

Fresno Pacific University

Diversity Plan, 2020-2025

Authored by University Diversity Committee
Executive Committee
Fall 2020

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Executive Summary

The Fresno

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 these initiatives have been successful, the University has been in need of a unified 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 the first Fresno Pacific University Diversity Plan to guide diversity work over the years 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 (Chair), Martha Fregoso (Co-chair), Melinda Gunning (Secretary), Angela Chapman, Larry Dunn, Dr. Ken Martens-Friesen, Jason McGee, Betty Salinas, Jordan Sharp, and Breanne Wise. The plan has been approved by the full membership of the University Diversity Committee (representing over 30 offices/departments across the University) 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

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

Indicator #2

Appointment of a dedicated campus diversity leader

Summer2020: 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 an-3(a)TJ 0 Tc 0 Tw [(m)1(a)-4(k)9(e)-3(.1(s)-1a

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 challenges of affinity groups

Fall 2022 and Beyond: Assess affinity group effectiveness and identify needed areas for change to continue affinity group effectiveness

Personnel Responsible for Overseeing Initiatives OSF Staff in collaboration with other campus partners and UDC Exec

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 #3 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 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 plan

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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 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 committees

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 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 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 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 2023 demographic data vis-à-vis 2021 data, evaluate effectiveness of initial steps taken, and develop additional actions needed to achieve goals
 Spring 2024: Implement additional actions identified
 Fall 2024: Assess 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 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 2023 demographic data vis-à-vis 2021 data, evaluate effectiveness of initial steps taken, and develop additional actions needed to achieve goals
 Spring 2024: Implement additional actions identified
 Fall 2024: Assess 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 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 2023 demographic data vs 2021 data, evaluate effectiveness of initial steps taken, and develop additional actions needed to achieve goals

Spring 2024: Implement additional actions identified

Fall 2024: Assess 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

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 to increase student cultural competency, knowledge, and skills

Development of

Indicator #2

Spring 2025: GT makes expands diversity audits to include courses taught by regional campus faculty and adjunct faculty

Fall 2025 and beyond: GT reports to UDC on diversity audit activity, on-going cycles of advertising and conducting diversity audits

Personnel Responsible for Overseeing Indicator #4: Exec to oversee establishment of GT then, oversight to be provided by the GT

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 O

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 ~~student~~ ^{staff} campus populations
3. Incremental increases in ~~graduate~~ ^{graduate} internships for minoritized student populations

Action Plans for Success Indicators

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

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

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:1734). 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~~ ^{God} shows us that to be ~~God~~ ^{God} 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 ~~community~~ ^{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~~ ^{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. ~~It is~~ ^{It is} ~~found~~ ^{found} along with many contemporary evangelicals, the Idea states that we value ~~the~~ ^{the} practice of reconciliation and love in settings of violence, oppression and injustice. ~~Both~~ ^{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

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' identities and values differ from the multicultural 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, socioeconomic status, ethnicity, sex, religion, and ability.

Appendix 2: Connection of Diversity Goals to FPU Strategic Plan

Goals:	Connection to GEIST Strategic Map	Potential Success Indicators
<p>1. Cultivate an equitable Christian University environment that actively celebrates diversity and values differences</p>	<p>GROW Objective #1 (Increase student population) SERVE Objective #3 (Student professional experience) TRANSFORM Objective #1 (Integrate faith and learning) TRANSFORM Objective #3 (Expand diversity initiatives)</p>	<p>Development of campus climate survey and survey results that indicate incrementally increasing levels “belonging” across multiple campus constituencies and demographics over a five year period Increase in relevant regular assessment scores related to diversity, equity, and inclusion</p>
<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>	<p>GROW Objective #4 (Build facilities) INNOVATE Objective #1 (Design events) INNOVATE Objective #3 (Design facilities) TRANSFORM Objective #1 (Integrate faith & learning) TRANSFORM Objective #3 (Expand diversity initiatives)</p>	<p>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 Appointment of a dedicated campus diversity leader Development of bias incident reporting system Develop a framework to prevent, reduce, and respond to incidents of bias consistent with FPU Restorative Discipline policies Develop affinity groups where minoritized faculty, staff, and students could cultivate mutual support Development and conducting of facilities “accessibility audits</p>

Goals:	Connection to GEIST Strategic Map	Potential Success Indicators
3. Recruit, retain, and graduate a diverse student population.	GROW Objective #1 (Increase student population) SERVE Objective #2 (Student professional experience) TRANSFORM Objective #2 (Promote student leadership) TRANSFORM Objective #3 (Expand diversity initiatives)	Recruitment activities directed toward minoritized and underrepresented student populations increased 10%

Goals:	Connection to GEIST Strategic Map	Potential Success Indicators
5. Enhance the cultural competence and humility of FPU's Community		

Appendix 3: University Diversity Committee Composition

University Diversity Committee composition, ~~2020~~:

Person	Office/School Represented
*Melly Howard (Cochair)	HRSS
*Martha Fregoso (Cochair)	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	

FPU Accessibility Priorities

Accessible computer work station
for Library

ITS, Dave