

**Fresno Pacific University**

# **Diversity Plan, 2020-2025**

Authored by University Diversity Committee  
Executive Committee  
Fall 2020

## Table of Contents

Executive Summary.....	4
Introduction.....	5
Goal #1: Environment .....	6
Potential Success Indicators.....	6
Action Plans for Success Indicators .....	6
Indicator #1.....	6
Indicator #2.....	6
Goal #2: Infrastructure.....	7
Potential Success Indicators.....	7
Action Plans for Success Indicators .....	7
Indicator #1.....	7
Indicator #2.....	8
Indicator #3.....	8
Indicator #4.....	8
Indicator #5.....	8
Indicator #6.....	9
Goal #3: Student Success.....	10
Potential Success Indicators.....	10
Action Plans for Success Indicators .....	10
Indicator #1.....	10
Indicator #2.....	10
Indicator #3.....	11
Indicator #4.....	11
Goal #4: Employee Success.....	12
Potential Success Indicators.....	12
Action Plans for Success Indicators .....	12
Indicator #1.....	12
Indicator #2.....	12
Indicator #3.....	13
Indicator #4.....	13
Indicator #5.....	14
Goal #5: Instructional Integration.....	15
Potential Success Indicators.....	15

Action Plans for Success Indicators .....	15
Indicator #1.....	15
Indicator #2.....	16
Indicator #3.....	16
Indicator #4.....	17
Indicator #5.....	17
Goal #6: Partnerships .....	18
Potential Success Indicators.....	18
Action Plans for Success Indicators .....	18
Indicator #1.....	18
Indicator #2.....	18
Indicator #3.....	19
Appendices.....	20
Appendix 1: FPU Diversity Rationale & Definition of Diversity .....	20
Appendix 2: Connection of Diversity Goals to FPU Strategic Plan .....	25
Appendix 3: University Diversity Committee Composition.....	28
Appendix 4: FPU Accessibility Priorities.....	29

## Executive Summary

The Fresno Pacific University Diversity Plan 2020-2025 offers a vision, goals, and expected timelines for reaching those goals related to diversity. Connected to the FPU Strategic Plan (as demonstrated in Appendix 2), this Diversity Plan aims to achieve and/or make significant progress on the accomplishment of six key goals:

- **Goal 1: Environment**
  - *Cultivate an equitable Christian University environment that actively celebrates diversity and values differences.*
- **Goal 2: Infrastructure**
  - *Build and maintain an infrastructure and leadership structure that supports diversity, equity, and inclusion at individual and systemic levels while reflecting Christian values consistent with the FPU Idea.*
- **Goal 3: Student Success**
  - *Recruit, retain, and graduate a diverse student population.*
- **Goal 4: Employee Success**
  - *Prioritize and actively recruit, employ, and retain a diverse workforce.*
- **Goal 5: Instructional Integration**
  - *Enhance the cultural competence and humility of FPU's Community of Learners through the integration of diversity, equity, and inclusive practices in all areas of teaching, learning, research, training, and leadership development.*
- **Goal 6: Partnerships**
  - *Embody FPU's prophetic witness by cultivating internal and external partnerships that strengthen FPU's commitment to serving and working with diverse populations.*

## Introduction

Fresno Pacific University has been successful in achieving status as a Hispanic Serving Institution according to the US Department of Education. Committed to diversity, equity, and inclusion, the University has undertaken several events, initiatives, and programs aimed at serving a diverse population of students, faculty, staff, and community partners. While such initiatives have been successful, the University has been in need of a centralized vision for diversity, equity, and inclusion that reflect Christian values consistent with the *Fresno Pacific Idea*. Likewise, in the absence of clear goals, many of these initiatives have not been properly contextualized within or supported by larger University resources.

Given this reality, the University Diversity Committee offers here the first Fresno Pacific University Diversity Plan to guide diversity work over the years of 2020-2025. This plan offers a systemic vision and future-oriented plans, benchmarks, and goals for continuous improvement in the area of diversity, equity, and inclusion.

This plan has been authored by members of the University Diversity Committee Executive Committee including Dr. Melanie Howard (Co-chair), Martha Fregoso (Co-chair), Melinda Gunning (Secretary), Angela Chapa, Dr. Larry Dunn, Dr. Ken Martens-Friesen, Jason McGensy, Patty Salinas, Jordan Sharp, and Breanne Wyse. The plan has been approved by the full membership of the University Diversity Committee (representing over 30 offices/departments across the University) as of October 2, 2020.

## **Goal #1: Environment**

*Cultivate an equitable Christian University environment that actively celebrates diversity and values differences.*

### *Potential Success Indicators*

1. Development of campus climate survey and survey results that indicate incrementally increasing levels of “belonging” across multiple campus constituencies and demographics over a five-year period
2. Increase in relevant regular assessment scores related to diversity, equity, and inclusion

### *Action Plans for Success Indicators*

#### Indicator #1

*Development of campus climate survey and survey results that indicate incrementally increasing levels of “belonging” across multiple campus constituencies and demographics over a five-year period*

- Spring 2021: Develop a campus climate survey for use across years
- Fall 2021: Run limited scale version of campus climate survey to assess survey instrument and achieve initial baseline data
- Spring 2022: Edit survey instrument to correct for issues in the instrument
- Fall 2022: Run full-scale campus climate survey
- Spring 2023: Assess results of Fall 2022 survey
- Fall 2023: Run full-scale campus climate survey
- Spring 2024 and onward: Assess previous results of survey and recommend additional action steps as needed

Personnel Responsible for Overseeing Indicator: Office of Institutional Effectiveness with UDC Exec

#### Indicator #2

*Increase in relevant regular assessment scores related to diversity, equity, and inclusion*

- Spring 2021: Work with Office of Institutional Effectiveness (OIE) staff to assess existing NSSE, Priorities, and SSI score data and set goals for improvement
- Spring 2022: Assess 2021 data to establish a baseline for future growth
- Spring 2023: Assess 2022 data vis-à-vis 2021 baseline and recommend initial action steps to achieve improvement
- Fall 2023: Implement action steps outlined in Spring 2023 and develop additional questions for NSSE (every 3 years) and/or Priorities (every 2 years) survey that could capture additional relevant data on issues of diversity, equity, and inclusion
- Spring 2025: Assess previous years’ data to determine additional action steps required
- Fall 2025: Implement additional action steps previously identified; Assess five year data and generate report on progress toward goals, successes, challenges, and growth plan for the next five years

Personnel Responsible for Overseeing Indicator: Office of Institutional Effectiveness

## **Goal #2: Infrastructure**

*Build and maintain an infrastructure and leadership structure that supports diversity, equity, and inclusion at individual and systemic levels while reflecting Christian values consistent with the FPU Idea.*

### *Potential Success Indicators*

1. Development of a 5 year “FPU Diversity Plan” that would cast vision for the future of diversity work, guide institutional diversity priorities, and suggest institutional, programmatic, and environmental developments to support the diversity vision
2. Appointment of a dedicated campus diversity leader
3. Development of bias incident reporting system
4. Develop a framework to prevent, reduce, and respond to incidents of bias consistent with FPU Restorative Discipline policies
5. Develop affinity groups where minoritized faculty, staff, and students could cultivate mutual support
6. Development and conducting of facilities “accessibility audits”

### *Action Plans for Success Indicators*

#### Indicator #1

*Development of a 5 year “FPU Diversity Plan” that would cast vision for the future of diversity work, guide institutional diversity priorities, and suggest institutional, programmatic, and environmental developments to support the diversity vision*

- Spring 2020: Establish key diversity goals/vision
- Spring/Summer 2020: UDC Exec to begin initial drafting of diversity plan
- Fall 2020: Review/revise diversity plan in collaboration with full UDC and other relevant campus partners
- Spring 2021: Finalize and distribute diversity plan to the FPU President, President’s Cabinet, and Board for endorsement and approval
- Spring 2021: Assign teams/task forces/individuals to diversity plan goals in order to begin implementation of goals
- Fall 2021: UDC Exec to check in with teams/leaders about initial progress
- Spring 2022: UDC Exec to follow up on initial progress with teams/leaders
- Fall 2022: Preliminary report to Full UDC about initial progress toward goals
- Spring 2023: UDC Exec to assess initial implementation of diversity plan
- Fall 2023: UDC Exec to determine any revisions that might be necessary to implementation of diversity plan
- Spring 2024: Full UDC to vote on any needed changes to diversity plan
- Fall 2024: UDC Exec to begin drafting report of progress on diversity plan; Initial planning for diversity plan for 2025-2030 including goals/vision
- Spring 2025: Report of progress on diversity plan to be distributed to Full UDC, FPU President, and Board
- Fall 2025: UDC Exec to check in with teams/leaders about progress; Finalize 2025-2030 diversity plan

Personnel Responsible for Overseeing Indicator: UDC Exec

## Indicator #2

*Appointment of a dedicated campus diversity leader*

- Summer 2020: Appointment of Interim Chief Diversity Officer
- Spring 2021: UDC to make recommendation for next steps toward this indicator if cabinet-level action has not yet been taken

Personnel Responsible for Overseeing Indicator: President's Cabinet

## Indicator #3

*Development of bias incident reporting system*

- Summer 2020: Work with HR and campus Title IX staff to work with existing discrimination/harassment reporting system
- Fall 2021: Assess initial effectiveness of system and address any issues in implementation of system
- Fall 2022: Assess initial data gathered from system and establish plan for correcting larger patterns of concern

Personnel Responsible for Overseeing Indicator: HR and Title IX staff

## Indicator #4

*Develop a framework to prevent, reduce, and respond to incidents of bias consistent with FPU Restorative Discipline policies*

- Spring 2021: Form a Bias Incident Response Team (BIRT)
- Fall 2021: BIRT receives training on bias incident reporting system
- Spring 2022: BIRT establishes procedures for responding to incidents
- Fall 2022: BIRT reports to UDC on initial action
- Spring 2023: Assess BIRT effectiveness and make any needed adjustments to ensure successful use of BIRT

Personnel Responsible for Overseeing Indicator: UDC Exec to oversee establishment of BIRT, then, oversight to be provided by the BIRT

## Indicator #5

*Develop affinity groups where minoritized faculty, staff, and students could cultivate mutual support*

- Fall 2020: OSFD forms Multiethnic Association for Cultural Engagement (MACE) team of student leaders to facilitate affinity group event planning
- Fall 2020: Survey faculty, staff, and students about interest/needs for affinity groups

- Spring 2021: Identify purpose (e.g. mutual support, campus education, etc.) for each needed affinity group
- Fall 2021: Establish regular affinity groups as designated by needs survey
- Spring 2022: Receive initial reports from affinity group leaders about success/challenges of affinity groups
- Fall 2022 and Beyond: Assess affinity group effectiveness and identify any needed areas for change to continue affinity group effectiveness

Personnel Responsible for Overseeing Indicator: OSFD Staff in collaboration with other campus partners and UDC Exec

#### Indicator #6

*Development and conducting of facilities “accessibility audits”*

- Fall 2019: Identify areas on main campus needing updates for physical accessibility issues and prioritize projects and develop action plan for addressing accessibility projects (see “Appendix 4: FPU Accessibility Priorities” below)
- Fall 2020: Identify areas in electronic infrastructure and systems that need to be made accessible
- Spring 2021: Develop action plan for addressing electronic accessibility projects
- Fall 2021: Identify areas on regional campuses needing updates for physical accessibility issues and prioritize projects and develop action plan for addressing accessibility projects
- Spring 2022 and Ongoing: Review progress on priorities, update priority lists, ensure institution’s ongoing philosophical and financial commitments to accessibility

Personnel Responsible for Overseeing Indicator: Director of Disability Access and Education and Accessibility Task Force

### **Goal #3: Student Success**

*Recruit, retain, and graduate a diverse student population.*

#### *Potential Success Indicators*

1. Recruitment activities directed toward minoritized and under-represented student populations increased 10% and enrollment of minoritized and under-represented student populations increased 5% compared to 2020 baseline
2. Retention and graduation rates of minoritized and under-represented student populations increase 5% compared to 2020 baseline
3. Reduction in gap in retention and graduation rates between majority culture and minoritized students reduced by 3% compared to 2020 baseline
4. Students demonstrate growth in intercultural competence skills

#### *Action Plans for Success Indicators*

##### Indicator #1

Recruitment activities directed toward minoritized and under-represented student populations increased 10% and enrollment of minoritized and under-represented student populations increased 5% compared to 2020 baseline

- Spring 2021: Review existing data and establish procedure for data collection related to recruitment activities
- Fall 2021: Establish procedure for data collection related to enrollment of minoritized and under-represented populations
- Spring 2022: Continue data collection and review any initial data
- Fall 2022: Review initial data collection and develop an action plan for any needed interventions
- Spring 2023 and beyond: Continue reviewing data and making necessary interventions in order to reach goals

Personnel Responsible for Overseeing Indicator: Admissions Office

##### Indicator #2

*Retention and graduation rates of minoritized and under-represented student populations increase 5% compared to 2020 baseline*

- Fall 2021: Gather data needed to set 2020 baseline retention data and calculate relevant growth goals
- Spring 2022: Work with Retention Task Force to develop an action plan to achieve relevant goals
- Fall 2022: Assess 2021 retention data and identify initial action steps needed to achieve goals
- Spring 2023: Begin implementation of steps needed to achieve goals
- Fall 2023: Assess 2022 retention data vis-à-vis 2020-21 data, evaluate effectiveness of initial steps taken, and develop additional actions needed to achieve goals
- Spring 2024: Implement additional actions identified

- Fall 2024: Assess 2023 retention data, identify trends from the past three years, and establish a timeline for meeting 5% growth goal
- Spring 2025: Establish an action plan based on recent data in order to achieve the 5% growth goal

Personnel Responsible for Overseeing Indicator: Retention Task Force

Indicator #3

*Reduction in gap in retention and graduation rates between majority culture and minoritized students reduced by 3% compared to 2020 baseline*

- Fall 2021: Gather data needed to set 2020 baseline retention and graduation data and calculate relevant growth goals
- Spring 2022: Work with Retention Task Force to develop an action plan to achieve relevant goals
- Fall 2022: Assess 2021 retention and graduation data and identify initial action steps needed to achieve goals
- Spring 2023: Begin implementation of steps needed to achieve goals
- Fall 2023: Assess 2022 retention and graduation data vis-à-vis 2020-21 data, evaluate effectiveness of initial steps taken, and develop additional actions needed to achieve goals
- Spring 2024: Implement additional actions identified
- Fall 2024: Assess 2023 retention and graduation data, identify trends from the past three years, and establish a timeline for meeting 5% growth goal
- Spring 2025: Establish an action plan based on recent data in order to achieve the 5% growth goal

Personnel Responsible for Overseeing Indicator: Retention Task Force

Indicator #4

*Students demonstrate growth in intercultural competence skills*

- Spring 2021: Establish a plan for on-going administration of IDI to measure baseline intercultural competence as students begin education at FPU and near the end of their time at FPU
- Fall 2021 and Ongoing: Review administration procedures and data collection IDI administration

Personnel Responsible for Overseeing Indicator: Interim Chief Diversity Officer

## **Goal #4: Employee Success**

*Prioritize and actively recruit, employ, and retain a diverse workforce.*

### *Potential Success Indicators*

1. Implement search committee training measures
2. Demographic gap between student populations and staff populations reduced by 3% compared to 2020 baseline
3. Demographic gap between student populations and faculty populations reduced by 5% compared to 2020 baseline
4. Demographic gap between student populations and administrative populations reduced by 10% compared to 2020 baseline
5. Implement employee retention measures

### *Action Plans for Success Indicators*

#### Indicator #1

##### *Implement search committee training measures*

- Fall 2020: Initiate required training for supervisors/interviewers/hiring committees and begin requesting search committees to share pool information by submitting demographic information about all candidates interviewed as well as committee rankings of those candidates (as appropriate)
- Spring 2021: Draft policy language for the faculty handbook stipulating diversity training measures for faculty searches and bring faculty handbook language change to Faculty Senate for approval; collect baseline data on demographics of search pools by asking search committees to submit candidate demographic and committee ranking information of current searches in order to measure search pool diversity
- Fall 2021: Work with Staff Exec to draft policy language around hiring practices
- Spring 2022: Begin development of plans for training of and implementation of “Diversity Champions” who would eventually serve on all search committee;
- Fall 2022: Initiate “Diversity Champions” program pilot
- Spring 2023: Analyze search pool data for initial trends and insights for how to continue “Diversity Champion” program deployment
- Fall 2023 and onward: Continue growth of “Diversity Champion” program and analysis of search pool demographic data, making adjustments as necessary in order to increase diversity of search pools

Personnel Responsible for Overseeing Indicator: Director and Office of Human Resources in collaboration with Staff Exec and Faculty Senate Exec

#### Indicator #2

##### *Demographic gap between student populations and staff populations reduced by 3% compared to 2020 baseline*

- Fall 2021: Gather data needed to set 2020 baseline for demographic data and calculate relevant goal numbers

- Spring 2022: Work with Human Resources to develop an action plan and necessary hiring committee training to achieve relevant goals
- Fall 2022: Assess 2021-2022 demographic data and identify initial action steps needed to achieve goals
- Spring 2023: Begin implementation of steps needed to achieve goals
- Fall 2023: Assess 2022-2023 demographic data vis-à-vis 2020-21 data, evaluate effectiveness of initial steps taken, and develop additional actions needed to achieve goals
- Spring 2024: Implement additional actions identified
- Fall 2024: Assess 2023-2024 retention and graduation data, identify trends from the past three years, and establish a timeline for meeting 3% reduction goal
- Spring 2025: Establish an action plan based on recent data in order to achieve the 3% reduction goal

Personnel Responsible for Overseeing Indicator: Director of Human Resources

#### Indicator #3

*Demographic gap between student populations and faculty populations reduced by 5% compared to 2020 baseline*

- Fall 2021: Gather data needed to set 2020 baseline for demographic data and calculate relevant goal numbers
- Spring 2022: Work with Human Resources to develop an action plan and necessary hiring committee training to achieve relevant goals, collaborate with school deans to offer additional search committee training and support
- Fall 2022: Assess 2021-2022 demographic data and identify initial action steps needed to achieve goals
- Spring 2023: Begin implementation of steps needed to achieve goals
- Fall 2023: Assess 2022-2023 demographic data vis-à-vis 2020-21 data, evaluate effectiveness of initial steps taken, and develop additional actions needed to achieve goals
- Spring 2024: Implement additional actions identified
- Fall 2024: Assess 2023-2024 retention and graduation data, identify trends from the past three years, and establish a timeline for meeting 5% reduction goal
- Spring 2025: Establish an action plan based on recent data in order to achieve the 5% reduction goal

Personnel Responsible for Overseeing Indicator: Director and Office of Human Resources

#### Indicator #4

*Demographic gap between student populations and administrative populations reduced by 10% compared to 2020 baseline*

- Fall 2021: Gather data needed to set 2020 baseline for demographic data and calculate relevant goal numbers
- Spring 2022: Work with Human Resources to develop an action plan and necessary hiring committee training to achieve relevant goals
- Fall 2022: Assess 2021-2022 demographic data and identify initial action steps needed to achieve goals
- Spring 2023: Begin implementation of steps needed to achieve goals
- Fall 2023: Assess 2022-2023 demographic data vis-à-vis 2020-21 data, evaluate effectiveness of initial steps taken, and develop additional actions needed to achieve goals
- Spring 2024: Implement additional actions identified
- Fall 2024: Assess 2023-2024 retention and graduation data, identify trends from the past three years, and establish a timeline for meeting 10% reduction goal
- Spring 2025: Establish an action plan based on recent data in order to achieve the 10% reduction goal

Personnel Responsible for Overseeing Indicator: Director of Human Resources

#### Indicator #5

*Implement employee retention measures*

- Spring 2021: Implement system for collecting data on departing employees, including possible exit interviews that include specific questions related to issues of diversity, equity, and inclusion
- Fall 2021: Collaborate with Staff Exec and Faculty Senate Exec to identify measures for expressing employee appreciation
- Spring 2022: Begin implementation of identified employee appreciation measures
- Fall 2022 and onward: Continue analysis of departing employee data and implementation/assessment of employee appreciation measures

Personnel Responsible for Overseeing Indicator: Director and Office of Human Resources, in collaboration with Staff Exec and Faculty Senate Exec

### **Goal #5: Instructional Integration**

*Enhance the cultural competence and humility of FPU's Community of Learners through the integration of diversity, equity, and inclusive practices in all areas of teaching, learning, research, training, and leadership development.*

#### *Potential Success Indicators*

1. Development of Diversity Research grants that support scholarly agendas related to cultural competence, diversity, equity, and inclusion
2. Development of Diversity Teaching grants that support faculty revision of and development of courses that include significant components of cultural competency material
3. Development of course guidelines and feedback opportunities for use in helping faculty to increase student cultural competency, knowledge, and humility in the classroom
4. Development of course elements that promote diverse material and inclusive practices
5. Development of General Education diversity component

#### *Action Plans for Success Indicators*

##### Indicator #1

*Development of Diversity Research Grants that support scholarly agendas related to cultural competence, diversity, equity, and inclusion*

- Spring 2021: Establish a Diversity Grant Task Force (DGTF) aimed at developing Diversity Research grant program
- Fall 2021: DGTF meets to draft guidelines for the grant program and to identify needed UDC budget for the program
- Spring 2022: DGTF works with FPU Grant Officer and other campus partners to identify additional revenue streams to fund grant program
- Fall 2022: DGTF runs small scale Request for Proposals for grants for 2023-2024 grant program
- Spring 2023: Initial grants awarded for 2023-2024
- Fall 2023: Initial grant awardees begin relevant research and DGTF runs Request for Proposals for 2024-2025 grants
- Spring 2024: Initial grant awardees for 2023-2024 submit progress reports to be reviewed by DGTF, Grants for 2024-2025 awarded
- Fall 2024: Grant awardees for 2024-2025 begin relevant research, DGTF assesses effectiveness of grant program and reports on effectiveness to UDC, DGTF runs Request for Proposals for 2025-2026 grants
- Spring 2025: Grant awardees for 2024-2025 submit progress reports to be reviewed by DGTF, Grants for 2025-2026 awarded, DGTF assesses long-term financial sustainability of grant program and develops action plan for grant future
- Fall 2025 and ongoing: Regular grant cycle continues

Personnel Responsible for Overseeing Indicator: UDC Exec to oversee establishment of DGTF, then, oversight to be provided by the DGTF

### Indicator #2

*Development of Diversity Teaching grants that support faculty revision of and development of courses that include significant components of cultural competency material*

- Spring 2021: Establish a Diversity Grant Task Force (DGTF) aimed at developing Diversity Teaching grant program
- Fall 2021: DGTF meets to draft guidelines for the grant program and to identify needed UDC budget for the program
- Spring 2022: DGTF works with FPU Grant Officer and other campus partners to identify additional revenue streams to fund grant program
- Fall 2022: DGTF runs small scale Request for Proposals for grants for 2023-2024 grant program
- Spring 2023: Initial grants awarded for 2023-2024
- Fall 2023: Initial grant awardees begin relevant research and DGTF runs Request for Proposals for 2024-2025 grants
- Spring 2024: Initial grant awardees for 2023-2024 submit progress reports to be reviewed by DGTF, Grants for 2024-2025 awarded
- Fall 2024: Grant awardees for 2024-2025 begin relevant research, DGTF assesses effectiveness of grant program and reports on effectiveness to UDC, DGTF runs Request for Proposals for 2025-2026 grants
- Spring 2025: Grant awardees for 2024-2025 submit progress reports to be reviewed by DGTF, Grants for 2025-2026 awarded, DGTF assesses long-term financial sustainability of grant program and develops action plan for grant future
- Fall 2025 and ongoing: Regular grant cycle continues

Personnel Responsible for Overseeing Indicator: UDC Exec to oversee establishment of DGTF, then, oversight to be provided by the DGTF

### Indicator #3

*Development of course guidelines and feedback opportunities for use in helping faculty to increase student cultural competency, knowledge, and humility in the classroom*

- Spring 2021: Form Diversity Guidelines Team (DGT)
- Fall 2021: DGT establishes procedures and sets goals for conducting diversity audits
- Spring 2022: DGT runs diversity audit pilots in select courses
- Fall 2022: DGT assesses effectiveness of diversity audit pilots and adjusts procedures as needed
- Spring 2023: DGT advertises broadly to solicit invitations for diversity audits
- Fall 2023: DGT reports to UDC on initial diversity audit activity
- Spring 2024: DGT collaborates with Bias Incident Response Team (BIRT) to identify particular courses/faculty to be invited to receive a diversity audit
- Fall 2024: DGT re-assesses diversity auditing processes

- Spring 2025: DGT makes expands diversity audits to include courses taught by regional campus faculty and adjunct faculty
- Fall 2025 and beyond: DGT reports to UDC on diversity audit activity; On-going cycles of advertising and conducting diversity audits

Personnel Responsible for Overseeing Indicator: UDC Exec to oversee establishment of DGT, then, oversight to be provided by the DGT

#### Indicator #4

*Development of course elements that assess for diverse material and inclusive practices*

- Spring 2021: Review current IDEA course evaluation measures and develop additional questions to assess the inclusion of diverse curricular material and inclusive pedagogical practices
- Fall 2021: Collaborate with Office of Institutional Effectiveness (OIE) to begin implementation of additional questions
- Spring 2022: Run pilot with additional assessment questions
- Fall 2022 and onward: Continue collecting course evaluation data and assessing both data and assessment tools in order to increase curricular diversity and inclusive pedagogy

Personnel Responsible for Overseeing Indicator: UDC Exec in consultation with Office of Institutional Effectiveness

#### Indicator #5

*Development of General Education diversity component*

- Spring 2021: Begin initial conversations with General Education (GE) committee on possible models for a required diversity component of GE
- Fall 2021: Choose model for instituting a diversity component into GE
- Spring 2022: Finalize plans and make necessary academic catalog edits for a Fall 2022 roll-out of GE diversity component
- Fall 2022: Institute GE diversity requirement component
- Spring 2023 and onward: Continue GE diversity requirement component with on-going assessment using data from IDI assessments

Personnel Responsible for Overseeing Indicator: UDC Exec in consultation with GE committee

## **Goal #6: Partnerships**

*Embody FPU's prophetic witness by cultivating internal and external partnerships that strengthen FPU's commitment to serving and working with diverse populations.*

### *Potential Success Indicators*

1. Development of a University Diversity Committee archive to retain institutional memory surrounding campus diversity work in order to build momentum for future growth
2. Development of "Diversity Seminar" series for student, faculty, staff, and administration campus populations
3. Incremental increases in pre-graduate internships for minoritized student populations

### *Action Plans for Success Indicators*

#### Indicator #1

*Development of a University Diversity Committee archive to retain institutional memory surrounding campus diversity work in order to build momentum for future growth*

- Fall 2020: UDC Secretary to keep on-going minutes and keep updated files for UDC work
- Spring 2021: UDC Secretary to work with university archivist to discuss future archival needs
- Fall 2021: UDC Exec to collect past documentation related to UDC work
- Spring 2022: UDC Secretary and UDC Exec to establish on-going archiving and file storage solutions to preserve institutional memory related to diversity
- Fall 2022: Assess archival practices and procedures and make adjustments as needed

Personnel Responsible for Overseeing Indicator: UDC Secretary with support from UDC Exec

#### Indicator #2

*Development of "Diversity Seminar" series for student, faculty, staff, and administration campus populations*

- Spring 2022: Establish leadership of Diversity Seminar, perhaps in conjunction with Diversity Grant Task Force (DGTF) and current leadership for Faculty Seminar
- Fall 2022: Leadership of Diversity Seminar establishes initial schedule for seminar beginning in spring 2023
- Spring 2023: Initial diversity seminar offerings
- Fall 2023: Diversity seminar continues to be offered
- Spring 2024: Recipients of 2023-2024 Diversity Research Grant and Diversity Teaching Grant present on grant work
- Fall 2024: Leadership for Diversity Seminar to assess on-going effectiveness of Diversity Seminar, perhaps in conjunction with Diversity Research Grant and Diversity Teaching Grant

Personnel Responsible for Overseeing Indicator: UDC Exec to oversee establishment of DGTF, then, oversight to be provided by the DGTF in collaboration with other identified campus partners (e.g. ALAS, OSFD, etc.)

### Indicator #3

*Incremental increases in pre-graduate internships for minoritized student populations*

- Fall 2020: Identify programs with existing internship components
- Spring 2021: Develop a target list of programs with internship components and begin demographic data collection for student interns
- Fall 2021: Finalize data collection procedures and establish a baseline of data
- Spring 2022: Continue data collection for student interns
- Fall 2022: Continue data collection and compare data to fall 2021 baseline data
- Spring 2023: Determine necessary interventions to increase percentage of minoritized student internships and identify additional areas/programs where student internship data can be collected
- Fall 2023: Collect baseline data for additional areas/programs identified in Spring 2023 and establish baseline data
- Spring 2024: Identify additional areas of need for expanding data collection procedures related to student career outcomes (e.g. post-graduate communication, etc.)
- Fall 2024 and beyond: Continue data collection, evaluation, and interventions to contribute to increases in minoritized student internships

Personnel Responsible for Overseeing Indicator: Career Development and Experiential Learning Center

## Appendices

### *Appendix 1: FPU Diversity Rationale & Definition of Diversity*

#### *Introduction*

Fresno Pacific University's reasons for embracing and promoting diversity are derived from our faith commitments as Christians and working at a Christian university. In this document we present an operational definition of diversity, and discuss three particular bases for diversity at FPU: the Bible as our authoritative guide for life, the FPU Idea and core values, and current research regarding diversity in higher education.

An operational definition of diversity is, at least, twofold:

1. diversity is an inherent expression and manifestation of God's creation that is inclusive of individuals and people groups based on race, sex, ethnicity, culture, socioeconomic status, abilities, nationality, religion, and various Christian faith traditions, who are to be embraced and valued as human beings created in the image of God;
2. diversity is an attitude and perspective that attends to organizational culture in ways that challenges, cultivates, and transforms personal and institutional structures, policies, and practices towards human flourishing and shalom.

#### *A Biblical Basis*

##### *Old Testament*

In Genesis 1 and 2 we see that God is the creator of all humankind. People of all ethnicities and cultures share a common humanity through the image of God. God's covenant with Noah was made for all peoples (Gen. 9:1-17). When God calls Abraham to create from him a special people, it is for the blessing of all nations (Gen. 12: 1-3). Throughout the Old Testament God calls his people to extend hospitality to strangers and to care for the needy and marginalized (e.g. Dt. 27:17-19).

##### *New Testament*

#### *Jesus in the Gospels*

In the person and ministry of Jesus God's love and concern for all people become even more explicit. Throughout his ministry in the synoptic Gospels, Jesus crossed boundaries that divided people in his world. These include barriers of socioeconomic status, ethnicity, sex, religion and politics. He cared for and identified with sinners, social outcasts and the marginalized of that society (Mark 2:15-12). He interacted in love with women of different ethnicities (Mark 7:24-30) and women considered unclean and sinful (Mark 14:3-9). Jesus challenged the established tradition where it upheld law against human need.

In the Gospel of John we again see Jesus modeling this radical acceptance of people from all communities in the ancient world. Jesus proclaimed God's love and salvation to the whole world (John 1:29; 3:16). In his interaction with the Samaritan woman at the well, Jesus chose not only to associate with her, but also to send her as his messenger to her people (John 4:3-42). In his final directions to his disciples and his wonderful prayer in John 14–17, Jesus begs for unity and love among his followers. It is through our unity that the world will know that God sent him and loves the world.

#### *The Early Christians*

The earliest Christians confronted questions of inclusion and exclusion soon after Jesus' ascension. These questions continued to arise and the Holy Spirit acted many times to break open the apostles' view of God's kingdom. At Pentecost, the gospel was preached to Jews from all over the world who

heard it in their own languages (Acts 2), demonstrated that the message of Jesus as Messiah is meant for the whole world. As the church grew in size and understanding they began to comprehend God's truly radical inclusion of all peoples.

The apostle Paul continued this move to open the boundaries of the people of God to all peoples. One of his core convictions was that Gentiles be included as full members of the church but not required to become Jews in order to follow Christ. Unity does not equal sameness. Paul's vision of unity in Christ challenges ethnic, socioeconomic and sexual divisions (Gal. 3:28). Each member is different and has different functions, but we all belong and need each other in order to live as the body of Christ. This is true in and between local churches, and in the global church. Socioeconomic differences are addressed frequently in the early literature of these followers of Jesus. James calls for repentance on the part of the rich who do not care for the poor. Paul argues that the Lord's Supper is not meant to be an event that separates people in terms of power and socioeconomic status (1 Cor. 11:17-34). The last book of the Bible presents us with a vision in Revelation 7:9 of a multitude from every nation, from all tribes and peoples and languages standing before the throne and before the Lamb.

Thus, from beginning to end, we find that God's word shows us that to be God's followers we must love all people. There are no grounds for discrimination against those who are different from us. We are to love not only those who are part of the community of faith, but even our enemies.

#### *The Fresno Pacific Idea Statement*

The FPU Idea Statement articulates a significant commitment to diversity. We look particularly at our tripartite calling to be a university that is Christian, a community of learners, and prophetic.

#### *Fresno Pacific is a Christian University*

As a Christian university we are Anabaptist, evangelical and ecumenical. In our Anabaptist commitment we affirm the importance of service, the priority of the Kingdom of God over other structures and values, the sacramental quality of the gathered Christian community and the Lordship of Christ over all of life. To be Anabaptist means to be diverse and inclusive, but with convictions that build upon a particular tradition.

We are also a member of a particular Anabaptist branch - the Mennonite Brethren - which brings evangelical aspects to our identity. In this we value the authority of the Bible, the new birth, service and mission, and personal spiritual development. In addition, and along with many contemporary evangelicals, the Idea states that we value the "practice of reconciliation and love in settings of violence, oppression and injustice." Both our Anabaptist and evangelical heritages call us to reach out to people of the diverse communities around us.

As an ecumenical university, FPU seeks to be centered upon Christ and His church. It also means that each party to ecumenical conversations and relationships both contributes to and receives from other branches of the Christian family who build on their own traditions and convictions. These three aspects of our Christian identity means, then, that we hold to a holistic and integrative understanding of our faith. As the Idea states, "All authentic knowledge and experience are unified under God." Implicit in this inclusive notion is a rejection of any mono-cultural or ethnocentric approach to curriculum, programs or pedagogy. It also means that the University is committed to an ethic of service that unites theory with practice. Service implies that we as a Christian higher education community reach out to various racial/ethnic communities such as Hispanics, African

Americans, and Southeast Asians, through intentional diversity initiatives in student recruitment, retention, and matriculation, who represent a major part of our region as well as staff, faculty, and administrative recruitment, hiring, retention, and promotion. Within our region, many students from diverse backgrounds come from families and communities in which they are the first to attend college. Hence, this suggests that FPU must become more of a safe place and space for diverse students to thrive. We must also be mindful of the ways in which various students' communities and values differ from the white cultural values and experiences so prominent within higher education. As an institutional and communal expression of the Kingdom of God, we are invited and challenged to reach across the boundaries of race, socioeconomics, ethnicity, sex, religious faith, personal sexual and marital differences, physical abilities and all other boundaries that divide people from each other.

*Fresno Pacific University is a Community of Learners*

As a university we do not simply resource a collection of individuals. Rather, FPU seeks to create and be a community of learners, thus valuing the interpersonal dimension of the learning process. It is clear that the university will encourage individuals, in all of their uniqueness, to commit themselves to God, to a life of discipleship, to participation in the life of a Christian church, and to service in both church and society. It is this commitment to God that will be at the center of community life in the university, although the university will in no manner discriminate against students who desire the educational experiences which we offer but are unable, for whatever reasons, to share in the faith commitments which are expected of faculty, staff, administration, and board. The Idea also affirms the inclusion of peoples from various ethnic and religious backgrounds. What clearly emerges from the Idea then, is a vision of a form of community that assumes a common center but is open and inclusive of many types of individuals.

*Fresno Pacific University is Prophetic*

The University understands its prophetic role in positive terms such as service, creativity, experimentation, innovation, leadership, and "developing a vision for wholeness, justice, and reconciliation." In addition, however, we call ourselves to prophetically reflect on and critique darkness, ignorance and injustice. We recognize that diversity critiques homogeneity and hegemony. The Idea states: "The university encourages informed reflection on personal, institutional and societal values which contribute to developing a vision for wholeness, justice and reconciliation." Prophetic diversity thus confronts privilege that comes at the expense of others. Prophetic witness to Christ's reconciling work in us and in the world calls us to include communities historically underrepresented and undervalued in higher education.

We thus contend that a prophetic witness should begin by acknowledging and addressing the fact that categories such as race, sex, socioeconomic status, and ability are socially constructed. In particular, the category of race has no biological or scientific validity. Furthermore, much racial and ethnic discrimination stems from legacies of European colonization and conquest in Africa, Asia, and the Americas. In these cases indigenous people groups of, and enslaved Africans brought to the Americas and Caribbean were subjected to governmental and institutional policies and practices that perceived them to be less than human or savages who were not created in the image of God. These actions and attitudes, especially in the U.S., created trauma, violence and injustice that continue to the present day and have yet to be fully acknowledged, repaired, or transformed. Thus a prophetic witness must prioritize race matters and race-based outcomes so as to heal the legacy and current conditions that perpetuate the dehumanization and denial of access and equity of black and other nonwhite people groups while ascribing false superiority and privilege to white people groups.

In sum, the Idea calls us beyond the racism, sexism, and other forms of systemic oppression that remains endemic in our society and invites us instead to a common search for a better way.

### *Current Research on Diversity in Higher Education*

Scholars have conducted numerous studies, particularly over the past 20 years, on the role and importance of diversity in and for higher education. These studies have sought to evaluate the effects of diversity experiences (including classroom curriculum, seminars, conferences and events that focus on aspects of diversity) and diversity interactions (interpersonal interactions across forms of difference) on various aspects of the university and learning experience. The results show that diversity experiences and interactions provide multiple benefits to students.

One consistent theme regards the ways in which diversity experiences and interactions enhance student learning outcomes, including active and critical thinking skills (Gurin et al. 2002, Hurtado 2007, Seifert et al. 2010, Smith 1997). Such experiences also promote in students an increased interest and motivation for intellectual engagement and learning (Seifert et al. 2010) and complex thinking (Bowman 2013, Pascarella et al. 2014). As such, diversity experiences and interactions have been shown to contribute to the overall learning objectives of the university.

In addition, however, diversity experiences benefit the ways in which students are able to positively engage socially diverse settings. For example studies indicate that diversity experiences increase students' social awareness, concern for the public good, and skills in intergroup relations (Hurtado 2007, Hurtado et al. 1999). Such awareness and skills are useful for shaping socially responsible leadership and intercultural effectiveness (Bowman 2010, 2013) and building discourse across cultural difference (Gutmann 2004). Such awareness and skill is particularly important for our current context. With the growing diversity in the U.S. (including in the California San Joaquin valley) it is imperative that universities shape citizens and leaders who can recognize and value differences in the context of democratic decision-making (Hurtado 2007).

Whereas studies indicate that all students benefit from diversity experiences, the benefits are shown to be particularly substantial for white males. One of the reasons for this is that such students “have often had less precollege diversity exposure than have Students of Color, so these experiences were probably more novel and therefore more likely to contribute to cognitive growth” (Goodman and Bowman 2014, 39; See also Bowman 2009). That is, while diversity experiences are shown to benefit all students regardless of their background, those who have had less pre-exposure to diverse communities experience particular benefits from such interaction.

How is it that diversity experiences form such an important and critical part of students' educational formation? Many of these studies, drawing on studies in psychology and behavioral cognition, have shown that “...the mechanism that fosters learning and development is dissonance—an experience or new piece of knowledge that is inconsistent with how one typically thinks about things” (Goodman and Bowman 2014, 37; See also Gurin et al. 2002). As students encounter people whose race, ethnicity, sex, religion, and ability are different from their own they will become uncertain about their own assumptions regarding others and their perspectives. That uncertainty, or dissonance, is then an important step towards the reconstruction of more complex assumptions that will eventually more accurately map the changing and diverse landscape in which they live (Seifert et al. 2010).

Moving from research on the advantages of student diversity, attention will now be given to the benefits of employee diversity. According to the University of California, San Francisco's Office of Human Resources, such benefits can include improved morale, a greater collaboration and teamwork, and the promotion of creativity in problem solving. Moreover, Scott E. Page (2007), professor of complex systems, political science, and economics, and author of *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*, notes, when creative problem solving is needed, diversity is effective and efficacious over homogeneity in thought and ability. Through the use of models and frameworks, Page underscores the significance of diversity, under various conditions, to provide organizations and institutions with a new, pragmatic way of seeing and valuing difference beyond mere fear of compliance. In a similar vein, Ekaterina Walter (2014), a contributor to Forbes Magazine on-line edition, argues, "diversity is a mentality, not just strategic imperative." In short, current research on employee diversity challenges, and possibly debunks, attitudes and beliefs that contend that difference diminishes the quality of service or product that is being provided. Moreover, the research invites us to consider how to become an employer of choice as we grow in awareness of and service to our regional, diverse student and community needs as a Christian higher educational institution.

#### *Conclusion*

In sum, we have demonstrated that Fresno Pacific University's biblical commitment, the FPU Idea, and insights from research provide for it a strong foundation upon which to embrace, value, and promote diversity. As it moves forward in building a diverse learning community it will continue to prepare students to live and serve faithfully and effectively in our increasingly complex and pluralistic world.

*1999 Rationale revised and updated by the 2015 University Diversity Committee.  
Adopted by Fresno Pacific University Board of Trustees on October 24, 2015.*

*Appendix 2: Connection of Diversity Goals to FPU Strategic Plan*

<b>Goals:</b>	<b>Connection to GEIST Strategic Map</b>	<b>Potential Success Indicators</b>
<p>1. Cultivate an equitable Christian University environment that actively celebrates diversity and values differences.</p>	<ul style="list-style-type: none"> <li>● GROW Objective #1 (Increase student population)</li> <li>● SERVE Objective #3 (Student professional experience)</li> <li>● TRANSFORM Objective #1 (Integrate faith and learning)</li> <li>● TRANSFORM Objective #3 (Expand diversity initiatives)</li> </ul>	<ul style="list-style-type: none"> <li>● Development of campus climate survey and survey results that indicate incrementally increasing levels of “belonging” across multiple campus constituencies and demographics over a five year period</li> <li>● Increase in relevant regular assessment scores related to diversity, equity, and inclusion</li> </ul>
<p>2. Build and maintain an infrastructure and leadership structure that supports diversity, equity, and inclusion at individual and systemic levels while reflecting Christian values consistent with the FPU Idea.</p>	<ul style="list-style-type: none"> <li>● GROW Objective #4 (Build facilities)</li> <li>● INNOVATE Objective #1 (Design events)</li> <li>● INNOVATE Objective #3 (Design facilities)</li> <li>● TRANSFORM Objective #1 (Integrate faith &amp; learning)</li> <li>● TRANSFORM Objective #3 (Expand diversity initiatives)</li> </ul>	<ul style="list-style-type: none"> <li>● Development of a 5 year “FPU Diversity Plan” that would cast vision for the future of diversity work, guide institutional diversity priorities, and suggest institutional, programmatic, and environmental developments to support the diversity vision</li> <li>● Appointment of a dedicated campus diversity leader</li> <li>● Development of bias incident reporting system</li> <li>● Develop a framework to prevent, reduce, and respond to incidents of bias consistent with FPU Restorative Discipline policies</li> <li>● Develop affinity groups where minoritized faculty, staff, and students could cultivate mutual support</li> <li>● Development and conducting of facilities “accessibility audits”</li> </ul>

<b>Goals:</b>	<b>Connection to GEIST Strategic Map</b>	<b>Potential Success Indicators</b>
3. Recruit, retain, and graduate a diverse student population.	<ul style="list-style-type: none"> <li>● GROW Objective #1 (Increase student population)</li> <li>● SERVE Objective #2 (Student professional experience)</li> <li>● TRANSFORM Objective #2 (Promote student leadership)</li> <li>● TRANSFORM Objective #3 (Expand diversity initiatives)</li> </ul>	<ul style="list-style-type: none"> <li>● Recruitment activities directed toward minoritized and under-represented student populations increased 10% and enrollment of minoritized and under-represented student populations increased 5% compared to 2020 baseline</li> <li>● Retention and graduation rates of minoritized and under-represented student populations increase 5% compared to 2020 baseline</li> <li>● Reduction in gap in retention and graduation rates between majority culture and minoritized students reduced by 3% compared to 2020 baseline</li> <li>● Students demonstrate growth in intercultural competence skills</li> </ul>
4. Prioritize and actively recruit, employ, and retain a diverse workforce.	<ul style="list-style-type: none"> <li>● INNOVATE Objective #2 (Expand professional development)</li> <li>● TRANSFORM Objective #3 (Expand diversity initiatives)</li> </ul>	<ul style="list-style-type: none"> <li>● Implement search committee training measures</li> <li>● Demographic gap between student populations and staff populations reduced by 3% compared to 2020 baseline</li> <li>● Demographic gap between student populations and faculty populations reduced by 5% compared to 2020 baseline</li> <li>● Demographic gap between student populations and administrative populations reduced by 10% compared to 2020 baseline</li> <li>● Implement employee retention measures</li> </ul>

<b>Goals:</b>	<b>Connection to GEIST Strategic Map</b>	<b>Potential Success Indicators</b>
<p>5. Enhance the cultural competence and humility of FPU's Community of Learners through the integration of diversity, equity, and inclusive practices in all areas of teaching, learning, research, training, and leadership development.</p>	<ul style="list-style-type: none"> <li>● ENGAGE Objective #3 (Collaborative communication)</li> <li>● INNOVATE Objective #1 (Design events)</li> <li>● INNOVATE Objective #2 (Expand professional development)</li> <li>● TRANSFORM Objective #3 (Expand diversity initiatives)</li> </ul>	<ul style="list-style-type: none"> <li>● Development of Diversity Research grants that support scholarly agendas related to cultural competence, diversity, equity, and inclusion</li> <li>● Development of Diversity Teaching grants that support faculty revision of and development of courses that include significant components of cultural competency material</li> <li>● Development of course guidelines and feedback opportunities for use in helping faculty to increase student cultural competency, knowledge, and humility in the classroom</li> <li>● Development of course elements that assess for diverse material and inclusive practices</li> <li>● Development of General Education diversity component</li> </ul>
<p>6. Embody FPU's prophetic witness by cultivating internal and external partnerships that strengthen FPU's commitment to serving and working with diverse populations.</p>	<ul style="list-style-type: none"> <li>● GROW Objective #3 (Expand revenue streams)</li> <li>● ENGAGE Objective #1 (Brand positioning)</li> <li>● ENGAGE Objective #2 (Strengthen networks)</li> <li>● ENGAGE Objective #4 (Strengthen partnerships)</li> <li>● INNOVATE Objective #1 (Design events)</li> <li>● SERVE Objective #1 (Service-learning)</li> <li>● SERVE Objective #2 (Student professional experience)</li> <li>● TRANSFORM Objective #1 (Integrate faith &amp; learning)</li> <li>● TRANSFORM Objective #2 (Promote student leadership)</li> <li>● TRANSFORM Objective #3 (Expand diversity initiatives)</li> </ul>	<ul style="list-style-type: none"> <li>● Development of a University Diversity Committee archive to retain institutional memory surrounding campus diversity work in order to build momentum for future growth</li> <li>● Development of "Diversity Seminar" series for student, faculty, staff, and administration campus populations</li> <li>● Incremental increases in pre-graduate internships for minoritized student populations</li> </ul>

*Appendix 3: University Diversity Committee Composition*

University Diversity Committee composition, 2020-2021:

<b>Person</b>	<b>Office/School Represented</b>
*Melly Howard (Co-chair)	HRSS
*Martha Fregoso (Co-chair)	Admissions
*Melinda Gunning (Secretary)	Office of Disabilities Services
Maribel Viveros	Office of Institutional Research
Greg Zubacz	Accreditation Officer
Darren Duerksen	HRSS
Stacy Wise	SNS
*Larry Dunn	CPACS
*Patty Salinas	Interim Chief Diversity Officer
*Jordan Sharp	HR
Brian Davis	OSF
Michelle Bradford	SBU
*Jason McGensy	Staff Exec
Rebecca Bradley	Communications
Jeremiah Wood	Athletics
Lynn Reinhold	Student Life
Gary Metcalf	Facilities
Denise Baronian	Regional Campuses
*Ken Friesen	Global Education
Lisa Keith	SOE
Manjula Joseph	SOE
*Angela Chapa	Intl. Students
Javier Campos	Campus Safety
Francisco Carillo	ASC
David Black	Veteran's Affairs
*Breanne Wyse	Director of Diversity, Inclusion, and Spiritual Formation
Danielle Jeffress	Registrar
Freddie Lopez	Student Financial Services
Kelly Schroeder	IELP Program
Luke Colvard	TUG student rep
Sheyla Castillo	TUG student rep
Jesus Gomez	TUG student rep
Danya Gonzalez	TUG student rep
DJ Maxwell	TUG Student rep
Carlos Garcia	SGA Student President
Steven Redekop	Advancement
Janet Delgado	Staff At-Large
Candi Alexander	Staff At-Large (OIE)

\*Designates UDC Exec member

Appendix 4: FPU Accessibility Priorities

<b>FPU Accessibility Priorities</b>						
<b>Title</b>	<b>Department, Point Person</b>	<b>Description, Justification</b>	<b>Priority Level</b>	<b>Estimated Cost</b>	<b>FY Schedule</b>	<b>C</b>
Cover post holes	Facilities, Gary M	Create system for not leaving an exposed hole left by removable barrier post	1			
Door threshold Schlicting 117 (Health office) and MAR 104 (Disability office)	Facilities, Gary M	Create ramp for door thresholds	2	Labor and materials on hand	FY20	
OSF entrance	Facilities, Gary M	Add signage for Handicap accessible back entrances for OSF	3		FY20	
Wall mounted materials	Facilities, Gary M	Evaluate wall-mounted objects. Prioritize remedy for remodel or re-arrange furnishings.	4	\$1,000	FY20	
Braille signage	Facilities, Gary M	1. Restore Braille signage to WEC. 2. Make sure all buildings have Braille numbers on rooms.	5	\$500	FY20	
Commuter House	Facilities, Gary M	Access to houses that have been converted to offices	6	\$20,000	FY20	
Library entrance	Facilities, Gary M	Remove electronic sensor with "bridge"	7			Do
Automatic Door, Library	Facilities, Gary M	Library automatic door, South entrance	8	\$10,000	FY20	
Door thresholds	Facilities, Gary M	Add curved ramps to thresholds of Marpeck and Sattler classrooms, one door per classroom	9	\$1,000		
Door handles	Facilities, Gary M	Find out what doors have not been updated & finish conversions	10	\$2,000	FY20	
Student Executive Offices	Facilities, Gary M	Access to houses that have been converted to offices	11	\$20,000	FY21	

Accessible computer work station for Library	ITS, Dave		12		FY20	
Florescent Lighting	Facilities, Gary M	Change to LED to reduce migraines etc.	varies		FY18-FY20	
Communication with Deaf/Hard of Hearing	DAE Melinda	Purchase four additional UbiDuo machines, one per year		\$1,995.00 each, \$7,820 total	FY21-25	
Access to Cabin at CASA	Facilities, Gary M	Redesign steps to CASA for safety and accessibility.		\$25,000	FY21	
Handicapped restroom stalls	Facilities, Gary M	Evaluate handicap restrooms needing updates and prioritize. Update according to priority, 1 per year		\$50,000 per restroom	FY19	
Parking lot wheelchair access	Facilities, Gary M	East/Jost Hall needs curb cut and 2 Handicap parking spots by north entry doors		Parking lot funds	FY19	
Parking lot wheelchair access	Facilities, Gary M	North Hall needs curb cut and 2 Handicap parking spots by north entry doors		Parking lot funds	FY19	
Door thresholds	Facilities, Gary M	Flatten thresholds in North Hall & seminary House		\$1,000	FY19	
South Gate redesign at KBH	Facilities, Gary M	Provide wheelchair access to offices on the West side of KBH from the street.		\$8,000	FY19	
Door thresholds	Facilities, Gary M	Fix thresholds/sidewalk level offices, west side of KBH		\$20,000	FY21	
Automatic Door replacement	Facilities, Gary M	Repair Alumni/Charlotte's Café push button door		\$10,000	FY21	
Access to houses that have been converted to offices	Facilities, Gary M	Institutional Effectiveness		\$20,000	FY21	
ADA accessible restroom for Health Office						
Fix hole between Schlicting and Strausburg						
Fill seams in sidewalks						
Handicapped housing needs? Ask Pam Schock						