist policies or ideologies. He encourages us to confess the racist policies and ideas that we support and acknowledge their origins. He defines an antiracist as someone who supports antiracist policies and ideas. These same steps apply to other diverse social identities and intersectionality across dimensions of identity.

In 2019, substantive progress was made toward [75% \(27 out of 36\) of SATIE goals](#). From 2019-2020, 86-93% of faculty reported making substantive DEI changes in their teaching. This updated SATIE 2020-2022 outlines specific steps toward achieving priorities related to DEI with an emphasis on antiracist practices and gender equity and inclusion which is consistent with the vision of FULLER NEXT to provide “indispensable formational education to diverse Christian leaders everywhere.” Dr. Daryl Smith’s institutional change model (2020) continues to serve as a framework for the SATIE:

- *Access and Success*: Recruit, retain, and promote the success of a diverse student body and learners.
- *Climate and Intergroup Relations*: Promote a welcoming climate that fosters collaboration and healthy relationships among students, learners, faculty, and staff.
- *Education and Scholarship*: Promote an educational environment that fosters inclusive excellence by engaging culturally diverse content and perspectives.
- *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 DEI and antiracist practices.

2020-2022 Goals and Outcomes

ACCESS AND SUCCESS

Chief of Diversity, Equity, and Inclusion (CDEI)

- Identify barriers to DEI with an emphasis on practices that marginalize students.
- Update and develop annual goals (e.g., student evaluation & support) that prioritize the success of marginalized students (e.g., Black, Latinx, and Asian descent).
- 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.
- Develop strategies for additional funding for the Ethnic Centers, given recent loss of staff related to budget cuts, so that they can provide sustainable student services and maintain as well as enhance the quality of their programs and centers.
- Work more closely with the schools and GRAMAR to develop recruiting and retention strategies to address under-representation of students of color.
- *Center for Asian American Theology and Ministry*
 - Develop resources to address the erasure of Asian Americans in discussions about race or racism or multiethnic ministry, problematic presentation as model minorities or honorary whites, and the tendency to ignore the diversity and complexity within the Asian American community.
 - Explore ways to implement recommendations from the "Asian American Emerging Adults and Theological Education" research project, such as training staff and faculty about core aspects of the Asian American context.
 - Experiment with offering peer mentoring as a way of supporting our students.
 - Invest and expand in the "Centering: The Asian American Christian Podcast" to provide more resources to the broader Asian American community.
- *William E. Pannell Center for Black Church Studies*
 - Engage with consultants and key conversation partners to revamp vision and mission statements.
 - Collaborate with the Executive Director of the Library to modify the Pannell LibGuide
 - Establish a Black Advisory Council of community leaders and clergy.
 - Implement a directed formational cohort of a dozen students.
 - Create and market more content for learners and global leaders looking to engage in specific conversations and work affecting the churches and communities of the African Diaspora.
 - Expand the work of the Pannell Center to deliberately engage our African International students and other Black, non-American students.
 - Provide 'Space & Place' for Black students.
 - Continue to work with the School of Mission and Theology to provide courses.
- *Center for the Study of Hispanic Church and Community (Centro Latino)*
 - Mission of academic and professional programs
 - Educate contextually
 - Connect interculturally and intergenerationally
 - Serve globally
 - Goals
 - Market Latinx research on human identity, decolonizing [good] living, and Christian leadership in the brown global space in three languages (English, Spanish, Portuguese).
 - Strengthen relationships with global partners.

- Walk with FULLER NEXT to assume the polyvalent Latinx dimension as FULLER NEXT builds its diverse corporate self.
- Develop theological resources, events, and spaces for critical dialogue that provide to the Latinx Church appropriate and practical tools to address the needs of vulnerable groups.
- *Korean Studies Center (KSC)*
 - KDMin program: The new integrated KDMin/DMinGM programs started Fall, 2020.
 - Strengthen student services and effective administration.
 - Develop curriculum and introduce new courses.
 - KDIS program: Accepted students for the new online cohort from Spring 2020
 - Offer ongoing admissions of students in Fall and Spring.
 - Develop strategic bases outside the USA (South Korea, Turkey, and Kenya) for mentoring of students and recruitment.
 - Special lectures and regular seminars for KSC students and alumni:
 - Offer monthly seminars and occasional special lectures.
 - Network with students, alumni and wider audience through online seminars.
 - Continue to obtain support from the Fuller Korean Advisory Council in Korea.

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

- Develop annual diversity goals and expected outcomes for student recruitment, admissions, and retention for each school/program, in collaboration with Deans and the Ethnic Centers.
- 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 and schools to develop strategies for the recruitment, admission, and retention (emphasizing the onboarding process) of underrepresented students in each school.
- 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
 - *Enrollment Communications*: Translate GRAMAR forms (i.e., SFS, Advising) and website into Spanish and Korean.
- Attract and admit a student body that supports Fuller's 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 towards a student success model rather than a deficit approach to students on probation in collaboration with Academic 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.
- Use the term "Student Success Community" (SSC) in Fuller's external communication to identify students admitted 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 in a way that prioritizes the well-being of students of diverse social identities and diverse intersections of identity.

- Require all new master's students in the School of Mission and Theology to take an introductory preparatory class for their graduate studies at Fuller that includes preparation for engaging in diversity (e.g., combination of elements from ST511, IS500, work-life balance, time management, 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 diverse social identities and diverse intersections of identity across Fuller's schools for the purpose of dismantling policies that support and undermine students, respectively.
- Submit key findings to the Diversity Council and incorporate insights for monthly conversations of the CDEI with the Deans.
- Identify key changes in policies or procedures that will address barriers for student success by 12/31/2020. Policy revisions will reflect additional information from the Climate Survey.

Academic Systems

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 the Chief Academic Officer (CAO), Chief Counsel, and Office of Student Concerns.
- Develop and adopt a policy and procedure for addressing Fundamental Alteration concerns from students and staff.

Registrar's Office

- Launch a petition website to walk students through their options, forms, required documentations, timelines, etc.
- Initiate discussion with KSC about their vision for their students. Collaborate with KSC staff and faculty so that we can understand and support their goals and curricular ideas. Train their staff and faculty as needed.
- Create a "degree certificate" for Korean program graduates. A verification/transcript cover letter will be of great benefit to our international students.

Library

- Continue building library digital collections in Korean and Spanish.
- Begin building guides and resources addressing diverse communities in respect to people with disabilities, women, and social justice issues.
- Allow translation and transcription of library resources in Korean, Spanish, and for people with disabilities.
- Include a proper ADA-accessible and language translated library website.
- Transfer digital archives content to Digital Archives at Fuller, a platform linked with OCLC system coding that translates the platform into English, Spanish, and Korean languages (additional languages may be applied for global accessibility).
- Proactively create ADA-compliant English language transcriptions of archives OFRH radio broadcasts.

Leadership Formation Division (LFD) (Five Centers and the Platform)

- Increase cultural competence for LFD in collaboration with CDEI and Ethnic Centers.
- Demonstrate an active commitment to diversity, equity and inclusion that is reflected in each LFD entity's objectives and key results (or OKRs).
- Follow SATIE's hiring guidelines and recommendations in decisions across LFD.

- Read one book annually as an LFD Lead Team related to diversity, equity, and inclusion.
- Continue to diversify authors and content providers in all five Centers and the Platform.
- **Brehm Center**
 - **Creating networks/relationships with diverse organizations, communities, artists, etc.**
 - Illuminating the diversity found in culture by creating a diversity toolkit
 - Ogilvie's social justice emphasis becomes a model for the Brehm Center.
 - **Making sure to prioritize amplifying marginalized voices**
 - Diversify Brehm Center board: Recruit BIPOC and persons with a disability.
 - Prioritizing partnering with BIPOC nonprofits and organizations for conferences
 - Brehm Cascadia DEI advisory board
 - Create pool of candidates to make sure our speakers are diverse

FULLER Studio

- Increase cultural competence of FULLER studio with an emphasis on increasing inclusion in collaboration with the CDEI and Ethnic Centers.
 - Employ communications, events, marketing, and media professionals from a variety of cultural backgrounds for FULLER magazine and studio.
 - Continue advocating for budget expansions and developing processes for offering translation for all Fuller departments.
 - Develop distribution lists that support marginalized audiences across all areas of content over which Communications and Marketing has influence.

CLIMATE AND INTERGROUP RELATIONS

Chief Operating Officer (COO)

- Assess Fuller's climate on a regular basis through an annual climate survey in collaboration with the CAO, CDEI, and Accreditation Liaison Officer.
- Revise the Annual Climate Survey to assess inclusion content with annual progress on antiracist practices on major indicators in subsequent years.

Senior Academic and Administrative Leadership

- Foster stronger collaboration and communication among the Office of Student Concerns, HR, Diversity Council, Academic Deans of Ethnic Centers, Deans, CDEI, CAO, COO, President, and relevant offices in support of Fuller's commitment to inclusive excellence and antiracist practices in 2020-2022. Climate Survey results will offer feedback.

Chief of Diversity, Equity, and Inclusion (CDEI)

- Identify barriers to DEI for faculty and staff, with an emphasis on marginalizing practices.
- Develop strategies to improve gender equity, particularly for women students, faculty, and staff. The DEI Office will compile resources related to this priority.
- In collaboration with Human Resources, Directors, chaplains, and staff the CDEI will develop additional strategic DEI priorities for staff.

Office of Student Concerns

- Implement strategies for reducing bias and increasing antiracist practices for student body.
 - Conduct annual student training on implicit bias, antiracist practices, and other DEI related topics. Schedule training for Welcome Week and during the year annually.
- Enhance collaboration between the Office of Student Concerns, chaplains, the Inclusion and Equity Faculty Development Group, the Pannell Center, and CDEI to reduce the negative impact of bias and racism on students, particularly Black students.
 - The Office of Student Concerns and CDEI will meet monthly for consultation and collaboration purposes to reduce the negative impact of bias incidents.
 - Collaborative efforts will result in improved campus climate at an annual rate of 5%.

Office of Student Concerns, Office of Compliance, and Human Resources

- Continually monitor bias and marginalizing practices in the Fuller community, including its overt and covert procedures and process, in collaboration with Chief Counsel, Communications, Deans, CDEI, CAO, COO, and President.
 - Improve bias incident reporting and communications process by Winter 2021.
 - Develop conflict review policy for Fuller complaint resolution processes.

Office of Student Concerns, Chaplains, Diversity Council, Ethnic Centers, and CDEI

- Facilitate the development of small groups, including affinity groups, spiritual support, book clubs, and conversation hours.
 - Students, staff, and faculty will continue to initiate affinity groups, including antiracist, gender-based, and other groups to support underrepresented students (e.g., Black, Latinx, and Asian descent).
 - Determine goals by each small group, while relating expected outcomes to increased multicultural knowledge and relationships.
 - Office of Student Concerns, Diversity Council, and CDEI will conduct an annual survey of affinity groups in April 2021.

Auxiliary Services

- Raise diversity awareness when hiring new employees
 - Job descriptions will include ability to work and communicate in multicultural settings.
- Become culturally competent
 - Learn more about different cultures and backgrounds represented by employees.
 - Foster a culture that encourages collaboration, flexibility, and fairness to enable all employees to contribute their potential and share their ideas.

Diversity Council

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

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

- Extend membership in the IE Faculty Development Group to selected faculty who express a commitment to addressing DEI issues.

Board of Trustees and President

- The President and CDEI will meet regularly to address cultural change, issues of distrust, and develop long- and short-term goals toward antiracist practices for the President and Board of Trustees.

EDUCATION AND SCHOLARSHIP

Chief of Diversity, Equity, and Inclusion (CDEI)

- Offer Inclusion and Equity Faculty Development Resources to faculty
 - Coordinate with the CAO and academic leadership to enhance communication with adjuncts and affiliates.
 - 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 to promote inclusive and equitable pedagogy.
- Offer consultation to faculty to support their efforts toward inclusive excellence.

Deans

- Revise curriculum so that inclusive content, diverse pedagogical styles, and varied approaches to student assessment will be more fully incorporated by all faculty.
 - Faculty will report specific inclusive strategies that informed their teaching at the end of each academic year evaluation (50% by 2020, 75% by 2021, and 100% by 2022).
 - 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 commitment to antiracist practices and sensitivity to interpersonal dimensions 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) antiracist practices.

Academic Systems - Teaching and Learning

- 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 and antiracist practices inform pedagogical styles, assignments, and assessments.

INSTITUTIONAL VIABILITY AND VITALITY*Chief of Diversity, Equity, and Inclusion (CDEI)*

- Guide the adoption of the SATIE 2020-2022 and collaborate with departments to facilitate its implementation.
- Encourage the President's ongoing efforts to increase diversity of the Board leadership so it more accurately reflects the demographics of the Fuller community and take strategic steps toward antiracist practices, including reading, training, and revised procedures.
- Increase Ethnic Center Academic Deans and CDEI partnership as well as involvement of faculty in Ethnic Centers.

President, Chief Academic Officer (CAO), and Deans

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

Deans

- Provide faculty more support by increasing involvement 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 CAO and CDEI and establish specific strategies.

- 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 in collaboration with the CDEI.
 - Review and update job description templates to provide appropriate expectations for staff commitment to and engagement of DEI.
 - Adopt a best-practices hiring and recruitment strategy, building on the best practices for faculty document and other relevant resources by Spring 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.
 - Review and update staff performance evaluation form, incorporating staff commitment to and engagement in DEI by Fall 2020.
 - Provide staff with an annual campus-wide DEI seminar opportunity in consultation with the CDEI.
 - Encourage staff participation in seminary-wide affinity groups to expand connections, obtain support, and increase antiracism skills and knowledge.
 - Increase staff input and participation in decision-making processes in partnership with the COO.

Human Resources and Office of Student Concerns

- Improve quality of incident management in collaboration with Chief Counsel, Communications, Deans, CDEI, CAO, and COO.
 - 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 Chief Counsel, Office of Compliance, and Human Resources

- Finalize Affirmative Action Plan Implementation.
 - Build on commitment to the Affirmative Action Program that was made in Fall 2019.
 - The Chief Human Resources Officer will monitor the progress of the Affirmative Action Program with the support of the Diversity Council.

Diversity Council

- Update the Nondiscriminatory Language (NDL) Statement by 6/1/21.
 - Continue updating the NDL commitment to reflect current understandings of gender equity and other DEI concepts.
 - Develop policies that address a broader range of marginalized identities.
 - Incorporate aspirations for creating a safe and healthy environment for people of color into the policies

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.

- 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 the School of Mission and Theology and the School of Psychology & Marriage and Family.

Academic Systems - 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 Chief Counsel. This policy and procedure will be available to students by Spring 2021.

Diversity Council

- Produce a public Gender Commitment Statement that reflects historical awareness and current commitments regarding women's inclusion and equity.
 - Develop strategic leadership with specific policy recommendations related to women's concerns.
- Ensure that all offices will demonstrate deeper commitments to DEI and antiracist practices in collaboration with HR.
 - All offices will report progress in 2021 and develop annual goals based on input and coordination with the Ethnic Centers and Diversity Council.
 - Plan annual meetings with Ethnic Centers to review progress on collaborative goals.

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, Center for Missiological Research, and Deans with recognition that linguistic diversity is more than translation.
- 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/>.

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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" (AAC&U).

³ Gender is defined as a man or woman as illustrated by [Fuller Theological Seminary's Statement of Faith](#), [Community Standards](#), and [Fuller's Institutional Commitments](#).