



**THE
DIVERSITY
PLAN**



Spring Arbor
UNIVERSITY

A Message from President Ellis

Multiple motivations exist in pursuing growth and development toward a university affirming and supporting individuals representing the breadth of God's created reality; none more foundational than biblical authority. Within the creation narrative recorded in Genesis one, the purposeful intent of God's forming of humanity is explicit. "Let us make humanity in our image, according to our likeness" (Genesis 1:26). The two Hebrew words used to communicate this profound step in the creation of the world are derived from the root words, תְּצַלְמֵנוּ (tselem) and דְּמוּת (demuth). These exact words are again used in Genesis 5:3 communicating the birth of Adam's son Seth. The parallel language in communicating God's generative process of creating humanity, and humanity's generative process in perpetuating God's creation is profound. Although fallen, each individual not only carries the image and likeness of God himself, but also possesses the call of God (Genesis 1:28 – be fruitful and multiply) and the ability to pass God's image and likeness on to subsequent generations of humans.

From the creation of the world to Christ's second coming, God's comprehensive plan of salvation includes all peoples and nationalities. From the call of Abraham in Genesis 22:18, "through your offspring all nations on earth will be blessed"; to Christ's intent in atonement found in John 3:17, "For God did not send his Son into the world to condemn the world, but to save the world through him"; to the culmination of gathering the redeemed to Himself found in Revelation 7:9, "After this I looked and there before me was a great multitude that no one could count, from every nation, tribe, people, and language, standing before the throne and in front of the lamb"; scripture carries the truth that God's salvation includes all peoples.

Although God's intent in the creation and redemption of humanity reflects the universal equality of all people and nations, rarely is this truth fully enacted within individuals and institutions. The apostle Paul in several of his letters uses the metaphor of a body to describe how the Christian church should function. In I Corinthians 12:12-20 Paul addresses divisions within the Corinthian church in this manner,

"Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ. For we were all baptized by one Spirit so as to form one body—whether Jews or Gentiles, slave or free—and we were all given the one Spirit to drink. Even so the body is not made up of one part but of many.

Now if the foot should say, "Because I am not a hand, I do not belong to the body," it would not for that reason stop being part of the body. And if the ear should say, "Because I am not an eye, I do not belong to the body," it would not for that reason stop being part of the body. If the whole body were an eye, where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be? But in fact God has placed the parts in the body, every one of them, just as he wanted them to be. If they were all one part, where would the body be? As it is, there are many parts, but one body."

James addresses similar divisions and discord in his letter writing, “With the tongue we praise our Lord and Father, and with it we curse men, who have been made in God’s likeness. Out of the same mouth come praise and cursing. My brothers, this should not be” (James 3:9-11).

Scripture clearly communicates the equality of all humanity as well as the difficulty, even for the redeemed, to live out this truth well. Therefore Spring Arbor University sets for the goals articulated through the Diversity Task Force as priorities in order to best reflect God’s intent in creation as well as his work in redeeming his creation.

Brent Ellis, Ed.D.
President
Spring Arbor University

Diversity Task Force Summary

At this time in the history of our nation and institution, in 2017 how does a Christian college outline a plan for diversity? Where does it start and when is it finished? Beginning with our first meeting we affirmed three things which included: diversity was God's idea first as an intention of His creation, an aim of the SAU Concept's four planks is to recognize and explore diversity, and finally, even without a defined Diversity Plan, SAU was already engaged in some excellent work. We also agreed that we wanted to outline a plan with objectives that were realistic to be initiated in the short-term and sustainable. The following Diversity Plan is our roadmap for greater cultural competence, broader reflection and achievement of all humanity represented in the Kingdom of God.

The Diversity Task Force met eight times during the 16-17 academic year. Our desire was to create a diversity plan that included representation from all areas of campus allowing many voices to speak into the plan. In reality, SAU's institution-wide focus on diversity began in the spring of 2016 when all SAU employees were invited to join in a "Dialogue on Faith-Based Cultural Efficacy." SAU held seven dialogues with over 200 faculty and staff participating both face-to-face and through Zoom. These dialogues provided what we described as a foundation and common understanding from which we could move forward from to create the Diversity Plan.

Used by permission from training created by Dr. Larry Mercer, the dialogue sessions and the Diversity Task Force focused on 13 domains of cultural competence. Once the Task Force reviewed and prioritized the domains, four priorities were identified for the first iteration of the Diversity Plan. Each priority then was assigned to a working group who were charged with writing a mission statement, identifying objectives, goals, establishing metrics when appropriate and outlining the necessary strategies/actions steps. The four priorities include: 1) Curriculum/Faculty/Teaching, 2) Support Services and Advising, 3) Marketing and Promotions, and 4) Training/Professional Growth. The Task Force later added a fifth priority titled Enrollment and Employees.

The Diversity Task Force work has already initiated some exciting new developments before the full Diversity Plan was completed. President Ellis named SAU's first Special Assistant to the President for Diversity and Inclusion, Mr. Kevin Brown. Kevin Brown also serves as the Associate Vice President for Campus Enrollment. The official work of the Diversity Task Force has now concluded with the endorsement of the Diversity Plan by the President's Cabinet. The Diversity Plan calls for the establishing of a Diversity and Inclusion Advisory Council to be chaired by the Special Assistant to the President for Diversity and Inclusion. The Diversity and Inclusion Advisory Council will monitor progress towards meeting the goals of the plan, manage resources, and present yearly updates and priorities to the President's Cabinet for their support. I thank the members of the Diversity Task Force and Working Groups for their investment into the first-ever Spring Arbor University Diversity Plan. Our work reminds me of the familiar

scripture from Philippians 1:6, “Being confident of this very thing, He who has begun a good work in you will complete it until the day of Jesus Christ;” the phase as a task force may be over, but the effort necessary to see the Diversity Plan to completion is ongoing.

Sincerely,

Kim Hayworth, Ph.D.

Diversity Task Force Chair

Vice President for Student Development and Success

Diversity Task Force Members: Jon Bahr, Eric Beda, Frederick Bland, Kevin Brown, Mark Edwards, Brent Ellis, Kim Hayworth, Kurt Hoffman, Willie Lewis, Tara McCoy, Melissa Montgomery, Kevin Rose, Kimberly Rupert, Damon Seacott, Jeffrey Tabone, Deb Thompson and Doug Wilcoxson

Priorities and Working Groups

Training and Professional Growth

Working Group members: Eric Beda, Cindy Churchwell, David Hopper, Kurt Hoffman (chair) Willie Lewis, Melissa Montgomery, Jeffery Tabone. Cabinet Support: Damon Seacott

Support Services and Advising

Working Group members: Willie Lewis (Co-Chair), Kevin Brown (Co-chair), Kim Hayworth, Laura Breckner, Carrie Williams, Brent Cline, Olivia Olmsted (student), Christina Grace (student) Sarah Young (student)

Curriculum, Faculty and Teaching

Working Group members: Robert McTyre, Sharon Joplin, Mary Darling, Jen Letherer, Inna Molitoris, Gary Tucker, Ama Larsen, Lloyd Chia, Mark Edwards (chair). Cabinet Support: Kimberly Rupert

Priority: Marketing and Promotion

Working Group members: Allen Knight (chair), Eric Beda, Beth Landis, Kevin Brown. Cabinet Support: Jon Bahr

Spring Arbor University Enrollment by Gender and Race/Ethnicity
Spring Arbor University Employment by Gender and Race/Ethnicity

The following tables are provided from the Office of Institutional Research. Notable information includes:

- Fall 2016 Enrollment by Race/Ethnicity
 - Student of color comprise 20% of the Graduate and Undergraduate Enrollment
 - Campus undergraduate students of color enrollment 14%
 - First-time Freshman students of color enrollment 19%
 - Global Undergraduate students of color enrollment 23%
 - Undergraduate students of color comprise 17% of total enrollment
 - Graduate students of color enrollment 23%

- Fall 2016 Enrollment by Gender
 - Graduate and Undergraduate

	Female 71%	Male 29%
▪ Campus undergraduate	Female 62%	Male 38%
▪ Global undergraduate	Female 75%	Male 25%
▪ Total undergraduate	Female 67%	Male 33%
▪ Graduate enrollment	Female 79%	Male 21%

- Full-time Faculty
 - Faculty of color

	14%
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 - Faculty Gender

	Female 41%	Male 59%
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- Full-time Staff/Administration
 - Staff of color

	7%
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 - Staff/Administration Gender

	Female 59%	Male 41%
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Diversity at Spring Arbor University A Statement of Commitment

Spring Arbor University is a community of learners committed to reflecting the Kingdom of God in diversity of our students, faculty, staff, trustees, and other associates. Valuing the dignity of every human being is part of the historic legacy of our founding denomination. The University's continued focus on creating a diverse learning environment reflects these values and honors our heritage.

This University is committed to being a place where ethnic and racial inclusiveness is a hallmark of the community we create. However, as an imperfect human organization, we must acknowledge and plan for the challenges such diversity brings. But we boldly embrace this challenge, because as Christians, we know it is right. Jesus Christ *is* the perspective for our learning, and through Him, we are called to move beyond mere tolerance of each other to genuine acceptance and mutually transformative learning.

Becoming a diverse community of learners is consistent with our liberal arts tradition. It facilitates a healthy exchange of culture, economic, social, religious, philosophical views within the classroom and in campus activities.

Further, as an educational institution, we know we will ill-prepare students for personal and professional lives in a global society if we fail to expose them to the rich diversity of peoples and cultures. This exposure cannot solely come from books but needs to be tested and experience through interactive and on-going personal relationships.

Therefore, we will seek ways to invite and welcome diversity into our community. We will be proactive and creative in integrating different cultural perspectives into the curriculum and community life, and we will strive to be always a community of love and respect.

Approved by Board of Trustees, 2003

**HUMAN DIVERSITY AND THE WHOLE PERSON
ENLIVENING DIVERSITY, CULTIVATING UNITY
A SNAPSHOT**

“I have given them the glory that you gave me, that they may be one as we are one — I in them and you in me —so that they may be brought to complete unity. Then the world will know that you sent me and have loved them even as you have loved me.” (John 17:22-23)

“The question ‘What is man?’ is one of the most important questions confronting any generation. The whole political, social and economic structure of a society is largely determined by its answer to this pressing question.”

– Dr. Martin Luther King, Jr.

WHAT WE ARE

All humans are equally human. Understanding basic human nature is the first step to understand any and every other aspect of human nature, human diversity, human development, human society, and the human experience at large. This is most clearly seen in our common nature as conscious, rational, thinking persons. That is, male and female, old and young, we all have reason – made in the Image of God, we all possess the Logos (Genesis 1:26-27, John 1:4).

Next, stemming from the human mind is our emotions and will. Here an order is also seen. How we think about our experiences flows into our emotions, and our emotions move our will to choose, speak, and act. Again reflecting the Image of our Maker, the human personality is triune – ordered from mind --> emotions --> will – something we all have in common. Rational beings, with the nature to feel and act, this is *what we are*.

WHO WE ARE

In context of this equality, therefore, true human diversity is felt and seen – in six distinct areas. Moving from the most obvious to the more hidden, this is *who we are*:

1. **Physical diversity:** Human diversity is seen in our physical diversities not limited to our diverse shapes, sizes, sex, heights, weights, facial traits, biological and genetic characteristics, looks and appearances, skin color, hair texture and color, mobility, and all other physical characteristics, potentialities, and abilities.
2. **Non-physical diversity:** Our unique personality is seen in light of our human personality. That is, in context of all people having a body unified with their mind, emotions, and a will, our less basic and uniquely individualized personality is felt and seen in such areas as our unique talents, interests, curiosities, passions, intellectual and emotional capacities, drives, temperaments, attitudes, moods, tastes, and other inclinations, for example.
3. **Developmental diversity:** Both our physical and non-physical diversities, are cultivated, compounded, shaped, grown, and deepened in and through our developmental stages. While we have this process of human development in common, we also find ourselves at diverse

stages at diverse times and, in fact, developing in diverse and specifically unique ways. Babies, children, adolescents, young, middle and older adults, regardless of mobility, ability, physical or psychological diagnosis, we are all both equally human *and* diverse in our particular abilities.

4. **Diverse backgrounds:** Seeing how our shared human nature and our uniquely diverse selves is shaped through our *human* development we also see it does so within a particular setting. That is, our diversity is all the more cultivated, molded, compounded, shaped, developed, grown, and manifested in, through, and by our immeasurably unique and diverse environments. Not limited to, for example, our diverse families, people groups, communities, cultures, demographics, geographical locations and settings, environmental resources, socioeconomic status, stages of societal and economic development, societal and family norms, legacies, eras, and histories, forms, types, and depths of education, existing public policies, and even world events. It all makes up the clear yet complex web of human experience that shapes us as equally valuable and uniquely equipped human persons. *This is where we come from.*
5. **Diverse stories:** An integrated reflection of our biological, psychological, and sociological development our story is told. Empowered by the accumulation of knowledge, building on the work of others, humans have progressed in cultivating their and the earth's potentials. Tied into ages and millennia of history and ancestry, therefore, we are born. Still, being fundamentally human, each person is incomprehensibly unique just as our families and backgrounds are singularly unique as well. Seen in context of our lineage, felt through our biological development, understood and deepened through psychological development, experienced in our social environment, measured by our milestones and personal sufferings, our memories are created, our abilities are cultivated, our potentials are shaped, our meaning is captured, and our relationships with ourselves, others, our fellow humans, our world, and our Maker are deepened. This is *our* story, just as the sum of it all is *His* story.
6. **Thought diversity:** The nuts and bolts of the human experience are the same for all (almost ironically since the reality we are diverse is something we have in common), yet, humans do not just have their experiences, we interpret them as well. That is, we give meaning to our environments, experiences, and lives, and we do it all through the lens of our worldviews. This final layer of diversity, therefore, includes our more and less basic ideas, beliefs, and thoughts as is manifest by our unique areas of interests, expertise, and specialization, but also recognizes the area where our sincerest unity or our deepest conflicts occur – not merely in our personhood or experiences, choices, or behaviors but in our perceptions and interpretations of them. When working with those holding different beliefs and presuppositions, then, we can share the exact same experience but interpret them entirely differently. And these differences can be inconsequential matters of opinion or incompatible and conflicting.

Many, of course, want to stop there and settle into cultural or moral relativity. However, to see that, “everything is a matter of interpretation” does not negate the reality of an objective truth. In fact, pointing to just how unavoidable it is to affirm universal truth, even those who say “it is all relative” are making an absolute statement. Consequently, perhaps it is more consistent to say differing beliefs and interpretations is not where thoughtful inquiry and critical examination stops, but where it actually begins.

Fully aware we are amidst great and small differences of belief to life's most vital questions, therefore, we as affirmers of a clear and objective truth opt to seek, capture, and speak the truth in love instead of forgo it all together. And do so in intentional love and thoughtfulness (1 Cor. 9:19-23). It is, in fact, *because* it is universally true that humans are clearly and universally equal in value and worth that we seek to honor and cherish every person in dignity, kindness, and grace. More, it is *because* of the existence of a broadly vast, deeply meaningful, and objectively clear reality that we seek to cultivate a culture of diligent life-long learners who are in steady pursuit of understanding and knowing it and making it known – even unto the whole earth is filled with the knowledge of God as the waters cover the sea (Is. 11:9).

And the sum of all this takes us here...

THE UNITY OF DIVERSITY

There is a tendency to emphasize our shared humanity *or* our diversity. Not both. One might tout the foundational equality of human persons, including our rights to life and liberty, as the most central tenant of western civilization – which it is. In fact, it is most vital to the health of any democracy and to the Kingdom of God at large. If we stop there, however, we will fail to see everyone's unique personalities, stories, gifts and abilities that contribute to the human experience and are necessary for the building of God's kingdom. We will stifle each person into a single homogenous category, trading fullness for bareness in the process. And worst of all, we will neglect to see the *human diversity in an intentional part of God's design*.

Here, therefore, is where many rightfully draw attention to our diversity – highlighting it as vital to developing a deeply rich, beautiful, meaningful, and flourishing human society – which it is. But, if we only emphasize our diversity, we will fail to see our more basic equality and lose all grounds for the rule of law, social justice, human rights, human responsibilities, and human flourishing. Worse, emphasizing diversity alone is divisive becoming fertile soil for arbitrarily basing the value of whole persons or groups of persons on any given diverse characteristic, such as sex, race, or ability, which is in turn used to irrationally justify objectification, oppression, marginalization, and prejudice. This reducing of the value and significance of God's intentional design of the whole person can even be taken so far as to suggest we are not merely diverse humans but actually different species.

Avoiding this disastrous false-dichotomy, therefore, we must affirm that, possessing a body of 11 intricately complex biological systems and a conscious, cognitive, and rational soul made of a mind, emotions, and a will, we as humans, made in the image of our Maker, are a unity of diversity. Where, even the vast diversity of humanity, in fact, points to the creative fullness of our Maker as well. We must affirm human equality *and* human diversity, therefore, and simply do so in the right order. We are equally human *and* diverse. Thus, knowing our common humanity is step A and knowing our unique diversity is step B, and affirming both, in the right order, is essential if we are ever to flourish in unified like-mindedness as whole people, a whole society, or a whole Church that the world may believe (John 13:35, 17:20-23; 1 Cor. 12:12-31; Phil. 2:2; 1 Pet. 3:8).

Written by Assistant Professor of Social Work, Kurt Hoffman. Endorsed by the Diversity Task Force, February 2017.

Priority One: Curriculum, Faculty and Teaching

Working Group members: Robert McTyre, Sharon Joplin, Mary Darling, Jen Letherer, Inna Molitoris, Gary Tucker, Ama Larsen, Lloyd Chia, Mark Edwards (chair), and Kimberly Rupert

Mission Statement: Outline modes of assessment that facilitate diversity in curriculum and academic programming in ways that make diversity in our delivery systems more transparent, measurable, and actionable.

Objective One: Ensure that each SAU academic department/program is accounting for, incorporating, and respecting diversity within its curriculum.

Strategy: Revise existing annual department/program assessment report to include question(s) pertaining to diversity content, training, and competence.

Action Steps:

- a. Get approval for revising existing assessment report **Fall 2017**
- b. Begin new academic major assessment report implementation **Spring 2018**
- c. Faculty Diversity Committee review Spring 2018 reports; make adjustments to report guidelines as needed. **Fall 2018**

Leadership Responsibility: Curriculum, Faculty and Teaching Working Group

Objective Two: Understand how our students are recognizing, receiving, and reworking the diversity content of their coursework.

Strategy: Implement a university-wide diversity survey of students centered on their academic experience.

Action Steps:

- a. Develop student survey in consultation with the Faculty Diversity Committee and Diversity and Inclusion Advisory Council Sub-Group on Faculty and Teaching **Fall 2017**
- b. Offer diversity survey system-wide in February; Academic Departments discuss results in April to make recommendations for 18-19 academic year. **Spring 2018**
- c. Faculty Diversity Committee review results and make recommendations, adjusts survey questions as needed **Spring 2018**

Leadership Responsibility: Curriculum Faculty and Teaching Working Group

Priority Two: Training and Professional Growth

Working Group members: Eric Beda, Cindy Churchwell, David Hopper, Kurt Hoffman (chair) Willie Lewis, Melissa Montgomery, Damon Seacott and Jeffery Tabone

Mission Statement: To cultivate flourishing learning environments by educating and empowering all Spring Arbor University faculty, affiliates, adjuncts, staff, and students to intentionally affirm and instill both the equal dignity of all people and the intentional significance of our diverse personhoods, backgrounds, stories, perspectives, talents, and abilities into the classroom and our community.

Objective One: Increase the ability for all Spring Arbor University faculty, affiliates, adjuncts, and staff to thoughtfully serve, wisely discuss, and intentionally develop a hospitable campus ethos.

Strategy 1: Develop and conduct an employee Strengths and Needs Assessment to capture former and current successes and identify areas for growth in the domain of human diversity at Spring Arbor University. **September 2017**

Action Steps:

- a. Utilize existing data on all areas of diversity.
- b. Speak to the development of and/or utilize newer measures of diversity-related topics on campus.
- c. Mine and capture examples of student stories and faculty examples that can potentially contribute to the development of our training efforts.
- d. Compile data for easy utilization and reference.

Leadership Responsibility: Training and Professional Growth Working Group

Strategy 2: Develop an integrative employee training curriculum that builds on strengths, addresses needs, and reflects on and applies the SAU Concept to issues of diversity in the classroom and on campus. **Completed by December 2017**

Action Steps:

- a. Compile research from across varied disciplines and institutions that can add value to the design and outcomes of our work.
- b. Offer strategies that help educators intentionally discern and develop the full and natural diversity of their students' personhoods, backgrounds, stories, perspectives, talents, and abilities.
- c. Integrate research, materials, and methodologies that serve to increase the level of awareness and sensitivity to diversity in the classroom.

- d. Equip SAU educators and staff with the necessary knowledge and skills needed to discern, develop, and empower the natural diversities of their students toward serving others personally and professionally, locally and globally.
- e. Create opportunities to increase intentional communication between SAU educators and staff on topics of diversity.
- f. Create opportunities to increase intentional communication between SAU educators and staff and the student body.
- g. Highlight how all human diversity must first be seen in light of our common human nature – that we are diverse *as humans* made in the image of our Maker, not different species.

Leadership Responsibility: Training and Professional Growth Working Group

Strategy 3: Integrate curriculum developed in Strategy Two into an on-line Blackboard-based training available to Spring Arbor University faculty, affiliates, adjuncts, and staff. **Spring 2018**

Action Steps:

- a. Create and record several videos of student stories that speak to the significance and relevance of discerning and developing diversity in higher education
- b. Create and record several videos of SAU faculty and staff providing professional stories and examples of how to discern, develop, and embrace human diversity on campus and in their classrooms.
- c. Create various modalities, questions, exercises, and activities designed to stimulate personal and professional growth, and cultivate applicable knowledge and skills.
- d. Upon completion of its first version execute a measured pilot. Make final adjustments and edits. **Spring 2018**

Leadership Responsibility: Training and Professional Growth Working Group

Strategy 4: Assimilate this curriculum into face-to-face trainings and experiences available to all Spring Arbor University faculty, affiliates, adjuncts, and staff. **May 2018**

Action Steps:

- a. Upon internal and external feedback, and making adjustments per pilot outcomes, provide face-to-face version(s) of this training.
- b. Upon internal and external feedback, and making adjustments per pilot outcomes identify and provide trainings and experiences through other mediums and outlets, not limited to SAU Institute, Human Resources, New Faculty Orientation and the Office of Intercultural Relations.

Leadership Responsibility: Training and Professional Growth Working Group

Strategy 5: Ensure on-going efficiency, effectiveness, and relevancy of the training content, formats, and means of delivery. Delivery is on-going upon completion of Strategy 4.

Action Steps:

- a. Convert previously created Strengths and Needs Assessment into on-going evaluation tools, built into the means of training delivery.
- b. Pivot, adapt, and adjust as necessary for best results and usefulness.

Leadership Responsibility: Diversity and Inclusion Advisory Council

Objective Two: Foster a flourishing culture of dialogue and expression across all Spring Arbor University campuses that affirms and reflects the inherent equality and natural diversity of humanity and the universal Christian church, worldwide.

Strategy 1: Help ensure all new efforts and existing expressions and touchpoints with local and global diversity are captured, consistent, and well-communicated. Delivery is on-going, as needed, upon the systematizing of Training and Professional Growth Objective One.

Action Steps:

- a. Create easily adaptable materials, ideas, and resources designed to inform, unify, and synergize our fellow working-groups (Support Services and Advising; Curriculum, Faculty, and Teaching; and marketing and Promotion).
- b. In and through the training modalities assist working groups to develop ideas and strategies to further their mission.
- c. Support such programs as the Cross-Cultural Studies department to ensure the experiences with multiple layers of diversity are brought into the daily life of Spring Arbor University students, staff, and educators.

Leadership Responsibility: Training and Professional Growth Working Group

Strategy 2: Assist in the support of existing programming as well as creation of new opportunities and events that stimulate thoughtful, empathetic, and unifying dialogue pertaining to issues of diversity. Delivery is on-going, as needed, upon the systematizing of Training and Professional Growth Objective One.

Action Steps:

- a. Assist in the development of events that tie to the purposes of Training and Professional Growth working group and the broader university diversity efforts.
- b. Collaborate with the Chaplain, Office of Intercultural Relations and academic departments to sponsor relevant speakers on topics pertaining to the relevance and challenges of diversity.
- c. Collaborate with Chaplain, Office of Intercultural Relations, Office of Human Resources and academic departments to design events that intentionally seek to cultivate redemption of experience where the common and equal dignity of our fellow humans was denied in name of misunderstandings about human nature and human diversity.

Leadership Responsibility: Training and Professional Development Working Group

Priority Three: Student Services and Advising

Working Group Members: *Willie Lewis (Co-Chair), Kevin Brown (Co-chair), Kim Hayworth, Laura Breckner, Carrie Williams, Brent Cline, Olivia Olmsted (student), Christina Grace (student) Sarah Young (student)*

Mission Statement: Serve as a catalyst for identifying and highlighting areas within SAU's variety of support services across all platforms and delivery systems which are in need of training, support or exultation in the work they do to identify with and serve the uniqueness of individuals in the context of God's human diversity.

Objective One: Develop effective data collection systems across all student support services to determine if SAU is meeting the needs of students in all modalities.

Strategy: Meet with student support service department heads/directors to determine the most cost effective and non-intrusive data collection system for collecting foot traffic and student use.

Action Step:

Provide recommendations and technical support for the implementation of the data collection system. **Summer/Fall 2017**

Leadership Responsibility: Student Services & Advising Working Group

Objective Two: Ensure students from underrepresented populations utilize appropriate support services.

Strategy: Utilize student usage and satisfaction data to increase awareness and promote utilization of the appropriate support services. Continue to collaborate with student leaders, department heads, and affinity groups to increase awareness and promote the utilization of the appropriate support services.

Action Steps:

- a. Develop one-page student support resource guide for each delivery system. **17-18 Academic Year**
- b. Analyze student usage and satisfaction data. **January 2018**
- c. Provide feedback to student leaders, affinity groups, department leaders and faculty on usage of student services by underrepresented populations. **January 2018**
- d. Work with the above to identify action steps to promote and increase student usage. **January 2018**

Leadership Responsibility: Student Services & Advising Working Group

Objective Three: Ensure that all support services are culturally competent and sensitive to the diversity of all students

Strategy: Continue to connect anecdotal data from multiple surveys (NSSE, SSI) with the student tracking systems and report that information back to the appropriate support services.

Action Steps:

- a. Inform the appropriate working groups with the information which would enable them to take actionable steps to improve the delivery of support services. **Spring 2018**
- b. Continue to convene student, faculty and staff forums to analyze and inform working groups with areas to be addressed. **Spring 2018**

Priority Four: Marketing and Promotions

Working Group members: Allen Knight (chair), Eric Beda, Beth Landis, Kevin Brown, Jon Bahr

Objective One: Create a SAU brand that reaches a more diverse audience of prospective students, faculty and staff.

Strategy 1: Review and analyze SAU's current marketing messages.

Action Steps:

- a. Establish marketing advisory council: Bahr, Knight, Lewis, Brown, McCorkle (non SAU person) Council will help vet and filter opportunities and action steps **September 2017**
- b. Conduct marketing audit. **October 2017**
- c. Conduct focus groups (see specific target audiences) **October 2017**
- d. Editorial calendar and content for social media focus (identify 3-5 initial approaches and platforms for content) **October 2017**
- e. Deliver content and monitor on two social media platforms. **October 2017**
- f. Review and incorporate focus group feedback into messages (content) for specific groups and organizations **November 2017**
- g. Create and maintain lead database on new or existing platform **Fall 2017**

Leadership Responsibility: Working Group and Marketing Advisory Council

Objective Two: Reach a targeted prospective student population (See Employee and Enrollment Priority)

Priority Five: Diversify Employee and Student Populations

Objective One: Increase the diversity of the Spring Arbor University faculty, administration and staff.

Strategy 1: Continue to review the recruitment, search and hiring process to enhance the potential for increasing the pool of diverse candidates for all roles.

- a. Review and revise hiring guide including primer on searching for and hosting candidates from diverse backgrounds. **Fall 2017**
- b. Suggest improvements in questions pertaining to diversity in Spring Arbor University's Professional Standard Committee's questionnaire. **Fall 2017**
- c. Make sure every department leader receives hiring guide when posting new positions. **Fall 2017**
- d. Update list of organizations focused on support and promotion of persons of color inside and outside higher education. For example: The Black Collegian, AACU's Diversity and Democracy publication, Free Methodist affinity group, large churches in diverse population centers, Diverse Issues in Higher Education, and minority-serving higher education institutions. **Fall 2017**
- e. Develop target list of Albion and Jackson area organizations that communicate with more diverse populations: Churches, associations and clubs. **Fall 2017**
- f. Email job postings one week in advance of SAU website posting. Promote pathway from organizations/churches to SAU employment opportunity. **Fall 2017**
- g. Create email templates and outlets for staff job postings. **Fall 2017**
- h. Create email templates and outlets for faculty postings. **Fall 2017**
- i. Establish Special Assistant to the President for Diversity and Inclusion. Summer 2017
- j. Establish Diversity and Inclusion Advisory Council. Summer 2017

Strategy 2: Recruit adjunct faculty from diverse population centers. **2018-2019 Academic Year**

- a. Focus recruiting efforts in Kalamazoo and Lansing **18-19 Academic Year**
- b. Develop 3-5 workshops, seminars, training sessions on teaching pedagogy, online teaching, learning management systems, etc. **Summer 2018**
- c. Work with Global Site personnel to develop and offer relevant workshops geared towards mid-level management personnel. **Summer 2018**
- d. Deliver workshops, seminars and training seminars. **18-19 Academic Year**

Leadership Responsibility: Diversity Task Force, Office of Human Resources, Special Assistant to the President for Diversity and Inclusion (SAP), Professional Standards Faculty Committee

Strategy 3. Evaluate and improve practices that support the development and retention of a diverse workforce.

- a. Ensure every new employee reviews “Towards Faith-based Cultural Efficacy” Power Point during the onboarding process. (HR/Provost) **Fall 2017**
- b. Nurture professional affinity groups in order to build community, mentoring, orientation to SAU and local area. (SAP) **2017-2018 Academic Year**
- c. Connect professional affinity groups to student affinity groups. (SAP/OIR) **2017-2018 Academic Year**
- d. Encourage employee membership in professional affinity groups at regional and national levels. (Cabinet) **2017-2018 Academic Year**
- e. Establish targeted professional development and mentoring programs. (Cabinet/SAP) **2017-2018 Academic Year**
- f. Develop awareness of career pathways for promotion. (Cabinet) **2017-2018 Academic Year**

Leadership Responsibility: President’s Cabinet, Special Assistant to the President for Diversity and Inclusion, Office of Human Resources

Strategy 4. Monitor employee demographics, retention and promotion.

- a. Working with the Training and Professional Growth Working Group, identify and administer appropriate workplace survey (every three years) for all SAU employees. Diversity and Inclusion Advisory Committee with work with Institutional Research to disaggregate data according to race, ethnicity, gender and disability status in order to consider the workplace experience of underrepresented employee populations. (HR/SAP/Institutional Research, IR) **2017-2018 Academic Year**
- b. Follow-up employee survey with focus groups designed to discuss findings, understand attraction to SAU and gain further feedback on workplace experience for underrepresented employee populations. Results to be shared with Cabinet and Leadership Team. (HR/SAP/Institutional Research, IR) **2017-2018 Academic Year**
- c. Expand employee exit interview process to include questions related to diversity/inclusion in order to be aware of barriers to success for specific demographic groups. (HR/SAP) **2017-2018 Academic Year**
- d. Submit yearly report to the President’s Cabinet presenting employee data disaggregated according to race, ethnicity, gender, and disability status as well as aggregate employee exit interview information (HR/IR/SAP/). **2017-2018 Academic Year**

Objective Two: Increase the diversity of undergraduate and graduate student populations.

Strategy 1: Increase diversity of campus new student population through identifying and analyzing established and new markets.

- a. Conduct market research to identify and prioritize underserved populations in established high-yield markets. (see Marketing & Promotion Priorities) **Fall 2017**
- b. Increase cultural competency of Admissions Staff and UGuides. (SAP) **Fall 2017**
- c. Increase financial aid resources to support the recruitment and enrollment of students from underserved groups. (VPEM/VP for Finance and Administration, VPFA) **2017-2018**

- d. Based on priorities identified in a. -enhance existing relationships, programs and pipelines by reviewing recruitment approach. **2018-2019 Academic Year**
- e. Based on priorities identified in a. -develop targeted outreach plan to establish new pipelines, broaden applicant pool, and admit an increased number of students from underserved groups. **2018-2019 Academic Year**
- f. Analyze yield rates by demographics. **Fall 2017**
- g. Connect student affinity groups to fac/staff affinity groups and professional affinity groups. (SAP/Director for the Office Intercultural Relations, OIR)

Leadership Responsibility: Diversity & Inclusion Advisory Council (DIAC), IR, HR, SAP)

Strategy 2: Establish new markets through understanding and meeting needs.

- a. Conduct three focus groups with students in order to gain insights into overall perceptions. **17-18 Academic Year**
 - 1. Jackson Public Schools, Westside Christian Academy (high school students)
 - 2. SAU campus students drawn from OIR
 - 3. SAU Global students drawn from Battle Creek, Detroit, Grand Rapids, Kalamazoo, Southfield, and Toledo
- b. Develop list of 3-5 target pathway organizations for college success workshops. **Spring 2018**
- c. Develop college success workshop presentation. **Summer 2018**
- d. Deliver workshop on college success in target organizations. **Fall 2018**

Leadership Responsibility: VP for Enrollment and Marketing, VPEM, VP for Finance and Administration, VPFA, Special Assistant to the President for Diversity and Inclusion, Office of Intercultural Relations

Strategy 3: Increase student success of campus underrepresented populations.

- a. Continue to track and report persistence and graduation rates. Report prepared for Diversity Task Force, Cabinet and Board of Trustees. (IR/OIR/Vice President for Student Development and Success, VPSDS) **Current Initiative**
- b. Begin reporting on outcomes including: graduation GPA and post-grad career data. Report prepared for DIAC, Cabinet and Board of Trustees. (IR/OIR/Career Development/VPSDS) **Fall 2017**
- c. Scale Link Scholars program to serve larger percentage of incoming and continuing students. (OIR/Cabinet) **2018-2019 Academic Year**
- d. Expand Link Scholars Summer programming – Summer Bridge- earned credit (\$30,000) (OIR/Cabinet) **Summer 2018 or 2019**
- e. Increase financial aid resources to support the persistence of students from underrepresented groups. (OIR/VPSDS/VPFA)
- f. Review disaggregated student experience surveys (Student Satisfaction Inventory (SSI), National Survey on Student Engagement (NSSE), Residence Life Survey and student exit data to identify opportunities, barriers and areas of appreciation. Reports

prepared for Diversity Task Force. (OIR/Director of Student Success Initiatives, VPSDS) **2017-2018 Academic Year**

Leadership Responsibility: Director of Intercultural Relations, Director of Institutional Research, Career Development, Assoc. VP for SDS, VPSDS

Strategies 4: Monitor diversity of SAU Global and SAU Online student population

- a. Monitor Global student demographics. (IR/Director of Student Success Initiatives, DSSI, VPSDS) **2017-2018 Academic Year**
- b. Track and report persistence and graduation rates of underrepresented populations. Reports prepared for Diversity Task Force, Cabinet and Board of Trustees. (IR/VPSDS) **2017-2018 Academic Year**
- c. Begin yearly reporting on outcomes including: graduation GPA and post-grad career data. Reports prepared for Diversity and Inclusion Advisory Committee, Faculty Diversity Committee, Cabinet and Board of Trustees. (IR/Career/VPSDS) **2017-2018 Academic Year**
- d. Every three years review and report to Diversity and Inclusion Advisory Committee disaggregated student experience survey: Adult Student Priorities Survey, (ASPS). (DSSI) **Spring 2018**
- e. Yearly review and report to Diversity and Inclusion Advisory Committee underrepresented student exit data to identify opportunities, barriers and areas of appreciation. (DSSI, OIR) **Fall 2017**

Leadership Responsibility: Director of Intercultural Relations, Director of Institutional Research, Career Development, Director of Student Success Initiatives, VPSDS

Priority**Curriculum/Faculty/Teaching**

Objective	Due Date	Action Step	Leader
ONE	Academic Depts accounting for diversity w/in curriculum		Working Group
	FA 2017	a.	Approval for revising existing assessment report
	SP 2018	b.	Academic major assessment report implementation
	FA 2018	c.	Faculty Diversity Committee review new reports, adjust guidelines
TWO	Understand how students are recognizing/receiving diversity content		Working Group & Faculty Diversity Committee
	FA 2017	a.	Develop student survey
	SP 2018	b.	Offer student survey, Academic Depts. discuss results for 18-19 adjustments
	SP 2018	c.	Faculty Diversity Committee review results, make recommendations, adjust survey

Professional Growth/Training

Objective	Due Date	Action Step	Leader
ONE	Increase employee ability to serve, discuss & develop diversity of students/community		
Strat 1	Sept. 2017		Develop & conduct employee strengths & needs assessment Working Group
Strat 2	Dec. 2017		Develop an integrative curriculum for employees Working Group
Strat 3	SP 2108		Integrate Strategy 2 curriculum into an online training for all employees Working Group
Strat 4	May-18		Assimilate Strategy 2 curriculum into f2f training for all employees Working Group

Strat 5	18-19 AY		Ensure ongoing efficiency, effectiveness & relevancy of training.	Diversity & Inclusion Advisory Committee
TWO	Foster a flourishing culture of dialogue & expression...			Working Group
Strat 1	18-19 AY?		Help ensure all new & existing efforts are captured, consistent, and well communicated. Delivery is ongoing.	Working Group
Strat 2	18-19 AY?		Assist in the support of existing programming & creation of new opportunities that stimulate dialogue.	Working Group

Student Services & Advising

<i>Objective</i>	<i>Due Date</i>	<i>Action Step</i>	<i>Leader</i>	
ONE	SU/FA 17		Develop effective data collection system to determine student needs are met	Working Group
TWO	Ensure underrepresented students utilize appropriate support services			Working Group
	Jan. 2018	a.	Analyze student usage/satisfaction data	Working Group
	Jan. 2018	b.	Provide usage feedback to groups/offices/faculty	Working Group
	Jan. 2018	c.	Work with above groups to identify action steps to promote & increase usage	Working Group

Marketing & Promotions

<i>Objective</i>	<i>Due Date</i>	<i>Action Step</i>	<i>Leader</i>
ONE	Create a SAU brand that reaches a more diverse audience of prospective students and employees		
Strat 1	Review & analyze SAU's current marketing messages		
	Sept. 2017	a. Establish advisory council	Working Group
	Oct. 2017	b. Conduct marketing audit	Marketing Advisory Council
	Oct. 2017	c. Conduct focus groups	Marketing Advisory Council
	Oct. 2017	d. Editorial calendar & content for social media focus	
	Nov. 2017	e. Review & incorporate focus group feedback into messages for specific groups/orgs	
	Oct. 2017	f. Deliver content & monitor on two social media platforms	
	Fall 2017	g. Create lead database on new or existing platform	

Increase diversity of SAU employee and student populations

EMPLOYEES

ONE	Increase the diversity of SAU employees		HR/SAP/Prof. Standards Committee
Strat 1	Fall 2017	Continue to review hiring process to enhance diversity of candidates	HR/SAP/Prof. Standards Committee
	Fall 2017	a. Review & revise current hiring guide	
	Fall 2017	b. Suggest improvements in questions used by Faculty Prof Standards questionnaire pertaining to diversity	Prof. Standards Com

	Fall 2017	c.	Make sure every dept leader receives hiring guide when posting new roles	HR
	Fall 2017	d.	Update list of organizations focused on support & promotion of persons of color	DIAC
	Fall 2017	e.	Develop target list of Albion/Jax orgs/churches/assoc./clubs that communicate w/ diverse populations	DIAC
	Fall 2017	f.	Email job postings to above groups one week prior to general postings	HR
	Fall 2017	g.	Create email templates & outlets for staff postings	HR
	Fall 2017	h.	Create email templates & outlets for faculty postings	HR
	SU 2017	i.	Name Special Assistant to the President for Diversity & Inclusion	President
	SU 2017	j.	Create Diversity and Inclusion Advisory Council	Diversity Task Force
Strat 2	18-19 AY		Recruit faculty from more diverse population centers	
	18-19 AY	a.	Focus adjunct recruiting efforts in Kalamazoo & Lansing	HR/Academic Affairs
	SU 2018	b.	Develop 3-5 workshops, seminars, training sessions	HR/Academic Affairs
	Fall 2018	c.	Deliver workshops, seminars, training sessions	HR/Academic Affairs
Strat 3	F'17/18-19		Evaluate and improve practices to support the development/retention of diverse workforce	
	FA 2017	a.	Ensure new employees review "Towards Faith-based Cultural Efficacy" PPT during orientation	HR/Provost
	17-18 AY	b.	Nurture employees of color affinity groups to build community/mentoring/orientation to SAU/area	SAP
	17-18 AY	c.	Connect professional affinity groups to student affinity groups	SAP/OIR
	17-18 AY	d.	Encourage employee membership in professional affinity groups	Cabinet

	17-18 AY	e.	Establish targeted professional development & mentoring programs	Cabinet
	17-18 AY	f.	Develop awareness of career pathways for promotion	Cabinet
Strat 4	17-18 AY		Monitor employee demographics, retention and promotion	
	17-18 AY	a.	Work w/ Training & Prof Growth Working Group to identify, administer, report on workplace survey (3 yrs)	HR/SAP/IR/Work Group
	17-18 AY	b.	Follow-up survey w/ focus groups - share results w/ Cabinet	HR/SAP/IR/Work Group
	17-18 AY	c.	Expand employee exit interview process to include diversity/inclusion to understand barriers to emp. Retention	HR/SAP/IR/Work Group
	17-18 AY	d.	Submit yearly report to Cabinet w/ employee quantitative & qualitative from exit surveys	HR/SAP/IR

STUDENTS

TWO	Increase the diversity of undergraduate and graduate student populations			
Strat 1	Fall 2017	a.	Conduct market research to identify & prioritize underserved populations in established high-yield markets	Marketing & Comm (MC)
	Fall 2017	b.	Increase cultural competency of Admissions Staff & Uguides	SAP
	17-18 AY	c.	Increase financial aid resources to support the recruitment & enrollment of SOC	VPEM/VPFA
	18-19 AY	d.	Based on priorities in a.-enhance existing relationships, programs & pipelines for recruitment	VPEM
	18-19 AY	e.	Based on priorities in a. -develop targeted outreach plan to admit increased number of SOC	VPEM

	Fall 2017	f.	Analyze yield rates by demographics	VPEM
	17-18 AY	g.	Connect student affinity groups to fac/staff affinity groups & professional affinity groups	SAP/OIR
Strat 2	17-18 AY		Establish new markets through understanding and meeting needs.	MC Advisory Council/VPEM/SAP/OIR
	Fall 2017	a.	Conduct three focus groups w/ SOC at targeted locations (Jax. Public/Westside Acad/OIR/Global students @sites)	MC Advisory Council
	SP 2018	b.	Develop list of 3-5 target pathway orgs for college success workshops	VPEM/MC Advisory Council
	SU 2018	c.	Develop college success workshop presentation	VPEM/OIR
	Fall 2018	d.	Deliver workshop on college student success workshops to target orgs.	VPEM/OIR
Strat 3	17-19 AYS		Increase student success of campus of underrepresented populations	VPSDS/VPEM/VPAF/IR
	current	a.	Continue to track & report SOC persistence & grad rates	IR/OIR/VPSDS
	Fall 2017	b.	Begin collecting & reporting outcomes: graduation GPA, post-grad career data. Report to DIAC/Cabinet/BOT	IR/OIR/Career/VPSDS
	18-19	c.	Scale Link Scholars program to serve larger % of student population	OIR/Cabinet
	SU 18 or 19	d.	Expand Link Summer Scholars programming - Summer Bridge-earned credit \$30k	OIR/Cabinet/Donors
	18-19	e.	Increase FA resources to support persistence of SOC.	OIR/VPSDS/VPFA
	17-18 AY	f.	Review disaggregated student experience surveys to identify opportunities/barriers - report to DIAC	OIR/DSSI/VPSDS
Strat 4	17-18 AY		Monitor diversity of Global & Online student populations	IR/DSSI/VPSDS

	17-18 AY	a.	Monitor Global student demographics	IR/DSSI/VPSDS
	17-18 AY	b.	Track & report persistence & grad rates of SOC to DIAC & BOT	IR/DSSI/VPSDS
	17-18 AY	c.	Begin yearly outcomes reporting: grad GPA, post-grad career data. Report to DIAC/Faculty Diversity Com/BOT	IR/Career/VPSDS
	SP 18	d.	Every 3 yrs review & report to DIAC disaggregated student experience survey (ASPS) results.	DSSI
	Fall 2017	e.	Yearly review & report to DIAC SOC exit data to identify opportunities/barriers/celebration	DSSI/OIR

Common Acronyms

ASPS	Adult Student Priorities Survey
BOT	Board of Trustees
DIAC	Diversity and Inclusion Council
DSSI	Director of Student Success Initiatives
OIR	Office of Intercultural Relations
IR	Institutional Research
HR	Human Resources
M & C	Marketing and Communications Department
NSSE	National Survey on Student Engagement
SAP	Special Assistant to the President for Diversity and Inclusion
SSI	Student Satisfaction Inventory
VPEM	Vice President for Enrollment and Marketing
VPFA	Vice President for Finance and Administration
VPSDS	Vice President for Student Development and Success