



**WHEATON**  
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*For Christ & His Kingdom*

# **Flourishing for All: The Wheaton College Diversity Strategic Plan**

Dr. Sheila Caldwell, Chief Intercultural Engagement Officer

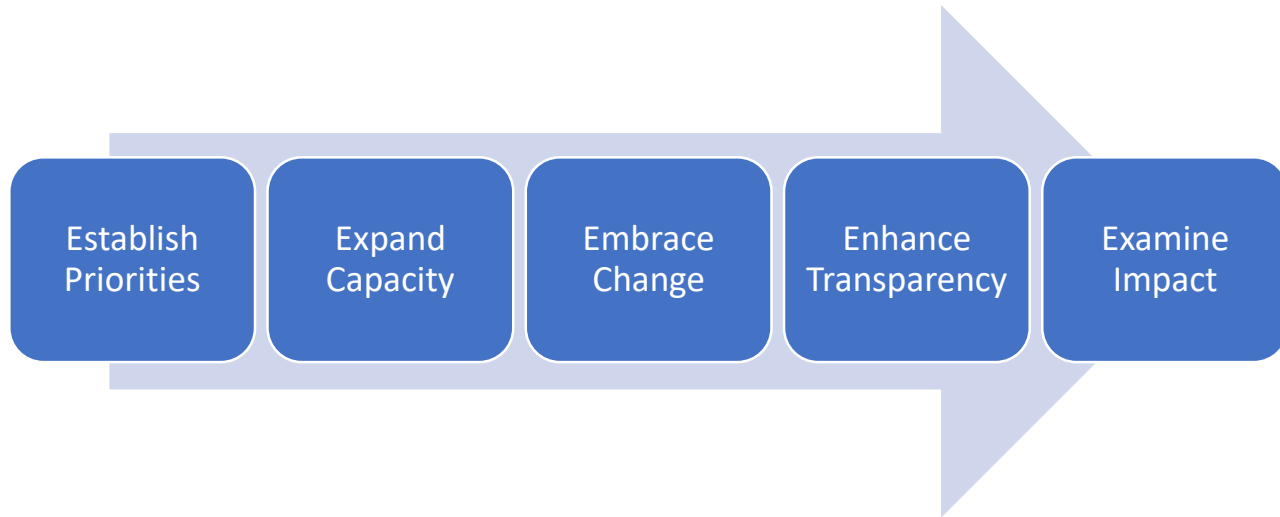
# Flourishing for All: The Wheaton College Diversity Strategic Plan

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The goal of the Wheaton College Diversity Strategic Plan is to build on the Christ-Centered Wheaton College Diversity Commitment Statement by outlining concrete structures and processes to transform individuals and the College. The inaugural plan includes 63 departments contributing 90 plans that model inclusive and equitable approaches for engagement, decision-making, and communication. Every division, department and academic unit created a strategic plan addressing its unique needs and opportunities which include goals, tactics and measurements to monitor annual progress through a continuous improvement and planning process. This process provides opportunities to strategically think and plan together to foster greater diversity, inclusion, justice and unity. The development and implementation of the diversity strategic plan represents a roadmap to advance our mission, strengthen efforts and amplify impact. The CIEO will serve as a guide to monitor and evaluate the progress of the campus-wide plan.

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# Academic Affairs

Dr. Karen Lee, Provost and Professor of English



DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Academic Advising Office</b>	Inclusion	Our first goal while advocating for key student populations (athletes, students with accommodations, transfers, international and first generation) to achieve their best academic experience while at Wheaton College, will be to develop an intentional onboarding and advising program for Bridge scholarship students.	Starting in Fall 2020, provide additional academic supportive services to special student populations with the goal of the AAO office meeting with each of these students during their undergraduate time at Wheaton College. We will start with Bridge scholarship students in cooperation with Daniel Watts. Initial planning is underway.	Meet with Bridge scholarship students during Orientation. Provide group and individual advising sessions; academic support and guidance as requested; refer students to appropriate academic campus resources; outreach to at-risk students; joint collaboration with faculty advisors and LAS to increase student success and retention.	Track student contact, retention and graduation rates of Bridge scholarship students.
<b>Biblical and Theological Studies</b>	Diversity	Increase the diversity of voices in courses in Biblical Studies and Theology	Inclusion of books, essays, articles, lecture material, videos, guest lecturers, that are representative of diversity in terms of global voices, racial/ ethnic minorities, and women.	BTS faculty members share recommendations and resources as they construct their course syllabi. BTS maintains list of resources to which faculty can contribute and draw from.	Faculty meet together by disciplinary groups twice annually to discuss how they are including diverse voices in specific courses. The groups (OT, NT, Theology) provide brief reports to the Dean of BTS.

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<b>Billy Graham Center Archives</b>	Diversity	To encourage greater awareness of the unique voices and underrepresented perspectives in the Archives' collections and facilitate their use by faculty and students.	Highlight diversity within the collections in Archives' instruction sessions, and through the Archives' website, social media, blog, and email announcements.	Identify classes with diversity attributes and offer introduction sessions to the collections; highlight collections with high racial, gender, or ethnic diversity in web, blog, and social media accounts.	Track the number of students who visit the Reading Room after instruction sessions to use the collections, either for coursework or personal interest. Document responses and online traffic.
<b>Buswell Library</b>	Diversity	Build greater understanding of issues of diversity among library faculty and staff.	Form a reading group as first step to assess racial diversity across library domains; propose steps for FY22 task force (to develop and conduct the assessment).	Encourage library-wide participation in diversity reading group; promote and encourage attendance at campus events to library faculty and staff.	Summary of the reading group in the annual report; recommendations for the FY22 library assessment taskforce.

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<p><b>Center for Faith &amp; Innovation</b></p>	<p>Justice</p>	<p>To create resources for equitable engagement of students in projects and leaders in business through applied projects.</p>	<p>Intentional special topic paper to be conducted around equity in the workplace to explore student and business experiences in alignment and contrast to Psalm 89:14, Micah 6:8, and Luke 10:25-37</p>	<p>Conduct qualitative research to explore the stories and testimonies of those at the margins as well as the stories of leaders who have worked to engage those at the margins.</p>	<p>Create report to disseminate to CFI members, faculty scholars, and innovation scholars (students); create blog post; create measurable goals for student project solutions.</p>



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<b>Chemistry</b>	Inclusion	Learn what concerns and stresses students of color in our chemistry classes and in studying for our chemistry exams, and also help students of color feel more at home within the science division.	Listening sessions where students of color speak directly and frankly to our chemistry faculty.	Dr. Umesiri and Dr. Walhout will hold initial meetings with students, and then meetings with the wider department faculty will be designed based on student input and Umesiri/Walhout consultation.	How many students of color participate, their feedback on the process (assessed by Dr. Umesiri and Dr. Walhout) and do all department faculty participate.
<b>Chemistry</b>	Diversity	Continued and Increased participation in BRIDGE program (chemistry lab experience for students).	Have Dr. Angela McKoy continue her five years of BRIDGE teaching, compensate her and others' participation, and explore adding an additional lab section to cover both cohort groups.	Determine compensation sources, either through the College or non-1000 department funds, and have Melody David and Dr. McKoy create a second lab experience.	Total hours of BRIDGE student participation in chemistry labs; student evaluative feedback.
<b>Chemistry</b>	Diversity/ Inclusion	Include two BRIDGE students per year in federal grant-funded research	Drs. Dan and Lisa Burden in grant submissions will include BRIDGE students in research over each summer.	Get a federal grant funded and coordinate with BRIDGE program.	Number of BRIDGE students participating in research; student participant feedback.

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<b>Conservatory of Music</b>	Diversity	Actualize our pledge to diversity through a careful review of all aspects of music in the Conservatory of Music at Wheaton.	Launch a Music Diversity Strategic Task Force that is charged with the development of a pragmatic system for comprehensive review of music performance, pedagogy, and recruitment.	Thoroughly scrutinize music performance, pedagogy, governance, and recruitment and establish short and long-term action steps for each area.	Produce two progress reports each year (January and July), ongoing reporting by area, and regular assessment measures, including music faculty reflection, planning, and commitments.
<b>Core Studies</b>	Diversity	Equip students, faculty, and staff to understand and engage the global realities of an ethnically diverse church and society.	Enhance course materials for First Year Seminar, Diversity in the United States, and Global Perspectives.	Strengthen and expand curricular resources for CATC faculty to support more course modules, discussions and readings on issues related to ethnicity, sex, and class and to encourage faith integration when studying and discussing these topics. Create Diversity in the United States and Global Perspectives faculty discussion/support groups to improve pedagogy.	Track additional readings that support and enhance diversity in the First Year Seminar, Diversity in the United States, and Global Perspectives courses. Track FYS faculty participation in diversity-specific faculty trainings in 2021.

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<b>Education</b>	Justice and/or Inclusion	Enhance teacher candidate understanding of diversity in education, rooted in “imago Dei” through our modeling and instruction, so they will seek justice and include all learners.	Incorporate the final Illinois Standards for Culturally Responsive Teaching and Leading (CRTL) into courses and practica into ways that are fully consistent with our mission and values.	Examine the new standards and our current course and practica syllabi; note gaps or misalignment and revise syllabi and practica to model and better support this goal.	Required Program Completer Survey administered by the Illinois State Board of Education prior to granting a teaching license.
<b>English</b>	Inclusion	Make all students welcome and teach underrepresented literatures through our curriculum, events, and speakers.	Show the global reach of our discipline and how from a Christian perspective it engages cultures around the world.	Teach students an inclusive curriculum; ensure their success through mentoring (recognize their accomplishments and help them transition into graduate study and professional life through workshops and internships).	Track diverse course offerings and enrollments. Create annual report of events and activities.

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<b>Geology and Environmental Science</b>	Unity	Publicly affirm the department's commitment to Christ-centered diversity.	Use a department statement as a tool to communicate the department's commitment to Christ-centered diversity.	Include a department statement in support of equity, inclusion, and diversity on our website. Reference the statement in syllabi.	Completion of department statement. Inclusion on webpage. Inclusion on syllabi.
<b>Geology and Environmental Science</b>	Inclusion	Recruit underrepresented students into the study of earth and environmental science.	Partner with BRIDGE program.	Provide an earth and environmental module for BRIDGE and/or other programs.	Connect with BRIDGE leadership and offer module; Develop module; Deliver module.
<b>Geology and Environmental Science</b>	Inclusion	Highlight diverse and female scientists throughout the curriculum.	Find and incorporate relevant material that amplifies a diverse and female presence in current and past scientific study.	Show videos and assign/read papers of diverse and female scientists.	Catalog examples in courses.
<b>Geology and Environmental Science</b>	Justice	Infuse justice and equity topics throughout the curriculum.	Include justice and equity themes in general education and major courses.	Creatively use appropriate examples in courses to highlight applications of earth and environmental science to identify, address, and work toward remedying injustice.	Catalog cases, applications, and examples used in courses.

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<b>Global Program and Studies (GPS)</b>	Diversity Inclusion Equity	Faculty incorporate more dimensions of diversity, equity, inclusion, and justice in content, pedagogy, and assessment in courses	Arthur Vining Davis Foundations Seminar “Teaching for Diversity, Equity, Inclusion, and Justice in Christ-centered Liberal Arts”	Administer IDI to participants; readings and discussion on diversity, equity and inclusion in higher ed. Faculty audit a course of their choosing for diversity, equity, inclusion, and justice in content; pedagogy and assessment.	100% of faculty participants develop a syllabus for selected course that reflects greater diversity, equity, and inclusion in content, pedagogy, and assessment.
<b>Global Program and Studies</b>	Diversity	Increase participation of under-represented students in education abroad	Recruitment strategies specific to under-represented students	Mobile office hours in OMD; Continued identification of programs designed to improve diversity	Track student participation by gender, ethnicity, and type of program; Benchmark underrepresented students participation at the same or high rate as majority
<b>Global Program and Studies</b>	Diversity Inclusion Justice	Increase number education abroad options that are designed around diversity, equity, and inclusion	Develop a Wheaton-run education abroad curricular or co-curricular program around these dimensions, e.g. Sankofa.	Provide Globalization of Curriculum Grant	The program is offered for the first time over the next 1-2 years (depending on the status of international travel)

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<b>Graduate Student Life</b>	Inclusion	Build Awareness of Kingdom Diversity into a graduate school wide commitment.	Collaborate with graduate deans to ensure each graduate has participated in at least one Kingdom Diversity touchpoint.	Implement Orientation Training Sessions with CIEO Office and Dr. Mary Yeboah; Implement cohort and program level sessions.	Track participation rates; Monitor engagement and evaluate survey feedback from sessions.
<b>Health Professions</b>	Justice	Gain a deeper understanding of the perception of the Health Professions Office (HPO) with students from underrepresented backgrounds; Determine if some students do not identify their pre-health goal with the office and why.	Listen and learn from individuals close to students about their lived experiences and impressions of the HPO.	Contact key campus offices (International Student Programs, Office of Multicultural Development, etc.) and speak with directors and staff regarding their understanding of the HPO perception with students from underrepresented backgrounds in the health care fields.	Review responses with HPO staff and Dean of Natural Sciences to determine the best course of action moving forward based upon feedback.

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<b>History</b>	Diversity	Equip students, faculty, and staff to understand and engage the global realities of an ethnically diverse church and society.	Require all HIST 103 Courses to fulfill Diversity in the U.S. Tag; Implement DUS goals in course organization, content, and teaching strategies; Critique the sources and consequences of patterns of injustice and inequality in regard to marginalized groups in the United States.	History CATC & Major Courses: In American and European history courses, faculty will problematize white normativity by incorporating diverse sources that emphasize the complexity of race, ethnicity, class, religion, and gender.	CATC and History Courses: History Department faculty who teach courses with the GP and DUS tag will complete an assessment for each course at the end of each semester. This assessment will review the course's learning objectives, course assignments, and student outcomes to assess how the course is facilitating an understanding of diversity in global and North American contexts.

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<b>History</b>	Diversity	Equip students, faculty, and staff to understand and engage the global realities of an ethnically diverse church and society	CATC Courses: Require all HIST 102 Courses to meet Global Perspectives Tag; Implement GP learning goals in course organization, content, and teaching strategies; Understand the history, culture, or social experience of at least one cultural group outside the Anglo/Anglo-American context.	History CATC & Major Courses: Incorporate and integrate diverse voices through assigned readings, multimedia content, and invited speakers. Readings will emphasize African, Asian, Latino/a, Middle Eastern, and Native American voices rather than white voices talking about these groups.	CATC Courses: Student evaluations in HIST 102 and HIST 103 will include a specific question that asks students about the course's engagement with diversity. Course evaluations will encourage specific and constructive feedback on the strengths and areas for improvement in engaging diversity in history courses.



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<b>Human Needs and Global Resources (HNGR)</b>	Diversity	To broaden and to deepen student experience of learning from and with diverse and underrepresented authors	Deliberately attend to social position, background, and life experiences of authors included on our syllabi.	Include diverse and underrepresented authors among course readings, and in assignment prompts mention the background or life experience of authors relevant to the topic.	Track authorship by nationality, race/ethnicity, sex, and other factors affecting social location for their context.
<b>Humanitarian Disaster Institute</b>	Diversity	Enable more international and underrepresented students to participate in the HDL program, equipping them with skills and leadership and working against paternalism, colonialism, and “white savior” mentalities prevalent in the humanitarian field.	Alleviate financial barriers of tuition that have prevented some fantastic candidates from being able to participate in the program.	Establish an HDL scholarship fund, which includes increasing diversity as a key goal.  Work with Graduate Admissions and Financial Services to identify additional internal (Wheaton) and external scholarships that may be options for these students.	1+ student attending HDL program through scholarship fund each year.

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<b>Interdisciplinary Studies</b>	Diversity	To provide IDS majors, faculty, and staff with a theoretical framework for the work of interdisciplinary studies, as it relates to the key conceptual role of diversity as a foundational aspect of the field.	A New Program Emphasis—Now prominently featured on the IDS website under “Diversity Commitment,” this theoretical framework will be included as essential in the Introduction to IDS 291 course and the Capstone IDS 494 Seminar. The aim is bring together divergent facets of knowledge and understanding for the purpose of problem solving on behalf of a real human need—something explicit and clear.	The framework emphasizes the following: A theological basis for diversity in the work of God’s creation; a consideration of the varied methodologies in the academy; an engagement with readings on the value of diversity; an <i>other-</i> focused research project in a cross-cultural setting.	Two approaches to assessment will be used: The Intro to IDS course will require students to interrogate, discuss, and apply the term in relation to their work; the Capstone IDS Seminar will require students to include some conceptual or applied element of diversity in their final research project.

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<b>Learning and Accessibility Services</b>	Justice	Listen to learn and understand the testimonies, stories, and experiences of others—especially those who have been marginalized—to build trust, connectedness, and community.	Encourage campus community members to engage with the topic and hear the stories of community members who have or have been impacted by the experience of having an invisible disability and discuss the topic in a way that is informed by our faith, increases understanding, and addresses issues of stigma and ableism	Collaborate with the Center for Faith and Disability (or a different relevant office like the Counseling Center) to sponsor an event that includes round table discussion or a panel (event may need to be virtual) where participants are able to discuss and share experiences and stories around the topic of invisible disabilities.	Identify learning objectives in the early planning stages of the event, administer a survey following the event to assess learning objectives.
<b>Mathematics and Computer Science</b>	Inclusion	Understand our current underrepresented students' experiences in our department in order to identify areas of weakness within department.	Listen to them and ask strategic questions.	Hold focus groups.	Write up their responses and review as a department in order to determine next steps for improvement.

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<b>Modern &amp; Classical Languages</b>	Inclusion	Providing hospitality and opportunity for languages and culture to thrive, beyond those officially taught at Wheaton College.	Increasing events, intercultural learning opportunities, and conversation groups that invite all language learners (regardless of the Wheaton College curriculum) to participate and provide a platform for them to lead.	Our new Language Resource Center Director is reshaping our LRC to be a place for exactly these kinds of events and programs, and has already offered a Korean Language bonfire night, although Korean is not a language taught at Wheaton.	Create end-of-semester student surveys to evaluate how effective/engaging current events and programs are, and to ask for recommendations on other programs/cultural representation they would like to see.
<b>Natural Sciences Division</b>	Diversity	Elevate the awareness and commitment of STEM faculty to equity, inclusion, and diversity initiatives at the College.	Build communication conduits and structures for collaborative action throughout the division.	Appoint an Equity, Inclusion, and Diversity Ambassador for each program in the division to work with the CIEO and Dean to promote and develop new initiatives.	Annual surveys of Ambassadors' experiences. Track attendance and participation in planned events.
<b>Natural Sciences Division</b>	Inclusion	Improve students' sense of belonging in STEM courses.	Strengthen faculty members' knowledge and facility with inclusive teaching practices.	Provide at least one workshop on inclusive teaching each year (using our existing Teaching Tea Time format).	Ask faculty to complete an inclusive teaching inventory annually as part of the workshop. Encourage repeat participants to track their progress from year to year.

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<b>Philosophy</b>	Diversity	Offer more curricular courses that promote understanding of racial and cultural differences.	More consistently offer courses that support students' intellectual understanding of diverse traditions and groups; provide support for students from minority backgrounds and experiences.	Create a more consistent rotation of key courses, including Adam Wood's course on Islam; Race & Justice; Gender & Being Human; Asian Philosophy; Global Justice; and James Gordon's new Global Philosophy.	Report the number of students we teach in the relevant courses in our annual report.
<b>Politics and International Relations</b>	Unity	Model and encourage deliberation and engagement across a wide range of differences.	Develop faculty and student discussion "forums" that highlight how to have difficult conversations across demographic and ideological differences.	Faculty "debates" over significant moral, political, social, and theological issues, drawing from a wide range of faculty. The goal is to model for students (and others!) how we can engage across those differences and how we can disagree with genuine charity; recruit and encourage students to develop a parallel set of "debates" over similar issues.	Set up a committee to recruit and manage these debates, and try to do two faculty and two student debates a semester.

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<b>Registrar's Office</b>	Inclusion	Practice hospitality and create a sense of belonging for all members to ensure that no one is treated as an outsider or suffers exclusion.	Adjust our communication to define and use language, concepts, formatting, and reminders that are welcoming and accessible to all students and alumni.	Identify multiple people groups who interact with our office (for example: first generation college students, international students, alumni who are no longer married, remote students). Review our website, forms, and reminder methods and messaging from these perspectives, and gather feedback and insight from campus offices who work with students/alumni in these groups. Create an online dictionary of terminology used in the Registrar's Office. Make adjustments to language, concepts, formatting, and reminder methods and messaging to promote inclusion and practice accessible communication.	Survey a sample of students and alumni and offices who serve underrepresented groups for their feedback.

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<p><b>School of Psychology, Counseling, &amp; Family Therapy</b></p>	<p>Diversity</p>	<p>Increase faculty &amp; staff competence in initiating and facilitating diversity conversations in the classroom and community that lead to improved educational and workplace experiences for underrepresented students, faculty, and staff</p>	<p>Implement experiential and educational learning experiences for faculty and staff to foster multicultural competence, greater self awareness, improved communication skills, and cultural humility.</p>	<p>Provide two required training events for the School of PCFT faculty and staff: Fall semester diversity training event with Stir Fry Seminars; Spring semester diversity training with a focus on theological / biblical foundations for kingdom diversity.</p>	<p>Improved ratings on Course Evaluations for faculty diversity competence; external review and feedback on diversity and inclusion practices in the classroom and curriculum as part of School of PCFT Ten Year Review; end of year School of PCFT program evaluations assessing accomplishment of diversity and inclusion goals for 2020-21.</p>

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<b>Sociology and Anthropology</b>	Justice	Provide mentoring to a diverse set of students, particularly students of color and female students (30% as a critical mass).	Recruit a diverse set of TAs/RAs in the department, cultivate relationships with students in and out of class.	Faculty will be intentional in their TA/RA selections, the department will advertise opportunities widely, faculty and the department will share about the recommendation process with students.	Faculty will report each year (1) who they worked with as TAs/RAs and (2) for whom they wrote recommendation letters.
<b>Sociology and Anthropology</b>	Inclusion	In our course readings, provide students diverse perspectives (30-50% of authors) in our disciplines.	Expand the authors assigned to incorporate more people of color, women, and different cultural perspectives.	Faculty will seek out readings and authors through individual expertise, department conversation, professional training opportunities.	Faculty will report each year on the authors for course readings regarding gender, race and ethnicity, foreign or native born.



DEPT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>URBN/ WIC/ CUE</b>	Justice	Continue to make Wheaton in Chicago educational resources available to select students from Woodlawn, South Shore, Washington Park, and Englewood.	Build upon Emerald South Scholars' Initiative to develop pathways into Wheaton in Chicago and Wheaton College curriculum.	Evaluate/assess Emerald South Scholars Initiative program; consult with select organizations that have relevant expertise (e.g., Act Six) concerning ways we might improve the program; seek relevant approvals for new and improved pathways; raise funds for program.	Establishment of an approved and funded pathway with identified prospective students/participants by May 2022.
<b>URBN/ WIC/ CUE</b>	Inclusion	Increase the percentage of students from racialized ethnic backgrounds represented among Wheaton in Chicago cohorts.	Feature Wheaton in Chicago program elements meant to equip and empower leaders from racialized ethnic backgrounds.	Work with partner offices to develop program elements meant to equip and empower leaders of racialized ethnic backgrounds; work with partner offices to make these program features known to students from racialized ethnic backgrounds on campus.	Track percentage students from racialized ethnic backgrounds in Wheaton in Chicago cohorts.
<b>URBN/ WIC/ CUE</b>	Inclusion	Increase the percentage of WIC community partnerships that include local leadership from racialized ethnic backgrounds.	Double community partnerships in Woodlawn, with new partners predominantly led by community members of racialized ethnic backgrounds	Establish a description of WIC community partners; canvass for community organizations with interests in community-based research collaboration; draw additional organizations into regular engagement with Woodlawn Wednesdays, etc.	Develop and publish definition/criteria for community partnerships. Track percentage of community partners with a majority of senior leaders drawn from Woodlawn and adjacent neighborhoods and from racialized ethnic backgrounds.



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# Advancement, Vocation and Alumni Engagement

Dr. Kirk Farney, Vice President for Advancement, Vocation, Alumni Engagement



DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<p><b>Advancement Services</b></p>	<p>Inclusion</p>	<p>Practice hospitality and create a sense of belonging</p>	<p>Practice hospitality in communications with internal and external stakeholders</p>	<p>Modify Wheaton College address naming conventions to include both men and women's names in the addresses; Share resources within the Advancement Services Division to support data entry staff in entering international names and addresses with a higher level of detail and integrity; Update and standardize race information for our alumni and donors in the CRM Advance system and make that data accessible to others in our Division to support them to be inclusive in alumni and donor outreach.</p>	<p>Survey of Division staff to determine how often they conduct outreach with consideration for diversity and inclusion.</p>

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<b>Alumni and Parent Engagement</b>	Diversity	Ensure leadership opportunities for members of underrepresented groups on Boards, Councils, and other leadership teams.	Recruit alumni of color for WCAA Board, Student Alumni Board (SAB), Young Alumni Council, and parent volunteers; Feature underrepresented faculty and staff at regional events for Wheaton alumni and parents.	Work with WCAA Nominating Committee to ensure alumni of color represent alumni population as a whole; make sure SAB represents demographic makeup of student body; recruit several alumni of color to serve on Young Alumni Council; Invite underrepresented faculty and staff to speak at regional events.	Ensure that the minimum number of alumni of color on the Board reflects the alumni population as a whole; evaluate annually; ensure SAB represents the ethnic makeup of the student body; evaluate annually; ensure that at least 1/3 of Young Alumni Council are alumni of color; evaluate annually; ensure that at least 20% of our speakers at regional events are women or faculty/staff of color; evaluate annually.
<b>Alumni and Parent Engagement</b>	Justice	Listen in order to learn and understand the testimonies, stories, and experiences of others – especially those who have been marginalized – in order to build trust, connectedness, and community.	Seek out and build relationships with alumni, students, and parents of color.	Reach out to alumni and parents of color to ask their history and hear their stories (share as appropriate in <i>Wheaton</i> magazine, social media); build relationships with student leaders from SG, OCO, OMD and others.	Track new touchpoints/relationships by assessing quarterly.

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<p><b>Annual and Reunion Giving</b></p>	<p>Diversity</p>	<p>Recruit, mentor, and retain highly-capable faculty, staff, and students from underrepresented groups who reflect the wide spectrum of God's kingdom [1 Corinthians 12:12; Revelation 7:9-10].</p>	<p>Revamp the recruiting and hiring process to include more diverse groups of students for volunteer and staff positions.</p>	<p>Spend time in 1x1 engagement with students in their natural gathering places.; Be engaged in campus life/committees and look for recruitment opportunities in those settings; have face to face meetings with faculty/staff advisors to build bridges, assess external perceptions of our department, and address concerns for how students will be cared for while in our program; conduct exit interviews with students upon their withdrawal/completion of the program and survey former STAM and Phona staff to get a better sense of their experience, reasons why they may have left, and what adjustments can be made to improve the program experience for the students.</p>	<p>Increased applications from diverse groups; increased retention; Conducting end-of-year surveys/exit interviews.</p>

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<p><b>Annual and Reunion Giving</b></p>	<p>Inclusion</p>	<p>Strengthen resources to improve educational and vocational experiences and outcomes for underrepresented students and students with disabilities [Psalm 10:17-18; Philippians 2:4].</p>	<p>Foster a sense of belonging and inclusion for every student who participates in our programs.</p>	<p>Pair underrepresented students with mentors or coaches in Advancement who can relate to and understand their unique experience; invite a diverse line-up of speakers for Student Ambassador and Phona leadership meetings and trainings; add training and encourage open conversation on the importance of diversity with STAM and Phonathon so that they are equipped to handle difficult conversations.</p>	<p>Increased applications from diverse groups; increased retention; conducting end-of-year surveys/exit interviews.</p>

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<p><b>Center for Vocation and Career</b></p>	<p>Diversity</p>	<p>Recruit, mentor, and retain faculty, staff, and students from underrepresented groups.</p>	<p>Seek to hire more full-time and student staff from underrepresented groups.</p>	<p>Adjust job descriptions to include language that is more inclusive and reflects a desire to hire racialized minorities; identify professionals on campus who can serve as mentors for any team members from underrepresented groups; posting job openings in specific sites to reach racialized minorities; identify mentors who can help CVC team member from an underrepresented group gain a sense of belonging and thrive in their roles.</p>	<p>Evaluate annually: An increase in diverse applicants; hires from an underrepresented group?</p>



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<p><b>Center for Vocation and Career</b></p>	<p>Diversity</p>	<p>Strengthen resources to improve educational and vocational experiences and outcomes for underrepresented students.</p>	<p>Focus on reaching students of racialized minorities.</p>	<p>Collaborate with faculty to bring career to the classroom so ALL students are exposed to the resources prepared by the CVC; share information on companies that are offering special programming to students from racialized minority groups; do a focus group with racialized minority students to find out how we can best communicate with them; get in front of students face-to-face so they are aware of all the great stuff that is available; collaborate with OMD to meet with student leaders.</p>	<p>Evaluate annually: Do we have an increase in engagement with racialized minority students? Have we increased the number of alumni of color who are engaging in our activities? Have students engaged in programs through employers and other opportunities that we have presented to them in numbers that align with or surpass representation on campus? What are the outcomes results for racialized minority students?</p>

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<p><b>Center for Vocation and Career</b></p>	<p>Inclusion</p>	<p>Practice hospitality and create a sense of belonging for all members to ensure that no one is treated as an outsider or suffers exclusion.</p>	<p>Create a team environment where feeling welcome and having a sense of belonging exists in the hopes that this culture will overflow into our work with students.</p>	<p>Regular checkpoints: Share what we are working on: Build Trust Create checkpoints - can happen during the early and late times in the day Provide updates in Staff Meetings; creating spaces to be together; improve culture by changing your behavior; we can choose to be vulnerable and open or stay closed.</p>	<p>Annually measure level of engagement by racialized minority students in CVC activities.</p>

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Development</b>	Diversity	Pursue volunteer leadership opportunities for members of underrepresented groups.	Intentional diverse involvement hears diverse views and influences decision-making.	Search prospect database; recommend to board/council/team leaders; extend invitations.	Use volunteer board list to track diversity of Development recommendations.
<b>Development</b>	Diversity	Pursue major gift opportunities with alumni of color for members of underrepresented groups.	Diverse major gift prospects invite more broad conversations and replace lost revenue from past years of diversity controversies.	Analysis of RD portfolios and unengaged prospects; create compelling case statement for underrepresented prospects.	Create and track new gift revenue coming from alumni of underrepresented groups.
<b>Development</b>	Inclusion	Practice hospitality and create belonging for campus members both inside and outside of Development.	Expand team sharing beyond business and diversify visitor involvement of campus leaders to create an hospitable culture.	Internally invite rotating Development team members for personal sharing; externally connect visiting donors with diverse campus leaders.	Insure that each team member shares in 2021; discuss with RDs/DOCs how to diversify campus visits.

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Donor Relations</b>	Inclusion	Practice hospitality and create a sense of belonging.	Structure our events and programs in ways that are mindful of the needs and sensitivities of all our donors and guests.	Plan events and programs for donors and guests of all abilities, backgrounds, and cultures, so that they feel welcome, meaningfully engaged, and appreciated (i.e., meeting dietary restrictions, disability accommodations, closed captioning for virtual events, interpreters, etc.).	Create post-event surveys to improve upon donor and guest experiences at events.
<b>Donor Relations</b>	Unity	Pray with and for each other to become like-minded, faithful, and gracious.	Intentional prayer time for fellow staff members, other departments, students, College leadership, and the Wheaton College community at large.	Include intentional, meaningful prayer time in scheduled Board of Visitors meetings, weekly team meetings, and College events.	Assess during the debrief following scheduled events and meetings, whether there was adequate time for prayer, and adjust for future gatherings if needed.

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<p><b>Marketing Communications</b></p>	<p>Inclusion</p>	<p>Wheaton College Marketing and Communications will research, establish, communicate, and model verbal and visual promotional practices that support and reflect the Christ-Centered Diversity Commitment Inclusion Pillar.</p>	<p>Marketing and Communications will create guidelines in order to equip the MarComm office and the Wheaton College campus with clearly documented standards and resources for telling the Wheaton story with visual, thematic, and verbal inclusion and hospitality. Marketing and Communications will cultivate a culture of inclusive storytelling and marketing within the department.</p>	<p>Brand, Style, and Storytelling/<b>Defining</b> our Terms: research diversity and inclusion standards used by other institutional media groups/offices for inclusion standards in Style and Brand guidelines; set our terms and agree to them as an office. This will act as a framework for our further research and development as we continue to refine definitions.</p>	<p>Completion and communication of new standards is main measurable outcome. Complete by June 30 2021; all MarComm employees complete respective professional development activities related to inclusion and demonstrated implementation by June 30, 2021; full MarCom staff has viewed the new training resource.</p>

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Marketing Communications</b>	Inclusion	Wheaton College Marketing and Communications will research, establish, communicate, and model verbal and visual promotional practices that support and reflect the Christ-Centered Diversity Commitment Pillar of inclusion.	Marketing and Communications will create guidelines in order to equip the MarComm office and the Wheaton College campus with clearly documented standards and resources for telling the Wheaton story with visual, thematic, and verbal inclusion and hospitality.	Develop inclusion standards for Style and Brand Guidelines MarComm Storytelling team prioritizes appropriate inclusion in campus outreach and storytelling efforts.	Training resource is available on website (measure web metrics) Deadline of June 30, 2021; consider external audit of marketing and communication materials (external company/software) (Consider for FY21 <i>or</i> 22); track web and email metrics for communication and use of unbiased language webpage, inclusive marketing page.
<b>Office of Gift Planning Services</b>	Unity	Pray with and for each other to become like-minded, faithful, and gracious as we strive to be agents of truth, peace, and love.	Intentional prayer with College personnel.	Pray for goal at departmental and divisional functions (devotions).	Report numerical instances of prayer on annual basis.



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# Enrollment Management

Mr. Silvio Vazquez, Chief Enrollment Management Officer





DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<p><b>Asia Strategic Initiative</b></p>	<p>Inclusion</p>	<p>To create a platform that is welcoming, accepting, and safe for people of different cultures.</p>	<p>Focus on communications and events that would foster and environment of empathy. Be mindful of the context from which our International students are coming from and reflect that in communications and events.</p>	<p>Create events and correspondence that can help in bringing comfort and perspective for international students; offer additional alternative channels of communication (WeChat, Kakaotalk, WhatsApp) and guidance (SEVIS) that will help support prospective students through admissions process well; advocate to enhance policies that may be failing to serve our international students well.</p>	<p>Take students survey at the end of yearly recruitment cycle to track our results.</p>

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Graduate Admissions</b>	Diversity	Recruit ethnically diverse students for MA and doctoral programs.	Increase awareness at HBCU and Hispanic Serving Institutions.	Partner with Faculty to market to contact list of influencers. Geo target appropriate populations through Social Media and e-mail campaigns	Create tracker for measuring the number of unclear cases around issues of inclusion.
<b>Graduate Admissions</b>	Inclusion	Consistent review process and clear policies for application reviews.	Revamp Admissions Evaluation Forms to focus on objectivity.	Develop review training guides for GA staff and faculty.	Create tracker for measuring the number of unclear cases around issues of inclusion.
<b>Student Financial Services</b>	Justice	Devote resources to ensure economically disadvantaged students can attend and graduate from Wheaton.	Prioritize assisting students with outside scholarship support.	Research and compile reputable list of outside scholarships for Pell Grant recipients, first generation, and underrepresented students.	Track the number scholarship opportunities identified and promoted from various sources.

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Student Financial Services</b>	Inclusion	Practice hospitality and create sense of approachability.	Implement workshops to build familiarity with the SFS staff and our services.	Partner with OMD to provide sessions for students.	Track number of sessions and number of student attendees, including underrepresented students.
<b>Undergraduate Admissions</b>	Diversity	Recruit students from underrepresented groups to apply to and enroll at Wheaton.	Targeted recruitment to inquirers from underrepresented student groups.	Create digital advertising campaign to promote Multicultural Scholarship application to Black and Latina/o inquirers; create virtual multicultural recruitment events to drive conversion through admission funnel.	Create a post-campaign report that tracks impressions, clicks, and scholarship application submissions; create a post-event report that tracks event registrations, attendance, and funnel conversion of registrants.



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# Finance and Operations

Mr. Chad Rynbrandt, Vice President for Finance and Operations, Treasurer



DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Accounting &amp; Purchasing</b>	Inclusion	Increase staff participation in the decision-making process.	Create a finance advisory committee with participation of multiple departments and staff levels.	Finance advisory committee will meet at least once a semester to analyze and provide feedback on accounting policies and procedures.	Implement committee charter in FY21; start committee meetings in the Fall of FY22.
<b>Accounting &amp; Purchasing</b>	Inclusion	Create a mentoring/sponsoring community.	Define and develop a mentoring/sponsoring program to allow staff and managers to share expertise, knowledge and skills.	Collaborate with HR in defining the goal, benefits, format, and timeframe of the program. Identify a pool of mentors and mentees willing to participate.	Launch the first program in FY 22; monitor participation rates and develop survey to ascertain enhanced sense of belonging.
<b>Academic &amp; Institutional Technology</b>	Inclusion	Support the College's diversity efforts by raising team awareness of microaggressions and unconscious bias.	All AIT staff have a demonstrated mastery of guidelines and best practices regarding identifying microaggressions and unconscious bias.	Mandatory attendance at all webinars promoted by the Chief Intercultural Engagement Office; invite CIEO to speak at an all-department meeting; required completion of select LinkedIn Learning videos.	Survey the team in December 2020 and then again in July 2021 to access changes in attitudes and perceptions regarding microaggressions and unconscious bias.

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Campus Services</b>	Inclusion	Support the College's diversity efforts by raising team awareness of microaggressions and unconscious bias.	All Campus Services staff have a demonstrated mastery of guidelines and best practices regarding identifying microaggressions and unconscious bias.	Mandatory attendance at all webinars promoted by the Chief Intercultural Engagement Officer. Inviting CIEO to speak at an all-department meeting. Required completion of select LinkedIn Learning videos.	Survey the team in December 2020 and then again in July 2021 to access changes in attitudes and perceptions regarding microaggressions and unconscious bias.
<b>Facilities</b>	Diversity	Recruit underrepresented employees in the Trades.	Apprenticeship	Implement an apprenticeship program in the Trades.	Increase the number of racial minorities within our Trades.
<b>Facilities</b>	Inclusion	Increase awareness and empathy among majority employees regarding sense of inclusion by minority employees.	Training	Implement cultural awareness training on unconscious bias, inclusion, or some other inclusion-related topic.	Have >90% of Facilities employees take participate in cultural awareness training.

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Human Resources</b>	Inclusion	Increase awareness and education regarding concepts that hinder inclusion (such as bias, stereotyping, etc.), campus policies regarding harassment and discrimination, and reporting processes for possible violations.	Provide learning and development opportunities for faculty and staff.	Augment annual sexual harassment with content regarding prohibition of racial/ethnic and other harassment and discrimination (Fall 2021); facilitate Administration's Session to enhance understanding of our policies and processes (Bias Incident policy, Equity policy, Title IX policy (November 12); offer awareness training regarding bias and related concepts (Spring 2021).	This training is required, and completion will be tracked; HR/CIEO office require mandatory discrimination training for all employees; report on completion rates annually.
<b>Human Resources</b>	Inclusion	Communicate welcoming and inclusive work environment.	Ensure written materials use inclusive language.	Use updated diversity recruiting/EEOC statement on HR site and in all advertising for open roles; encourage unbiased language in and include new statement regarding our commitment to diversity in all staff job descriptions (being updated Fall 2020).	HR/Provost's office, Directors, Deans to monitor.



DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Investments &amp; Trusts</b>	Inclusion	Enhance a sense of inclusion among all members of the department where their input is welcomed, respected, valued, and supported.	Expand opportunities for team input on decisions that impact the department.	Expand agendas and time devoted during weekly team meetings to provide opportunities for input; provide training opportunities on workplace inclusion, perhaps in coordination with other FOT departments.	Employee feedback on sense of inclusion on performance reviews and workplace surveys.
<b>Legal &amp; Risk Management</b>	Inclusion	Foster an inclusive environment for students, faculty and staff	Update policies and procedures for reporting and responding to equity, Title IX, and bias incidents.	Refresh policies to comply with new Title IX regulations; assist with implementation of bias response policy; develop and implement new reporting and case management tools.	Revised policies and reporting mechanisms are developed and communicated to campus

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<p><b>Public Safety</b></p>	<p>Inclusion</p>	<p>Public Safety personnel (Command Staff, Officers, Dispatchers, Operators and Student Employees) treat all persons fairly and equitably, regardless of gender, race, age, or other status, as per Standard Operating Procedure guidelines, including the Statement Against Profiling (below).</p>	<p>All team members are thoroughly trained on the Standard Operating Procedure guidelines regarding fair and equitable treatment of all persons.</p>	<p>The Chief Intercultural Engagement Officer, the Dean of Student Wellness, the Director of Equity and Title IX, and Wheaton Police Department personnel each provide annual training for Public Safety employees. Annual trainers assess the understanding and perspective of Public Safety employee response to hypothetical scenarios during training sessions. Managers regularly monitor employee Standard Operating Procedure compliance through direct observation, report review and radio operation review; required corrective action is taken immediately.</p>	<p>The number of training sessions planned and completed annually, as described in the Tactics column; the goal is to meet or exceed four sessions.; The number of confirmed incidents of deviation from Standard Operating Procedures in the fair and equitable treatment of persons annually; the expectation is we will experience zero incidents.</p>
<p><b>Statement Against Profiling</b></p>		<p>We at Public Safety have a guiding principle that we treat <u>everyone</u> fairly and equitably. We treat all people equally regardless of their race, gender, age, or any other protected class status. We respect the inherent Constitutional rights of everyone as a free citizen of the United States. We do not randomly stop people on campus. The only time we stop someone is if there is a legitimate reason based on behavior that is against the law or College policies. We respond to situations, not people.</p>			



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# Student Development

Dr. Paul Chelsen, Vice President for Student Development



DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Athletics</b>	Inclusion	Cultivate sense of belonging for student-athletes of color.	Communicate an openness to hearing about current experiences of racialized minorities either on campus or as part of Wheaton athletics.	Invite to a conversation with department leadership/AD.	Partner with OMD to host focus groups for student-athletes of color about their experience on varsity athletics teams.
<b>Athletics</b>	Diversity	Increase awareness of Christ-Centered Diversity Commitments for athletics staff.	Devote time as a staff to exploring how we can engage in issues of diversity and inclusion.	Review Diversity Commitment with head coaching staff; AD attending two trainings on diversity and inclusion (NCAA and Restoration Sports); coaches developing Strategic Plan for their programs (long-term goal).	Added new learning outcome asking students to identify one way they engaged matters of diversity or inclusion on their teams.

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Chaplain's Office</b>	Inclusion	Practice hospitality and create sense of belonging.	Enhance diversity in worship.	Include more diverse music, speakers and liturgical instruments; Create diverse call and respond statements.	Create student survey to understand student experiences in chapel and Chapel Speaker Self-Assessment Instrument.
<b>Chaplain's Office</b>	Diversity	Enhance representation among faculty and students.	Seek our diverse student leaders and hires.	Offer training for Asian students, maintain family groups; host panels for diverse students to share about experiences.	Track increase in under-represented student leaders and staff.

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Counseling Center</b>	Diversity	Recruit counselors from underrepresented groups, who reflect the wide spectrum of God's kingdom	Increase full-time senior counselor staff.	Change language in job postings for future hires to include our value of diversity and outreach to underrepresented groups in our campus community.	Hire and retain counselors from underrepresented groups.
<b>Equity &amp; Title IX</b>	Justice	Listen to learn and understand experiences of marginalized groups.	Intentionally listen well without judgement, take reports seriously, and provide connections to support resources.	Increase visibility of Equity & Title IX function. Develop intake/interview/investigation approach with an unhurried, professional, and listening posture.	Offer more training and meet-and-greet opportunities across campus; develop post-interview survey to measure whether parties felt heard.
<b>International Student Programs</b>	Justice	Empower international (F-1 Visa/MK/TCK) student engagement with biblical justice in the U.S. context.	Equip ISP student leaders with training that influences engagement across the broader international student population.	ISP student leaders will participate in two annual workshop; provide opportunities to learn about the experience of marginalized communities in the U.S. and offer tangible ways to engage in dialogue and action.	Student leaders will complete a survey to document the impact of their training.

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Office of Christian Outreach</b>	Justice	The OCO will grow our campus awareness of our national and international partner organizations working towards justice.	Connect Wheaton students to the works of justice around the world.	Host regular occurring testimony sharing times of our partner organizations and how they pursue justice in their given context.	Survey of OCO students at the end of the year asking about their knowledge of OCO partners.
<b>Office of Multicultural Development</b>	Unity	Foster cross-cultural unity within OMD.	Promote and increase interaction across organizations and the students each serves: Koinonia, Unidad, William Osborne Society	Host 2 events per semester to provide space for storytelling and sharing of experiences as minority students at Wheaton College.	Pre-event and post-event surveys that measure awareness of the challenges faced by students of other ethnic groups.



DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Residence Life</b>	Inclusion	Develop hospitable living environments where students are supported and are able to experience a sense of belonging.	Foster hospitable living environments, floor communities and building events that reflect a multicultural space and racially/ethnically diverse students who live there.	Assess building art & bulletin board content/ provide a diverse music selection during events/ have speakers that reflect our student body/evaluate RD/GRA/RA training to make sure staff are continually growing in intercultural development/recruit, hire, and retain a racially and ethnically diverse res life team.	Utilize our mid-year res life student survey to ask questions about sense of belonging, places of connection, and how students are experiencing their living environment; report intercultural awareness during annual performance appraisals; track recruitment and hiring numbers for staff of color.
<b>Student Activities</b>	Inclusion	To promote cross-racial sense of belonging and inclusion for SAO student leaders and non-student leader students.	Cultivate antiracism and cultural/racial bridge-building through programming, collaboration, and representation between SAO organizations (Student Government and Solidarity).	Implement Solidarity's pilot program, "Racial Table Talks," into the SAO's overall leadership curriculum and learning offerings to the student body.	One-page post-group reflection essay to be shared with the group facilitators; post-session survey to measure the effectiveness and implementation of the program's objectives.

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Student Care Services</b>	Inclusion	Devote resources to encourage a sense of connection, belonging and support for all students.	Facilitate ongoing opportunities that connect students with peers, res life team and the larger Wheaton College campus for a sense of an inclusive community.	Execute connection outreach activities, support student governments initiatives, and partner with campus constituents to provide inclusive opportunities for students.	Tracking impact through self-reporting end of semester “student sense of belonging” feedback report, created through SCS office.
<b>Student Engagement</b>	Diversity	Recruit and retain underrepresented students in all student organization leadership teams.	Intentional partnerships with all directors within Student Engagement during recruiting seasons.	Recruit students involved in diverse student organizations within OMD and send invitations to diverse students across campus.	Create category in annual Board of Trustee report to note tracked student percentages by various diverse categories and ethnicity of students in all SE student organizations.
<b>Student Engagement</b>	Inclusion	Practice hospitality and create an atmosphere that is welcoming for racialized minority students.	Enhance diversity in all programs.	Include more diverse speakers, create cultural programs, offer cross cultural diversity training, and foster community development in diverse settings.	Create questions geared toward assessing the diverse programming and inclusion to be integrated in the orientation student survey to understand student experiences in onboarding to the College.

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Student Government</b>	Unity	Provide student leaders with a foundation of cultural competency and a unified vision for kingdom diversity.	Invite all student leaders to create a diversity strategic plan for their respective organizations in order to implement the Christ-centered Diversity Commitment.	Recommend a diversity curriculum for every student leader as part of the official student leadership training program before the start of the academic year; create a Student Leader Collective: A shared table with all student leaders communicating their commitment to kingdom diversity and activating it in their organizations and as a collective.	Implement cultural competency assessment with all student leader organization presidents and the CIEO to discuss strides and areas of growth.
<b>Student Government</b>	Inclusion	To engage and represent the diverse voices of the undergraduate student body.	Recruit diverse pools of candidates for elected positions, develop PR strategies that enhance communication with racialized minority students.	Hold minority student town hall sessions and informational meetings with OMD students, PR Manager will collaborate with OMD and promote events via Instagram.	Track the number of minority students that join Student Government.

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Student Health Services</b>	Diversity	Equip SHS staff to understand and engage the global realities of an ethnically diverse church and society, especially in regards to healthcare experiences and attitudes in order that the team would better care for student healthcare needs with increased cultural sensitivity.	Partner with Applied Health Sciences and Health Professions courses to recruit and incentivize students from varying cultural and ethnic backgrounds to join us for monthly lunch meetings to speak for 15 minutes.	Students given a list of questions to answer: Can you give us an overview of the healthcare system in your home country? Do you feel like you and your family members have access to healthcare at home if you needed it? Are there any obvious differences between healthcare in the United States compared your home country?	Pre and post tests administered to SHS staff after each session measuring learning; collect brief survey from students rating their experience at SHS including a rating for cultural sensitivity.

DEPARTMENT	PILLAR	GOAL	STRATEGY	TACTICS	MEASUREMENTS
<b>Student Wellness</b>	Inclusion	Ensure that students from <i>all</i> backgrounds are aware of Student Wellness offices and all of our services (i.e. Counseling Center, Student Health Services, and Student Care Services).	Intentional advertisement and information dissemination.	Have an even greater presence in Beamer Center and Billy Graham Hall, particularly within the Office of Multicultural Development.	Use existing Student Wellness outcome measures to identify effectiveness.

A photograph of a white stone wall with the text 'WHEATON COLLEGE' in large, dark red letters. Below it, in smaller dark red letters, is 'FOR CHRIST AND HIS KINGDOM SINCE 1860'. The wall is set against a background of green trees and a clear blue sky. In the foreground, there is a field of bright orange marigold flowers. To the left, a stone pillar with a black lantern on top is visible.

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