



Strategic Approach Toward Inclusive Excellence

2023-2025

A Fuller Theological Seminary Document Updated and Adopted May 2023

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Leadership
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The Strategic Approach Toward Inclusive Excellence 2023-2025

Theological Introduction¹

Scripture shows a vibrant variety in both God's design and dream for the world. The weight of Christian faith and understanding across the centuries asserts that God created the world good, animated living beings, and cares for the world and all that live in it. God gave creation the capacity to avoid damage and disfigurement. God loves the world, and love does not control or damage or distort the image of the one that is loved. While God does not coerce us into reciprocating or reflecting God's love, and God has worked to free us to faithfully embody God's love together, nevertheless, human beings have the freedom to reject God's love. This rebuff of God's will for fidelity to God, faithfulness in relationships, and ensuring the fruitfulness of the earth is sin, and sin has consequences.

No human is immune from sin – rejecting God's will for one's life and the world. Our sin is sometimes unplanned and at other times intentional. Among other expressions, the sinfulness in human hearts rejects the vibrant variety of God's good creation and often leads people to be conformed to the ways of irreverence in the world. This submission to, and imposition of, conformity restricts the beauty and flourishing of God's excitingly diverse creation. This conformity is evident in transactional encounters as opposed to reciprocal engagements with people and the rest of creation. This controlling conforming seeks to create people in the image of the powerful and privileged – a devastating defacement of what God made good and reimagines as new creation.

God continues to love this wounded world even though it is marred through individual and collective sin. God's expansive love for the world resulted in God sending the only begotten Son to redeem the devastated world God created good. Through the life, death, and resurrection of Jesus Christ, humanity is called to love God with all that we are and our neighbors as ourselves to the path of living fully into what God dreams – aspires – for us and the world to be. The Spirit is our companion on this sacred journey, convicting, correcting, and conducting us toward the new creation that God wills. This new creation includes the characteristic of the vibrant variety of peoples from all ethnicities and languages (“every tribe and language and people and nation”).

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Inspired by the wisdom of Christian mystics, we bear witness by living into God's vibrant vitality *via positiva*, *via negativa* and *via transformativa*.

Via Positiva

Scripture bears witness to the vibrant variety of God's activity in the world. In other words, God created difference to be generative of mutuality and joy, opposing our attempts to make it a wall of hostility or something to be eliminated. The creation stories show the generative power of God's word, the different yet interconnected parts of the

¹ Authored by Fuller President, Dr. David Emmanuel Goatley.

world, and the distinct diversity yet compatibility of humanity (Genesis 1 and 2). Abram and Sarai, through whom God chose to shape a people that would bless all people throughout the earth left Ur for Harran, and then Harran for the land of Canaan which brought them into cross-cultural contexts (Genesis 12-15). By God's grace, Joseph and his family flourished in Egypt with its multicultural context but not without unfairness, imprisonment, and challenge (Genesis 39-50). Further, Jesus crosses cultural and gender barriers in his ministry (The Gospels), and his apostles proclaim the good news in word and deed throughout the known world (Acts and the Epistles). Even through banishment, God reveals to John the vision of completing what God had begun with gathering the diversity of humanity – from every tribe and tongue – who worship and serve God eternally (Revelation).

Via Negativa

God's vibrant variety has not escaped injury, assault, and violation. The goodness of creation is damaged by human disobedience resulting in accusations and blame of each other, which manifest God's judgment on human life (Genesis 3). A murderous spirit endangers humanity and community (Genesis 4). The world and those who inhabit it have been wounded. People and all of creation are scarred, and Christian people are called to visit the wounds of creatures and creation with gentleness and graciousness for renewal and repair. God's people, called through Abraham and his descendants, found themselves sometimes faithful and often unfaithful. The individual sin of many is not the only cause of hurt in the world. The prophets Amos, Isaiah, Hosea and Micah name and challenge social injustices resulting from, individually and systemically, exploiting power differentials. This injustice – unfairness – is contrary to God's will for the world. In Jesus we see compassion that moves him to cross religious and cultural barriers with compassionate engagement, redemptive action, and liberating encounters with people who suffer physically and socially. Through him, they receive the love of God, are invited to follow Jesus, and are called to sin no more regardless of their stations in life (Gospels).

Via Transformativa

God's vibrant variety is inspired when disciples of Jesus, are responsive to the Holy Spirit who anoints and empowers them to bear witness to the risen Christ throughout the world (Acts 2). The Spirit arouses community in transcultural contexts enabling God's hand to be seen through the formation of believers and their intercultural generosity towards those in need (Acts 11). The Gospel is for all people in all of the world for all times. It brings healing and hope to all who receive it. The word of the incarnation was, and is, good news and great joy for all people (Luke 2). The telos of God is the proclamation of the gospel to people throughout the world and for those of every tribe and tongue and nation to worship him.

Executive Summary Developed in 2020²

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) with an emphasis on adopting antiracist practices and their intersection with other dimensions of diversity. Consistent with FULLER NEXT, this updated SATIE 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, gender, 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.

² This Executive Summary was developed in 2020 by the previous CDEI and current CAO, Dr. Alexis Abernethy.

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.³

³ The four institutional domains will be used to categorize each goal from the different departments/office. The domains are: Access and Success, Climate and Intergroup Relations, Education and Scholarship, and Institutional Viability and Vitality.

Ethnic Centers

Centro Latino

Educate contextually, connect globally, and transform locally.

Mission of academic and professional programs

Educate Contextually

Action: Provide a list of Hispanic authors, theologians, and scholars in English so that other Fuller faculty can use it in their courses.

Currently, the MATM program committee in Spanish (MATME) is conducting a review of the curriculum, in order to make it more contextual.

Centro Latino has some Portuguese native speaking students. Some CL professors are available to receive and grade papers in the Portuguese language.

Connect Globally

Centro Latino has established various partnerships and collaborative projects with different organizations globally, especially in relation to the production of Professional Certificates (TearFund, Urban Strategies, IFES - Latin America - Shalom Christian Community, Sojourners, etc.).

Transform Locally

The themes of the Professional Certificates are especially relevant to the contextual realities of our community and the holistic response of the local churches to those realities, for example, migration, community transformation, pastoral holistic wellness, and mental health. Some master classes are also being updated to address more specific and contextual needs of Hispanic/Latino ministry from a transformational and holistic mission perspective.

Goals

Continue to carry out and disseminate research on the Latinx church and community in relevant areas. *(Climate and Intergroup Relations) (Institutional Viability and Vitality)*

Strengthen relationships with global partners. *(Climate and Intergroup Relations)*

Walk with FULLER NEXT to assume the polyvalent Latinx dimension as FULLER NEXT builds its diverse corporate self. *(Institutional Viability and Vitality)*

Bilingual courses available to students. *(Education and Scholarship)*

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. *(Access and Success)*

Provide scholarships to students that address gender inequality. *(Education and Scholarship)*

Engage students in enlightening dialogue across language barriers. *(Institutional Viability and Vitality) (Access and Success)*

William E. Pannell Center for Black Church Studies

The Pannell Center provides indispensable formational education—by building a body of Black leaders who believe in the power of the church, the community, and the culture.

Goals

Make the Pannell Center more physically accessible for Pasadena-based students and community members. *(Access and Success)*

Create academic programming that models intercultural, collaborative, and innovative partnership across the institution and the communities it serves. *(Climate and Intergroup Relations)*

Use existing rhythm of events to model achieve this goal.

Be responsive to global, national, and local events.

Expand the work of the Pannell Center to deliberately engage our African International students and other Black, non-American students.

Ensure diversity and equity in the distribution of resources. *(Education and Scholarship)*

Ensure diversity and equity in the distribution of scholarships/fellowships.

Lobby for increased funding to equitably fulfill the vision to place ethnic centers at the center of the institution. *(Institutional Viability and Vitality)*

Continue to meet with members of SLT and Board to advocate for the funding allocations necessary to place the ethnic centers at the center of the institution; a commitment stated by the institution.

Black Advisory Council. *(Institutional Viability and Vitality)*

Maintain a vibrant Black Advisory Council made up of community leaders, scholars, and practitioners.

Center for Asian American Theology and Ministry (Asian American Center (AAC))

We exist to research, equip, and resource the Asian American church.

Goals

Increase Filipino American Community Outreach. *(Institutional Viability and Vitality)*

Growing the mailing list of the Filipino American Ministry Initiative

Open House Events for Prospective Students

Increase Indian American Community Outreach. *(Institutional Viability and Vitality)*

Build infrastructure for the South Asian American Ministry Initiative

Launch the South Asian American Ministry Initiative

Expand support for Asian American Women. *(Education & Scholarship)*

Find ways to support SoPMFT Students, especially women.

Increase the quality of and the number of students served by AAC's Women in Ministry group.

Chinese Studies Center

Recognizing the growing local and global significance of the Chinese church, the heart of the Chinese Studies Center is to gather Chinese Christians from different cultural contexts, including mainland China, to learn, cultivate ministry skills, and grow in Christian fellowship in a manner that brings healing, reconciliation, and the offering of the Chinese church's gifts to the worldwide body of Christ.

Goals

Assist and support all Fuller students who use the Chinese language and/or will serve in a Chinese language setting, regardless of one's nationality and ethnicity. (*Access and Success*)

Contextualizing students' study in the Chinese contexts

Enrich students' understanding of the global Chinese churches, culture, and society.

Cultivating a rich community of intercultural understanding at Fuller. (*Access and Success*) (*Climate and Intergroup Relations*)

Enhancing the seminary's understanding of the diversified global Chinese churches and Chinese theologies.

Cultivating a multicultural sense of community at Fuller.

Recruiting, retaining, and promoting a diverse student body at Fuller.

Strengthening a sense of community of our online as well as residing students.

Promoting a welcoming climate that fosters collaboration and healthy relationships among our culturally and politically diverse student body.

Korean Studies Center (KSC)

Goals

KDMin program (*Education and Scholarship*) (*Access and Success*)

Strengthening student services and effective administration

Administrating resident and online-hybrid modalities.

Offering new courses and using prominent professors as contingent faculty to meet the needs of Korean ministers and missionaries.

KDGL program (*Education and Scholarship*) (*Climate and Intergroup Relations*)

In addition to the "Missiology track", we introduced a "Marketplace" track, which affected recruitment positively.

Launched the "Global Leadership Network," which consists of some of the key KDIS alums and mission leaders, for recruiting new students and encouraging current students in various strategic places in Asia, Africa, and Latin America.

Revising the current program structure for greater cost-effectiveness and a better student experience.

KPhD in Intercultural Theology (*Climate and Intergroup Relations*) (*Institutional Viability and Vitality*)

Recruiting church leaders, missionary leaders, and NGO leaders who aspire to do teaching or research.

Curriculum development and administration.

Special lectures and monthly seminars and symposium for KSC students, alumni, and local churches. (*Access and Success*) (*Education and Scholarship*) (*Institutional Viability and Vitality*)

Monthly “ministry and mission” seminars and occasional special lectures

Networking with students, alumni and wider audiences through online seminars

SMT Dean

To meet this moment, Fuller's School of [Mission and Theology] offers reimagined curricula that underscore how theology and mission are contextual and holistic. To shape innovative leaders for vocations in church and society, programs integrate rigorous scholarship with practical wisdom through courses that utilize new technologies to reach the body of Christ globally. Grounded in Scripture, students receive indispensable formation in life-giving patterns of thinking and feeling, believing, and behaving that are Christ-centered and mission-focused.

Goals

Recommend renewing: Recruit, retain, and develop diverse (i.e., racial, ethnic, and gender) faculty in collaboration with CAO and CDEI and establish specific strategies. *(Institutional Viability and Vitality)*

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.

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. *(Education & Scholarship) (Institutional Viability and Vitality)*

Support (Joint and affiliated) faculty in developing best practices for in-person and online teaching that is inclusive for all majority and minoritized students.

Continue conversation specifically about whiteness at Fuller, including supporting white students (all genders) in our collective pursuit of SATIE.

Registrar's Office

Goals

Initiate discussion with KSC about their vision for their students. *(Access and Success) (Education and Scholarship)*

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. *(Education & Scholarship)*

Human Resources

Goals

Develop a recruitment plan to attract more diverse staff and especially in light of a shift to hybrid and remote work in a post-pandemic environment. (*Institutional Viability and Vitality*)

Review and update job description templates to provide appropriate expectations for staff commitment to and engagement of DEI.

Review and update a best practices hiring and recruitment strategy.

Train managers in best practices for diverse and equitable hiring.

Develop a supportive approach to increase retention for staff, especially with a shift to hybrid and remote work in a post-pandemic environment. (*Institutional Viability and Vitality*) (*Access and Success*)

Provide staff with an annual campus-wide DEI seminar opportunity in consultation with the CDEI.

Create methods for building and resourcing diverse remote/virtual teams with a sense of connection and belonging.

Increase staff input and participation in decision-making processes in partnership with the COO.

The David Allan Hubbard Library

The David Allan Hubbard Library supports faculty and students in pursuit of intellectual and employment success by providing the Fuller community with academic resources to enable a more accurate understanding of mission, theology, and psychology. This support allows them to better understand, discuss, and share their faith with the world.

The library provides resources that engage a variety of academic voices and cultures to better serve the diverse cultural contexts embodied by the Fuller community. A focus is placed on the Christian tradition that reflects the identity of the institution and the current context of research & instruction carried out by Fuller Theological Seminary.

Goals

Collection—Building library collections to achieve inclusive excellence. (*Education and Scholarship*) (*Access and Success*)

Diversity in genre and languages

Continue to collect resources addressing diverse communities and perspectives. Build upon existing library collections to further support learning in Korean, Spanish, and English.

Diversity in formats (*Access and Success*)

Provide resources in various formats including digital and print via multiple means (Books by Mail, Scan on Demand, access to consortia libraries etc.).

Reference Services—Expanding reference services to all students. (*Access and Success*)

References services both in-person and online

Reference librarians will be available to students in-person at the Pasadena campus but also digitally to all students globally.

The quality of the services provided will be consistent across modalities.

Reference services available in English, Korean, and Spanish. (*Access & Success*) (*Education & Scholarship*)

Professional reference librarians will be able to speak the language the student is using to conduct coursework.

The quality of the services provided in each language should be consistent.

Website Overhaul—Website, or significant portions of the site, need to be rethought with a priority on UX and accessibility while respecting the community's diverse levels of information literacy. (*Access and Success*)

Improve general ease of use and clarity of website.

Website design needs to be updated to allow the user to understand the content being presented and the resources available.

Respecting various levels of information literacy needs to be part of the service the digital library experience provides to patrons.

Guidance provided by both the website and library staff needs to support patrons at the appropriate level of information literacy they have attained.

The goal is to improve information literacy across Fuller to a level appropriate for graduate students in their respective fields.

Office of Student Concerns

Goals

Implement strategies for reducing bias and increasing antiracist practices for student body. *(Institutional Viability and Vitality)*

Conduct annual student training on implicit bias, antiracist practices, and other DEI related topics. Schedule training for Welcome Week and during the year annually. *(Institutional Viability and Vitality)*

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. *(Climate and Intergroup Relations)*

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

Goals

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. *(Institutional Viability and Vitality)*

Improve bias incident reporting and communications process.

Develop conflict review policy for Fuller complaint resolution processes. *(Access and Success)*

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

Goals

Facilitate the development of small groups, including affinity groups, spiritual support, book clubs, and conversation hours. *(Access and Success) (Climate and Intergroup Relations)*

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. *(Climate and Intergroup Relations)*

Office of Student Concerns, Diversity Council, and CDEI will conduct an annual survey of affinity groups.

Access Services

Access Services engages students with physical, learning, emotional, and temporary disabilities to determine collaboratively whether and what kinds of reasonable accommodations might be beneficial to provide access to academic courses and programs at Fuller.

We do this through dialogue between the student, Access Services, and relevant medical/psychological professionals. This office leads the Fuller community in its commitments in recognizing students with disabilities as valued members of our community and the diverse body of God's people, to remove barriers and work toward universal access for all campus programs, and to design environments of welcome and hospitality. Access Services embraces the perception of disability as an area of diversity and is steadfast in creating an enlightened context for disability, thereby redefining the term disability and the beliefs around it. A student's success may not be in spite of a disability, but conceivably because of it!

Goals

Identify methods for streamlining the registration process, as well as quarterly requests for accommodations. *(Access and Success)*

Develop and adopt policies and procedures for addressing fundamental alteration concerns from students, staff, and faculty. *(Institutional Viability and Vitality) (Access and Success)*

Develop a collection of resources for students for challenges that can be easily accessed by all students, not just those registered with the Access Services office. *(Access and Success) (Education and Scholarship)*

Diversity Council

Goals

Develop a strategy to address the five current Diversity Council priorities of race, ethnicity, language, gender, and disability. *(Institutional Viability and Vitality)*

Improve antiracist climate among staff, students, and faculty in collaboration with CDEI. *(Institutional Viability and Vitality) (Climate and Intergroup Relations)*

Coordinate DEI efforts between Fuller departments. *(Institutional Viability and Vitality) (Climate and Intergroup Relations)*

Creative Production and Branding

Goals

Create an inclusive brand platform that authentically reflects Fuller's diverse community. *(Institutional Viability and Vitality)*

Listen to stakeholders to ensure each audience is considered in the evaluation of current branding. Include input into updates and implementation of refreshed brand.

Utilize updated branding to promote enrollment and advancement endeavors for degrees and centers.

Customize creative and video assets for our Spanish, Korean, and Chinese language audiences. *(Access and Success)*

Ongoing collaboration with ethnic centers to hear the specific needs of their audiences.

Partner with degree marketing teams and ethnic centers to produce and distribute necessary video assets.

Increase language accessibility across all levels of production. *(Access and Success)*

Develop and execute plan for translating videos in all three languages with ethnic centers.

Coordinate with the Chinese Studies Center and Events Team to hire and situate more on-call Chinese translators.

Teaching and Learning

Goals

Educate faculty to embrace a commitment to inclusion, access, and engagement in these three dimensions: faculty-student, student-student, and student-content. *(Institutional Viability and Vitality)*

Coordinate efforts among governing faculty who supervise program and course creation to educate faculty on creating curriculum with courses that are organized in a logical sequence with particular attention to diverse learners and access considerations. *(Institutional Viability and Vitality) (Education and Scholarship)*

Coordinate efforts with governing faculty to develop a strategy according to which all faculty will develop Courses that are designed with attention to accessibility and to linguistic, ethnic, racial, and gender diversity as core commitments. *(Education and Scholarship) (Access and Success)*

Educate all faculty to create courses that are designed to achieve clarity and consistency in navigation, with clearly articulated learning objectives and expectations. *(Education and Scholarship)*

Educate all faculty to create courses that emphasize situation learning (situated cognition) -- students are expected to apply their learning to their diverse contexts and as part of their formative learning process. *(Institutional Viability and Vitality) (Education and Scholarship)*

Educate all faculty to 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. (*Education and Scholarship*) (*Institutional Viability and Vitality*)

Educate all faculty on improving the climate on inclusion and access, where 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. (*Education and Scholarship*) (*Institutional Viability and Vitality*) (*Access and Success*)

Coordinate efforts with governing faculty to promote multicultural competencies and antiracist practices that inform pedagogical styles, assignments, and assessments. (*Institutional Viability and Vitality*) (*Access and Success*)

Leadership Formation Division

To provide indispensable formational education for diverse Christian leaders everywhere.

LFD's strategy: To equip leaders through research-based resources, delivered through relationships, that generate lasting results.

Goals

Form reciprocal partnerships with Fuller's Ethnic Centers, as well as external partner organizations with high levels of diversity, in LFD's recruitment efforts. (*Access and Success Goals*)

Perform an annual audit of existing learner resources, training, and marketing activities through the lens of contextualization for, and relevance to, a diverse body of learners. (*Access and Success Goals*)

Continue to diversify authors and content providers in all Centers and FULLER Equip. (*Education and Scholarship Goals*)

Engage in staff training to increase cultural competence for LFD staff through a guest lecturer on diversity, equity, and inclusion at the LFD Lead Team annual retreat, and/or through completion of an Equip course from Fuller's CDEI or an Ethnic Center Academic Dean. (*Education and Scholarship Goals*)

Demonstrate an active commitment to diversity, equity and inclusion that is reflected in each LFD entity's annual objectives and key results (or OKRs). Invite the CDEI to review and provide feedback on these goals. (*Institutional Viability and Vitality*)

Follow SATIE's hiring guidelines and recommendations in hiring decisions across the Division. Focus intentionally on hiring, recruiting, and formation of a more diverse LFD Lead Team. (*Institutional Viability and Vitality*)

UPDATES – Semiannual updates on SATIE 2023-2025 will be provided on our inclusion site, <https://www.fuller.edu/inclusion/>.⁴

⁴ Please note that GRAMAR updates are still in process and the document will be updated as the goals become available.