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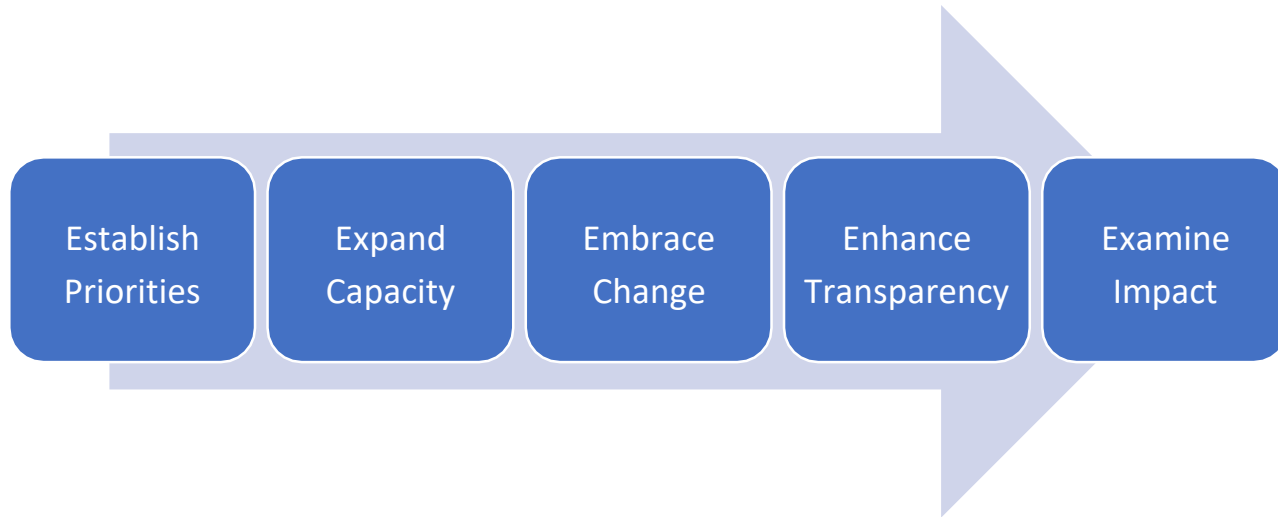
Flourishing for All: The Wheaton College Diversity Strategic Plan

Dr. Vanessa Quainoo, Chief Intercultural Engagement Officer

Flourishing for All: The Wheaton College Diversity Strategic Plan

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 CIO will serve as a guide to monitor and evaluate the progress of the campus-wide plan.

Flourishing for All: The Wheaton College Diversity Strategic Plan





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Academic Affairs

Dr. Karen Lee, Provost and Professor of English



| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Arts and Communication Conservatory of Music | Diversity | <p>FY23 proved reasonably successful in terms of providing opportunities for engaging with matters of diversity. Opportunities included lectures and performances which exposed students and faculty alike to music traditions that represent cultural minorities. In addition to those listed in the Conservatory Annual Report, a lecture recital (4/18) presented by Drs. Bronwen Forbay and Christian Bester on Afrikaans Art Song Literature was among such opportunities. Individual departments/ areas continue to be partners in this work as they often provide avenues for partnership, as colleagues are encouraged to take ownership for the ways in which they include diversity in their daily work. FY23 also brought into fruition the Conservatory AVD seminar which had been heavily encouraged since the conception of the Music Diversity Taskforce. Attended by approximately 1/3 of the Conservatory faculty, it proved to be a meaningful time of fellowship which produced stronger academic kinship as colleagues and fellow Christ followers among the faculty that were present.</p> | <p>During FY24, stabilizing the structure and long-term vision and work of the Music Diversity Taskforce is of chief importance. To this end, the pillar of “inclusion” will seek to be addressed by implementing more formal and sustainable structure to aid the work of the taskforce. In doing so, this will hopefully solidify the footprint of the taskforce and help cement its identity as both a leader in championing new diversity initiatives as well as supportive partners in ongoing/existing initiatives, especially those conceived outside of the committee. Consequently, this should have a measurable impact on the output of diversity of initiatives and culture of diversity that the Conservatory can foster. The pillar of “inclusion” will allow the taskforce to work toward encouraging a more organic use of internal reporting mechanisms related to diversity activity (e.g., repertoire).</p> | <p>One of the inadequacies of our present reporting structure is that it places the emphasis on performance. And while this is exceedingly crucial and significant to the work of musicians, it is not the sole way to “do diversity” in our musical context. Moreover, it has the potential to disqualify other important work and ways of realizing our Christ-Centered Diversity Commitment through music; even further, it may also unintentionally relegate diversity matters to a select group of Conservatory faculty members. So, as we work toward the pillar of “inclusion,” attention will be given to broadening the scope for collecting data related to matters of diversity, in such ways that all Conservatory faculty have entry points into this shared work.</p> |

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| Biblical and Theological Studies | Diversity | Undergraduate BTS faculty will include and, when possible, increase globally and ethnically diverse readings and resources in every one of their classes. | I don't anticipate adjustments to this goal, whose rationale is obvious given Wheaton College's Christ-Centered Diversity Commitment. In the future, undergraduate department would like to have greater diversity among its student majors. The graduate programs, too, would like to see the same. This is an ongoing matter for discussion. | Faculty continue to have conversations with one another as they share suggestions and recommendations to coordinate this work across our major. |
| Biblical and Theological Studies- | Diversity | Undergraduate BTS will offer more courses dealing directly with global, ethnic, and cultural diversity. | The department offered courses on Latin American biblical interpretation and Asian-American biblical interpretation in 2022-2023 and again in 2024. While all of our courses contain diverse readings, the theology courses directly related to diversity reside largely within our Religion and Wheaton in Chicago offerings. | Undergraduate BTS is dramatically under-resourced, as our baseline faculty load requirements are 36-48 credit hours more than our available faculty credit hours. Adding new courses has been deeply challenging under current budget constraints. |

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| <p>Conservatory of Music</p> | <p>Inclusion</p> | <p>We created a new Diversity Strategic Plan for the first time:</p> <p>Goal: Make all students welcome and foster a sense of inclusion amongst art students.</p> <p>Strategy: Create a visual means of knowing each other by name.</p> <p>Tactics: Host several opportunities each year for students to be photographed holding signs with their name and mount the photos on an ever-growing “Adams Family” bulletin board on the first floor of Adams.</p> <p>Measurement: Invite feedback from students on the effectiveness of this strategy next year.</p> | <p>We will work on progress towards the stated goal this year, creating a Photo Booth opportunity at several of our upcoming gallery events.</p> | <p>Our internal assessment is that we have a strong emphasis on the pillar of diversity in our curriculum, gallery programming, relationships with visiting artists, and faculty research. We chose to focus on the student experience of inclusion in our strategic plan.</p> |

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| English | Inclusion | Our goal is to make all students welcome and expose them to underrepresented literatures through our curriculum, events, and speakers. | We will continue to work on inclusion. In order to do that, we are drafting a proposal for a hybrid FYW/FYS course to help us streamline those offerings so that we have the staffing available to teach our courses on underrepresented writers. We are starting an informal book club featuring underrepresented writers to build up a supportive community interested in these authors. We are also discussing, as a department, whether to create a specific learning outcome regarding diversity. | We maintain our commitment to the success of the Writing Center, which continues to be an inclusive space for all students to receive guidance on their writing. |

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| Global Programs and Studies | Diversity | Increase participation of underrepresented students in education abroad | Continued goal | During 2023-24 GPS continued to offer weekly study abroad advising in OMD/Hannay. In spring 2024 a semester study abroad returnee hosted a “Multicultural Student Study Abroad Panel” |
| Global Programs and Studies | Diversity Inclusion Justice | Increase number of education abroad options that are designed around diversity, equity, and inclusion | During the GPS portfolio review of approved partner programs and Wheaton-in offerings during summer 2024 and possibly into the 2024-25 academic year, we will have a category in the rubric to identify these themes. | Sankofa: Reclamation Heritage Project was a Wheaton faculty-led program first offered in summer 2023 |

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| Graduate Student Life | Diversity | Due to the office personnel turnover in the last year, we did not know that we had a diversity goal. Now that we are aware of it, we will assess how well we are meeting the goals. Some new initiatives we started are; we added the Diversity Statement to our website, Student of Color Orientation Dinner, change the Office Coordinator position to Multi Cultural Student Programs Coordinator which will focus on support of students of color and international students. | Our goal for this year is to understand the need of students of color and international students and work to support these needs. Our strategy is to meet with students and find out what they are needing. We will send a survey to international students to gather more information. Our tactics this year are to find more spaces of hospitality for students of color and create mentoring opportunities. | We have not done a Diversity Audit, so we have nothing to compare at this time. |

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| History | Diversity | <p>We continue to remain committed to providing courses that address diversity in its many facets. In Fall, 2023 we were hoping that Dr. Kim would be able to co-lead Wheaton in Korea in Summer 2024, and that her and Dr. Greg Lee’s proposed AIS course on Christianity in Korea would be approved. Dr. Kim will be co-leading the program this summer and the AIS class was approved. To fill gaps created in our curriculum by the elimination of two positions, Dr. Matthew Lundin proposed a sabbatical project of learning a new field, Latin American history. His sabbatical was approved and he will be taking that in the coming fall. We continue to support college-wide initiatives through offering courses that advance the Aequitas program (HIST 102 and HIST 103), Asian Studies Certificate (specific sections of HIST 102, HIST 293: Introduction to Asian Studies, HIST 335, The Construction of Modern Japan, HIST 336 Modern Korea, and Dr. Kim leads the certificate), Urban Studies Major (HIST 353, American Cities and Suburbs) and Peace and Conflict Studies (HIST 354, Race, Justice, and Reconciliation).</p> <p>We did implement a modified tagging system within the major that still requires students to take a breadth of geographic classes. Dr. Johnson developed a new DUS/HP-tagged course called Sports in America, as well as a DUS/HP AIS course called Sports and Christianity.</p> | <p>One aspect of diversity we want to continue to address is the diversity within the Body of Christ, and we are thinking about creative ways to incorporate the history of Christianity in various places and cultures into existing courses since our line in church history was eliminated.</p> | <p>Our weekly coffee pauses continue to amplify our diversity-related goals. Related topics of discussion included the HTRF, claiming middle grounds, and bringing what we’ve learned back to our communities of origin. Given our teaching and research, diversity-related issues come up regularly in the course of conversation that is seemingly unrelated. We also continued to sponsor and lead the Newberry Library’s Religion and Culture in the Americas seminar, whose program is committed to excellence and inclusion, and whose topics this year address white women’s feminism, empire and inculturation, black Christian women’s anti-slavery and feminism, and Guatemalan indigenous Catholicism.</p> |

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| Human Needs and Global Resources (HNGR) | Diversity | <p>Our goal is to build sustained relationships among Wheaton personnel and Indigenous church leaders who face critical challenges in their congregations and communities. The aim is to allow Wheaton faculty to come to know local church realities and priorities through these ongoing connections, and to develop ways to be supportive of these church leaders across time.</p> | <p>Building on last year’s Diversity actions that brought three Indigenous church leaders from South America, we are launching a new initiative (Stott Fellows) that aims to build ongoing relationships between Wheaton College faculty-staff and Indigenous evangelical church leaders in South America. The first Fellows program will begin in July 2024 in association with the INFEMIT (global theological network) meeting in Medellin, Colombia. Seven Wheaton faculty and two staff will participate in visits hosted by three Indigenous communities, specifically to address the matter of pastoral accompaniment in the face of land loss and environmental degradation, a topic requested by our local partner in Colombia (Memoria Indigena).</p> | <p>The Fall 2024 HNGR Symposium will be co-hosted with OMD, ISP and ICAM, will facilitate classroom interactions and events with Black South African scholar-artist Dr. Thandi Gamedze and Wheaton students on themes related to diversity, creative arts and social change.</p> |

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| Learning and Accessibility Services | Justice | <p>Actions implemented: 1. Added demographic info on our end-of-year survey which gives us comprehensive feedback from students that interact with our office 2. Established WC's first Neurodiversity Peer Group on campus to provide a space of belonging for students (grad and undergrad) that identify as neurodiverse in some way.</p> <p>Outcomes: 1. Feedback from end-of-year survey is more valuable with this additional information 2. Students now have more opportunities to engage with peers and increase sense of belonging</p> | <p>No adjustments needed. We still have more work to do on this Pillar, but let me know if I should pick another pillar.</p> | <p>We view disability as a critical component of diversity and reflecting God's kingdom, and we hope that this will be championed by the Intercultural Engagement office and relevant staff. Please let me know if any further information is needed from LAS.</p> |

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| Library | Diversity | <p>It has been the goal of the Library to build greater understanding of issues of diversity among our faculty and staff. To that end, the faculty and staff participated in a year-long book discussion and dialogue with David Cho in 2020-21. Further, after a reconfiguration of the first floor Library Commons in 2022, the Library added new shelving near the main entrance to display new books in its collection. This has provided the opportunity to showcase works of scholarship from diverse people groups through month-long special displays. Presently, books from Latin American authors and scholars are featured. In July 2023, the Library welcomed Dr. Vanessa Quainoo as a speaker at its annual Library & Archives department retreat, to share about her role on campus and to engage in discussion about opportunities to support inclusion at the college and within the Library.</p> | <p>The Library has stated that "it will pursue diversity, inclusion, justice, and unity through its collecting, services, programming, and team-building" as a major goal in its 2023-2026 Strategic Plan. Action items that have been identified include reviewing current outreach, promotion, and programming efforts, and identifying strategies to incorporate underrepresented groups and celebrate voices of diverse backgrounds. The Library will also review and follow best practices for recruiting women, persons of color, and first-generation students in its hiring practices. We these goals in mind, the Library will prioritize Inclusion in the coming years.</p> | <p>Faculty librarians have been mindful to develop print research collections in Latin American studies and African American studies with discretionary collection development funds, especially since 2021.</p> |

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| <p>Litfin School LEM Department</p> | <p>Inclusion</p> | <p>This past year we did the following two things. First, we responded to our diversity survey (that we had sent out to students of color the previous year) by discussing results and establishing the need to have an explicit segment in the first course students take to establish expectations regarding intercultural competency, respect for others, and inclusion. While the creation of a department orientations course was put on hold with the switch to Canvas, we will plan to include specific videos with regard to diversity and inclusion in the classroom that would be part of this orientation. Second, faculty had conversations with various students of color, doing check-ins and passing along more information about resources available in the Grad School.</p> | <p>Our area is undergoing extensive changes all of the grad-level ministry programs (MA and doctorate) are now in one department within the newly formed Litfin School. We will revisit the diversity conversation as a newly formed department and consider what should be a wider response with our diversity strategic plan at which point we will also decide what pillar will be our next priority. In the meantime, the MA programs will continue working on our inclusion goal by implementing the explicit conversations in classroom and the check-ins with students of color.</p> | <p>At this time, we have no other information to share.</p> |

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| <p>Modern and Classical Languages</p> | <p>Inclusion</p> | <p>We have offered successful events highlighting many languages and cultures including and beyond those taught at Wheaton. Our surveys revealed that students, including our international minority groups, were impacted and felt represented on campus by our department. Students were hopeful for continued opportunities for engagement. Our new building in McAlister Hall will facilitate this continued goal of inclusion.</p> | <p>We plan to continue hosting events intentionally engaging and including our diverse students on campus. In the department, we are considering whether a department task force of a department workshop would be a good venue to strategize and develop a shared vision for increasing diversity. A pillar that would be impactful for our department, both internally and campus-wide, is unity. This is a suggestion to develop a shared vision among our five distinct sections and across disciplines.</p> | <p>We are encouraged that we were successful in achieving our diversity goal. One thing that would help us as we begin to strategize towards our next pillar is guidance from the CIEO Office and collaboration or workshopping across departments. Could this diversity assessment become part of the annual department report? Could the CIEO encourage a campus-wide pillar to help us focus our efforts? Could this be a standing report discussed at one or more Faculty Business Meetings per year?</p> |

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| Natural Sciences Mathematics and Computer Science | Inclusion | Our goal was to understand our current underrepresented students' experiences to identify weaknesses in our department. We have held informal conversations with female students (underrepresented in our two programs) and African and African-American students to understand their experiences within our programs (Math and Computer Science) and support them in areas in which they may feel treated unjustly or inequitably. In an effort to support the women in our programs, one of our faculty members (Dr. Diedrichs) has become the faculty adviser for the SWS (Society for Women in STEM). | As a department, we will continue to focus on enhancing inclusion and unity. We have deepened our sensitivity towards the need to support the women in our department. We plan to pursue a similar focus towards underrepresented racial minority groups. | As a department we have identified the book "Asked and Answered," written by mathematicians Dr. Pamela E. Harris and Dr. Anis Winder, a dialogue on advocating for students of Color in Mathematics. Two of our faculty members have read the book already, and we plan to encourage all other members of our department to read it and discuss its findings. |
| Natural Sciences Physics and Engineering | Inclusion | I have just stepped back in to the department chair role and although I remember discussing our departmental goals related to the strategic plan, I have not found any documentation of this. The strategic plan published on the college web site does not include anything specific to our department. I believe we were going to use surveys of students and faculty/staff to identify areas for focused work on making our community more inclusive. I believe surveys were administered by a faculty member who has since resigned and the results are not available. | Inclusion still seems like the best pillar to focus on for the coming year. We will work on collecting information from students and faculty/staff to identify areas of improvement. We will also be doing some vision casting as a department in the coming year and will include diversity/inclusion/justice/unity categories in our updated mission/vision/values and multi-year goals. | We were very intentional about making our recent faculty searches equitable and inclusive. We also deliberately advertised in ways that would help us have a diverse pool of candidates. We are very grateful to have made two hires that both contribute to the diversity of our faculty - one a female, Latina, first generation college student engineer and the other a physicist who was born and raised in India and who overcame challenges associated with a disability throughout his education. |

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| <p>Natural Science Earth and Environmental Science</p> | <p>Inclusion/Justice</p> | <p>Inclusion Goal: Highlight diverse and female scientists throughout the curriculum. Progress: Invited ASA Student chapter lecture by geology alumna Dr. Dawn Wright '83 on recent exploration of the deep seafloor. GEOL 308 Energy and Climate Change: Live video sessions in class with Dr. Virginia Burkett, Chief Scientist for Climate and Land Use Change, United States Geological Survey, on the recent international Conference of Parties (COP23) in Egypt Justice Goal: Infuse justice and equity topics throughout the curriculum. Progress: ENVR GEOL 212 Dynamic Earth and Environment: Recurring theme of environmental justice across syllabus with videos, case studies, small group discussions, and written personal reflections. GEOL 308 Energy and Climate Change: Student group presentations on global climate change impacts include reference to projected and realized economic and environmental injustices. Live video sessions in class with Rev. Dr. Jessica Moerman, Vice President for Science & Policy at the Evangelical Environmental Network, and Tori Goebel, National Organizer and Spokesperson for Young Evangelicals For Climate Action, focused on justice issues.</p> | <p>Unity Goal: Develop a statement committing the EES Department to Christ-centered diversity and include in course syllabi.</p> | <p>n/a</p> |

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| Philosophy | Diversity | Our goals involved offering more curricular courses promoting understanding of racial and cultural differences. In the past 3 school years, we have offered at least 3 or 4 sections of these courses every semester, with classes on race, gender, global justice, and Asian (and wider global) philosophy. These courses have almost fully enrolled, with about 75-90 students each semester. We stated that we would report these enrollments in our Annual Report, but we have not done this. | Revisiting our Diversity Strategic Plan goals reminded us that we had planned to report course enrollments in our annual report, which we will certainly do for 2023-24. We will also look back at the past few years and try to identify trends and areas for improvement. The next pillar we prioritize will be Inclusion, as we referenced in our "Strategy" section. We plan to prioritize providing support for students from minority backgrounds and experiences. Currently Dr. Cartagena mentors a large number of these students, and we would like to continue to support and encourage them at Wheaton. | We are pleased to note the number of courses we have offered in the past 3 years that relate to our Diversity Strategic Plan. We will continue to monitor and report these numbers. Our biggest area for improvement is in supporting our current students and recruiting majors. While we have had an increase in female majors, we still have a large majority of white students who are choosing to major in philosophy. |

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| School of Psychology, Counseling, and Family Therapy | Justice - Listen and Understand | This year, our focus was on justice, as we engaged with the Historical Review Task Force (HRTF) report and understand PCFT's place in Wheaton's history and future with regard to diversity. To this end, we held our annual school retreat in January 2024 with a focus on the report, including time to engage and respond. Our leadership team will continue to engage with programs into next year about the ways they are responding to the report and the retreat. | We plan to continue to work with individual programs to engage with and respond to the contents of the HRTF report. | N/A |

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| Social Science and Education | Justice and/or Inclusion | <p>The Diversity Strategic Plan was implemented in 2020, and I was not party to its formation as I was not at Wheaton. All of the senior leaders in our Department retired within two years, leaving a void of historical knowledge for newcomers. The plan for our Department was intended to dovetail with work required by the Illinois State Board of Education's new CRTL standards. There have been many delays in the process of aligning to the new standards (which are made up of 8 standards and 65 different performance indicators) and our success in accomplishing this successfully and having it approved by ISBE will impact our processes and actions once done. We have a Task Force finishing work on them by this coming fall and should be able to provide more tangible and detailed data at that time on how that is impacting our work departmentally.</p> | <p>We have a new person assuming the Chair role in the fall so the next pillar will be determined under his leadership (Dr. Thomas Boehm). Until our plan is approved by ISBE, it's impact on the goals we have set in combination with Wheaton have not been adjusted as we have been rather overwhelmed attempting to align to 8 standards and 65 performance indicators when we are onboarding new faculty, down faculty, and have lost three long-time faculty members.</p> | <p>We appreciate your patience. The Wheaton part of this process is very reasonable; however, the ISBE part is quite overwhelming. It is required that we submit it and align it -- and that it is approved. The original plan of aligning and measuring our work for Wheaton based on what was required and approved by ISBE probably made sense at the time, but no one could have predicted the delays that we have experienced due to multiple factors.</p> |

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| Social Sciences Politics and International Relations | Unity | <p>Regarding our stated aim to promote more open forums for facilitating "difficult conversations across demographic and ideological differences," we held one such forum this year, but this woefully below our desired plans. Much of our agenda this year was dominated by planning for and responding to the ARC recommendations, and as we sought to right-size given resources constraints, one of the areas that took a hit was event planning. Nevertheless, despite the limited number of events held this year, we responded overwhelming feedback from our senior surveys that students consider our department to be an environment where people can have difficult conversations and be mutually heard and respected. So while we were limited in holding the events we hoped to host, we saw progress in reaching the outcomes we hoped to meet.</p> | <p>We are still assessing what our long-term adjusted responsibilities and programming will be given current constraints. As we work through these, we will prioritize diversity strategic aims as critical to our mission.</p> | <p>One of my critical initiatives this year was to clearly delineate between courses that are critical for our major and those electives that are beneficial but ancillary. There was department-wide agreement that our DUS-tagged courses (Black Political Thought, Women in Politics, Race and Politics, Introduction to Peace and Conflict) and GP-tagged courses (African Politics, East Asian Politics, Middle East Politics) will consistently be prioritized.</p> |



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Advancement, Vocation and Alumni Engagement

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



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| <p>Advancement Services</p> | <p>Inclusion</p> | <p>We have modified the joint naming conventions in CRM Advance to include both spouse names and titles for most of our constituents.</p> <p>We have made great strides in standardizing race and ethnicity information and making that information available to CRM users and data recipients. This information was very useful in analyzing results of some outreach we did as well as compiling data for an analysis of alumni giving by ethnicity/race. This information is also very helpful when identifying volunteer prospects.</p> | <p>No adjustments to plan.</p> | <p>We have a renewed sense of the importance of providing the opportunity for respondents to self-identify gender and race/ethnicity whenever we conduct surveys or collect constituent information.</p> |

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| Alumni and Parent Engagement | Diversity | The Alumni Association Board of Directors continues to be intentional about inviting alumni of color to join the Board. We no longer have a Student Alumni Board and haven't started a Young Alumni Council. As we resurrect our regional events program, we will continue to look for broad representation in our speakers. | No adjustments to our goals for the 23-24 school year. If/when our team gets back to full strength and we have time/bandwidth to reach out to alumni and parents of color to hear their stories (the "Justice" pillar), we will do so. Since the 2021 personnel cuts, we haven't had the luxury of being proactive; we focus on our current programs, on hiring and training new team members, and reacting to requests. | no other relevant information |

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| Vocation and Alumni Engagement | Diversity | <p>WCAA Board actively recruiting more alumni of color; WCAA Board’s Diversity Advisory Group working through WCAA documents (student scholarships, Nominating Committee language, etc) to make sure language is reflective of our commitment to broad inclusion. SAB, Young Alumni Council and regional events all on hold after strategic budget cuts in Spring 2021.</p> | None | None |

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| <p>Marketing Communications</p> | <p>Inclusion</p> | <p>Marketing and Communications created guidelines (verbal and visual and approved by SAC) to promote an internal and external communication culture of inclusion. During a 14-month period, Marketing and Communications rigorously and sincerely pursued a culture of inclusive storytelling.</p> | <p>Beyond 1) creating a well-vetted set of guidelines and finding external sources to continue examining our product for optimal inclusion, we have 2) conducted biweekly office diversity discussion meetings; 3) offered the Intercultural Diversity and Inclusion Inventory to MarCom staff; 4) and shared and discussed third book on diversity and inclusion as a group (previously "Building for Everyone" and Inclusive Conversations"), which will be introduced by Grad dean and missiologist Scott Moreau; 5) consulted with the Office of Diversity and Inclusion when appropriate regarding advertising imagery, leading to rigorous but ultimately productive exchanges.</p> | <p>The following may appear oversimplified or even reductive, but MarCom's three general verbal and visual goals have been 1) that our materials DO NOT REPEL underrepresented or traditionally marginalized individuals; 2) that our materials are NOT IGNORED by those same individuals; and 3) to improve Wheaton's diversity, that our materials ATTRACT these individuals. We, of course, must continue to refine tactics, especially for point 3, which represents a significant visual challenge due to a large majority of white students when attempting to capture useful photo and video imagery. Thus, we risk underpromising or overpromising diversity to prospective students. We so far have sought imagery as part of a strategy to be "slightly aspirational" in our approach.</p> |



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Enrollment Management

Mr. Silvio Vazquez, Chief Enrollment Management Officer



| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
|---------------------------------|-----------|--|---|--|
| Undergraduate Admissions | Diversity | <p>1. Successfully ran digital advertising campaign to promote Multicultural Scholarships for the Fall 2021 class. Outcomes:</p> <ul style="list-style-type: none"> • Ad Impressions: 9100 • *Actual Audience Reached: 496 • Ad Clicks: 62 • Website Views: 45 • Unique Web Views: 28 • New Web Users: 27 <p>Total # of MC Scholarship Applications: 135</p> <p>2. Attempted virtual multicultural recruitment event in Fall 2020: student panel. Unable to execute, as no current students had desire to participate due to extenuating factors. Pivot: send a gift "from" OMD to all admitted students of color in April 2021.</p> | Inclusion: Since April 2021, Undergraduate Admissions has implemented monthly training/discussion meeting to grow our cultural competency and promote inclusion in our recruitment efforts. Topics have included implicit bias, racial identity development models, diversity lens on funnel conversions. | Undergraduate Admissions added a "Christ-Centered Diversity Reflection" question to the application for admission as part of its annual application audit in Summer 2021. All students applying for admissions for Spring 2022 and Fall 2022 respond to this reflection. |



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Finance and Operations

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



| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Academic and Institutional Technology | Inclusion | <p>Below is a list of activities within AIT that supported the Inclusion pillar as of our overall FY23 goals.</p> <p>CIO Communication to AIT Staff (8/26/22)</p> <ul style="list-style-type: none"> • Included AIT’s diversity and inclusion goals for FY23 • Encouraged all staff to watch video of Sheila Caldwell’s chapel message on Psalm 90 (1/18/19) • Assigned all staff to watch LinkedIn Learning Course called Dealing with Microaggression as an Employee and to complete all quizzes and the exam. Staff were given between Aug 2022 – July 2023 to watch the video and complete the course quizzes and exam; to date, 92% of all AIT staff (not including student workers) completed this course | <p>Pillar for FY24: Unity</p> <p>Current or Planned Activities for FY24 to support the pillar</p> <p>CIO Communication to AIT Staff</p> <ul style="list-style-type: none"> • Will include AIT’s diversity and inclusion goals for FY24 • Encourage all staff to watch Wheaton talk about Kingdom Diversity (specific talk is tbd) • Assign all staff to complete LinkedIn Learning Course, including all quizzes and the exam (specific course is tbd) <p>All AIT Staff Meetings:</p> <ul style="list-style-type: none"> • 10/11/23: AIT will host Dr. Vanessa Quainoo, Chief Intercultural Engagement Officer, as a guest speaker for our AIT all-staff meeting. . • Continue to give all staff have an opportunity to open/close the meeting in prayer • Add team building component to end meeting with; includes multicultural trivia and AIT staff specific trivia (to get to know colleagues better) | <p>Regarding the Nov 2023 survey, we are working on establishing baseline data in order to determine if the efforts mentioned above bring forth any measureable success in supporting the pillar of Unity for FY24. In addition to the activities listed above, we are also considering other ways to foster unity as a department, such as a potluck, team building activity, etc.</p> |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY |
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| <p>(Continued) Academic and Institutional Technology</p> | <p>Inclusion</p> | <p>(Continued) All AIT Staff Meetings</p> <ul style="list-style-type: none"> Jan 2023: established designated time for staff to give opening/closing prayer and solicited volunteers for those times 4/19/23: AIT hosted Dr. Mark Yarhouse as a guest speaker for our AIT all-staff meeting. Topic: When Children Come Out: Navigating Sexual or Gender Identity. He is director of Wheaton’s Sexual & Gender Identity Institute and WC faculty member. 7/19/23: Each person in AIT was recognized for their hard work and efforts over the course of FY23 during July All Staff meeting <p>AIT Weekly Prayer Meetings</p> <ul style="list-style-type: none"> AIT staff hosts a weekly prayer meeting for the entire department – all are welcome to attend and participate <p>In addition to the efforts above, several employees from underrepresented populations* were promoted within in the department (*includes women and persons of color) during FY23.</p> | <p>(Continued)</p> <ul style="list-style-type: none"> All staff will be individually recognized for their efforts during FY24 (meeting date tbd) <p>AIT Weekly Prayer:</p> <ul style="list-style-type: none"> Continue to host a weekly prayer meeting for the department (all are invited and encouraged to participate) <p>Survey AIT Staff:</p> <p>Nov 2023 - To establish baseline data for comparison in June 2024</p> <p>June 2024 – Determine if activities/efforts above yielded any measurable success</p> <p>Working Genius Assessment and presentation of results to better understand each person's giftings and how we all can work together as a team (dates of assessment and results presentation are forthcoming)</p> |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Annual and Reunion Giving | Diversity | As the new Director of Annual and Reunion Giving, I will continue the department's diversity strategy by recruiting, mentoring, and retaining highly capable faculty, staff, and students from underrepresented groups who reflect the wide spectrum of God's kingdom. To date, the Annual and Reunion Giving team has focused on strengthening connections with staff and faculty members who work with minority and international student groups and increasing applications and acceptance of underrepresented students for the Student Ambassador program. | Our next pillar will be Inclusion. Moving forward, the Annual and Reunion Giving team will remain focused on encouraging a spirit of inclusivity in all that we do. We want to remain diligent in making sure our STAM program remains inclusive, and we will also focus on filling staff vacancies with the underserved, underrepresented, and underprivileged in mind. | No new information at this time. |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Auxiliary Services (Multiple Departments) | Diversity | <p>Auxiliary Services supports the College’s diversity efforts by raising team awareness of challenges and opportunities faced by racialized minorities on our campus, and works intentionally towards 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 our Standard Operating Procedure guidelines, including the Statement Against Profiling (see next column).</p> | <p>Our original goals are still in place - no adjustments.</p> <hr/> <p><i>Statement Against Profiling: We at Public Safety have a guiding principle that we treat everyone 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.</i></p> | <p>Auxiliary Departments: employees are required to view at least one video of their choice from the Wheaton College Diversity Events webpage, or engage with other training materials, and discuss with their manager to identify ways to achieve greater inclusion. We have communicated these expectations and staff are working towards completion.</p> <p>Public Safety: Scheduling the Chief Intercultural Engagement Officer, the Dean of Student Wellness, the Director of Equity and Title IX, and others to provide annual training for Public Safety employees. Managers are regularly monitoring Standard Operating Procedure compliance through direct observation, correcting and coaching as needed.</p> |

| DEPARTMENT | PILLAR | GOALS WITH ACTIONS IMPLIMENTED AND OUTCOMES | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Facilities | Inclusion | <p>We implemented a focused apprenticeship in the electric shop in order to develop employee skills. Two employees were enrolled, with one recently achieving the successful completion of the city of Elgin Electrical License. This program has been successful in meeting the technical skills requirements of the College as well as providing an employment opportunity to those that otherwise would not have qualified for the position.</p> | <p>This program was recently expanded to the HVAC shop.</p> | <p>The department continues to strengthen our Unity through our approach to reading the Word, praying, and sharing with each other. Our devotions program and recently improved summer devotions program are a key aspect of our journey together.</p> |



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Student Development

Dr. Paul Chelsen, Vice President for Student
Development



| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Athletics | Unity | Athletics is engaging with student-athletes to discover if they are having cross cultural experiences and conversations as a result of participating in intercollegiate athletics. If so where and when are those experiences taking place and if not what can athletics do to foster those conversations and experiences. We have done focus groups and surveys to this point to collect data. | <p>We will continue on this path. In the spring of 2023 we did a survey asking several relevant questions. While that data was encouraging in some respects it also provided us an avenue to continue to explore this question. The diversity committee for athletics is still discussing the best approach to do so for the 2024-2025 academic year. We know it will involve focus groups but how those will be organized is still being discussed.</p> <p>Two members of the diversity committee for athletics resigned their positions at the college during the 2023-2024 academic year. As a result the anticipated surveys and focus groups did not get completed as anticipated in 2023-2024.</p> | The data we have collected indicates that student athletes are engaging in cross-cultural conversations and experiences as a result of their participation in intercollegiate athletics. In addition, the data indicates that students feel supported by their coaches and teammates. In every instance student-athletes indicated a strong support for their experiences in athletics. However, despite still being positive, student athletes of color rated their experiences slightly less favorable than student-athletes who identified as white in every category. We have work to do. |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| <p>Center for Vocation and Career</p> | <p>Diversity</p> | <p>We restructured our department in early 2023 to better facilitate connecting with underrepresented students. We have three targeted coach roles – a coach targeting Student Development with a particular focus on connecting with the OMD student cabinets, a coach targeting on-campus employers with a particular focus on serving students with a higher financial need, and a career coach targeting our student athletes with a particular focus on connecting with student of color who participate in varsity athletics. We are trying to recruit full-time staff with diverse backgrounds as we hire for three open career coach roles. When we recruited for our 23-24 CVC Ambassador cohort, we targeted outreach to students from racialized ethnic groups so that our student-facing student team was more representative of the Wheaton student demographics. We currently send two CVC student ambassadors to host CVC drop-ins in the OMD office every Thursday afternoon.</p> | <p>We have made some progress in this area, but staff turnover and changing student needs during 2020- 2022 affected our ability to move significantly forward. We will continue to lean into the Diversity pillar in the coming academic year.</p> | <p>Despite significant staff turnover in 2022 and a new Director hired in 2023, our department has maintained a commitment to strengthening our resources to improve educational and vocational experiences and outcomes for students from racialized ethnic groups. Our department has prioritized engaging high-impact student groups this academic year: First Generation students, students from lower socioeconomic backgrounds, and students of color who have historically been underserved by our department.</p> |

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| <p>Center for Vocation and Career</p> | <p>Inclusion</p> | <p>In keeping with the diversity tenet of “equipping students, faculty, and staff to understand and engage the global realities of an ethnically diverse church and society,” Student Health Services tried a new approach to equipping on matters of diversity during the past year. Using the resources gathered on the College’s Christ Centered Diversity Webpage, a staff member picked from the wide variety of articles listed and summarized the content at the monthly staff meeting for the group. The staff members were given the freedom to pick a topic that resonated with them and approach their teaching with differing modalities. One example used this year was a nurse dissected a poem by Gwendolyn Brooks, relating the author’s perspectives and experiences of growing up in a city setting to the experiences of some of our known patients coming from similar settings. Another nurse summarized an article written by a woman from an Asian culture who struggled with an eating disorder, and how her Asian culture had influenced her thoughts about food and her body. This personal account gave awareness to some of the contributing factors that current SHS patients coming from an Asian culture may be facing. Another staff member dissected Bible verses reflecting God’s heart toward diversity. Reflections with the staff on these discussions during the staff meetings confirmed the effectiveness of this approach on increasing understanding and engaging how the work done at SHS intersects with our diverse student body.</p> | <p>Due to the effectiveness of last year's teaching method, this initiative and format will continue in the coming year. We will next work to include the Unity pillar where we will use our meeting time to "pray with and for each other to become like-minded, faithful, and gracious as we strive to be agents of truth, peace, and love" as we interact on these matters of Diversity as they relate to the work we do at SHS.</p> | <p>The SHS staff has verbalized the benefits of planning and researching for their assigned month in terms of expanding their understanding and heart for the specific area they will teach the rest of the staff about.</p> |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Equity and Title IX | Justice | <p>Through the 2023-2024 academic year the Director has continued to encourage departmental deans to actively pursue diversity, equity, and inclusion education in hopes that this type of broad training will result in a decrease in cases involving race or gender as the cited protected class. Additionally, the Director has continued to track trends and themes of conduct that may not rise to the definition of unlawful harassment and discrimination but are not reflective of the Christ-centered environment the College longs to cultivate. As themes emerge, the Director has shared thematic information with the CIEO and other campus partners to discuss both broad-based and targeted education for specific campus departments specifically surrounding topics of diversity and equity.</p> | <p>The Director does not anticipate changes in the plan goals moving into the 2024-2025 academic year. The Director continues to look for resources that may be used to address identified thematic concerns from a Biblical worldview or partner with other relevant campus offices with a similar focus. The Director has made progress in this area and has begun to build resources that may be shared with campus partners to aid in their training efforts. It is my hope that as faculty and staff gain understanding and receive education in these areas that this increased awareness will flow through to the classroom and other areas of campus-life. As we grow in awareness, my hope is that we will also grow in unity with our brothers and sisters.</p> | Nothing to add |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Intercultural Arts and Media | Inclusion | <p>For the 2023-24 school year, ICAM student organizations reviewed, discussed, and attended workshops, led by staff of Wheaton College and local ministry leaders, teaching on topics positioned around the Christ-Centered Diversity Commitment. Through campus events and collaborations with other student groups/clubs, the goal was to be deepen their intercultural experiences, while further equipping leaders to appreciate inclusion, and understanding of their own cultural identity. Lastly, ICAM student leaders celebrated diversity, gained biblical perspective on intercultural issues, all while being challenged in their spiritual journeys.</p> | <p>The ICAM office will create more opportunity for students to have intentional discussion centered around inclusion, diversity, and unity, by offering not only workshops, but also facilitate team discussions mid-semester, directly related to their planned programming. ICAM will continue to promote collaboration projects, as data strongly suggest that students development and grow the most in this area when it comes to their intercultural competency, soft skills, and value for diversity inclusion.</p> | N/A |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| International Student Programs | Justice | <p>During the 23-24 academic year, the ISP office implemented a third round of training for student leaders to provide learning about the experience of marginalized communities in the U.S. and offer tangible ways for international students to engage this dialogue and actions of justice. Based on our learning from the previous year, we changed our training to only involve 1 workshop. The goal was to have less students only participate in half of the training (1 of 2). This year, 82% of ISP student leaders participated in our training and expressed commitment to continue learning about, and acting for, Biblical justice.</p> | <p>Next year, we plan to continue with the same plan. Since this was our first year trying condensing the training into 1 workshop (instead of 2) we'd like to compare several years of data to measure the effectiveness of this change. And, since we continue to refine this goal, we will keep the same pillar for this year ahead.</p> | N/A |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Ministry and Evangelism | Justice | Student Leaders will have an increased awareness of Christian organizations around the world working toward biblical justice. | We will continue this goal for the following year. We have have seen good results in pursuing this goal and believe it is a helpful guide for our contributions to the Diversity Strategic Plan. | N/A |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Student Care Services | Inclusion | Devote resources to encourage a sense of connection, belonging and support for all students | <p>Facilitate ongoing opportunities that connect students with peers, res life team and the larger Wheaton College campus for a sense of an inclusive community.</p> <p>Execute connection outreach activities, support student governments initiatives, and partner with campus and surrounding community constituents to provide inclusive opportunities for students</p> | N/A |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Student Health Services | Inclusion | <p>In keeping with the diversity tenet of “equipping students, faculty, and staff to understand and engage the global realities of an ethnically diverse church and society,” Student Health Service’s staff members picked a diversity topic to discuss at our monthly staff meeting. The staff members were given the freedom to pick a topic that resonated with them and approach their teaching with differing modalities. One example used this year was a nurse highlighted Hispanic Heritage Month by reading an article about specific healthcare beliefs and practices in the Latino community. She then highlighted our campus organization of Unidad and how it has impacted some of our current patients. Reflections with the staff on these discussions during the staff meetings confirmed the effectiveness of this approach on increasing understanding and engaging how the work done at SHS intersects with our diverse student body.</p> | <p>We will continue to include the Unity pillar where we will use our meeting time to "pray with and for each other to become like-minded, faithful, and gracious as we strive to be agents of truth, peace, and love" as we interact on these matters of Diversity as they relate to the work we do at SHS.</p> | <p>The SHS staff has verbalized the benefits of planning and researching for their assigned month in terms of expanding their understanding and heart for the specific area they will teach the rest of the staff about.</p> |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Residence Life | Inclusion | <p>Our goal was to develop hospitable living environments where students are supported and are able to experience a sense of belonging. Some of our tactics were to assess building art & bulletin board content/ provide a diverse music selection during events/ have speakers that reflect our student body and evaluate RD/GRA/RA training to make sure staff are continually growing personally in intercultural development. We have taken some important steps with our various tactics over the year. - Over the past year we were able to update art in Smith-Traber that displayed not only a global reality to our students but were able to represent visually through maps both domestic and international locations in which our students come from. - We have shared music playlists that the ICAM office has developed for our staff to use, which represents diverse playlists - we increased passive programming presence on our lobby bulletin boards and in our weekly GRA apartment emails during black history month. We still have some room to grow in this area - we have continued to improve our RD/GRA/RA staff training times around intercultural formation and helping staff to share their racial and ethnic narratives. RAs reported in their year end surveys about having more intentional conversations about race and intercultural formation than previous RAs reported. - Out of our 16 residence directors and graduate residence advisors we have 8 staff members who are staff of color or are international students.</p> | <p>We plan to be more intentional in how we analyze the res life mid-year res life survey data by looking at response through the lens of racial and ethnic demographics and how various groups of people are experiencing living in campus community. This might give us insight into what is going well and what areas can be improved. This next year we would like to focus on the pillar of diversity. We will continue to be intentional about recruitment, mentoring, and retaining staff of color. We look to strengthen our support for our staff of color and continue to develop our intercultural formation training experiences for all of our staff.</p> | <p>Here were a few pieces of interesting assessment data we collected from resident assistants. - Students demonstrated their ability to discuss their own cultural narratives during our October training. 18 out of 22 RA respondents agreed or strongly agreed to growing in their ability to discuss their own cultural narrative. - Out of our 22 RA responses, 6 RAs had more than 7 conversations, 8 had 5 – 6, 6 RAs had 3-4, and the 1- 2 and zero categories each had 1 RA respond.</p> |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Student Development | Inclusion and Justice | To revise the Student Development divisional mission, vision, and learning outcomes to fully support the Wheaton College Christ-Centered Diversity Commitment. | The Student Development divisional mission, vision, and learning goals were revised during the 24-25 academic year. The next priority is for each program within the department to revise its learning goals to support the divisional learning goals in the context of its unique context. Also, the Student Development Diversity Collaborative will focus on designing professional development for staff members in the division to equip them for facilitating learning experiences and environments in support of the divisional learning outcomes. | |

| DEPARTMENT | PILLAR | GOAL | ANTICIPATED GOAL ADJUSTMENTS FOR NEXT SCHOOL YEAR, BRIEF RATIONALE, AND THE NEXT PRIORITY | OTHER RELEVANT INFORMATION |
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| Student Involvement | Diversity Inclusion | <p>SI's goal was to develop inclusive, diverse, and hospitable student leadership teams and programming, a goal crucial to the growth and success of SI's student-leader community.</p> <p>SI demonstrated this goal by partnering with student organizations and student-led clubs to develop a theological and institutional understanding of the college's Christ-Centered Diversity Commitment. The student clubs were entrusted with the task of reviewing and implementing the Commitment's four tenets, "diversity, unity, justice, and inclusion," into their missions and programming.</p> | <p>SI's revised goal during the 24-25 academic year is to enhance our current goal by offering additional learning sessions and opportunities to engage with faculty and staff with expertise in Christ-Centered Diversity training and practical application. This enhancement will assist student leadership teams with the practical and theological application of the Christ-Centered Diversity Commitment's tenets and its overall institutional mission.</p> | |

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.

WHEATON COLLEGE
FOR CHRIST AND HIS KINGDOM SINCE 1860