Strategic Framework and ODI (AY 23-24) | DRAFT updated 4.15.24

Programs	Aim 1.1	Aim 1.2	Aim 1.3	Aim 2.1	Aim 2.2	Aim 2.3	Aim 3.1	Aim 3.2	Aim 3.3	Code(s) for Initial Action Steps (or N/A)	Dept./Unit	Date Initiated	Project Ongoing?	Project Notes
World Cultural Fest	☑	☐	☐	☐	☐	☐	☐	☐	☐	1.3.1	Intercultural Center	Fall 2023	☑	Works with multiple campus partners to showcase a culture/regional impact.
Heritage Month Programming	☐	☐	☐	☐	☐	☐	☐	☑	☐	3.1.2	Intercultural Center	Throughout the Academic Year	☑	The beauty of these programs is that ech year we can craft them to what we are seeing the students need from learning about a respective identity. Heritage Months allow us to bring awareness to people groups and how they are impacting society and vice versa.
Special Interest Programming	☐	☐	☐	☐	☐	☐	☐	☑	☐	3.2.1	Intercultural Center	Throughout the Academic Year	☑	These individual programs come directly from student's requests and needs. Most of the time they work with community members and local businesses to expose students to new opportunities in the triad. Last semester it started with trips to the Asian grocery store in Greensboro. This year we have expanded that programming to monthly trips to allow international and domestic students the opportunity to get food/ seasonings that remind them of home.
Provide and Thrive	☐	☐	☑	☐	☐	☐	☐	☑	☐	1.3.3	Intercultural Center	Fall 2023	☑	These initiatives seek to create a more intimate space for students to dive deep into their identity and sense of belonging. Each program works with those who identify on the spectrum of masculine and feminine to define what it means to them through conversation, guest speakers, and off-campus trips.
Developing Empowering and Affirming Communities (D.E.A.C.) Allies	☐	☑	☐	☐	☐	☐	☐	☐	☐	N/A	LGBTQ+ Center	February 2020	☑	D.E.A.C. Allies aligns with this aim as the program provides opportunities for faculty (and staff who also serve as teachers and mentors) to gain important knowledge and skills that allow them to practice inclusive pedagogies; ultimately increasing access to the power of transformational teaching for all students by working to remove or change behaviors that harm students and bar them from those benefits.
Queer First Year, Qinfolk, and other caucus based programs	☑	☐	☐	☐	☐	☐	☐	☐	☐	N/A	LGBTQ+ Center	Fall 2019	☑	These programs create space for students with shared marginalized identities and/or intersections of identity to build community and foster mutually supportive connections that support overall belonging and greater retention for these students.
Qwake: A Mentoring and Leadership Development Program	☐	☐	☑	☐	☐	☐	☐	☐	☐	N/A	LGBTQ+ Center	Fall 2023	☑	Qwake centers the development of mentorship and leadership skills through an intentially queer lens. It is open to all students and provoides a unique pathway for engaging in personal, professional, and community development.
Community Building Programs such as Third Thursdays, Rainbow Rendezvous, Qmmunity Jam Sessions, etc.	☑	☐	☐	☐	☐	☐	☐	☐	☐	N/A	LGBTQ+ Center	Spring 2023	☑	These programs foster community building for LGBTQ+ students (and faculty and staff) and their allies and supporters through curating spaces that intentionally center and affirm marginalized sexual orientations and gender identities. Sense of belonging, and in turn, retention, is increased when students feel safe and supported and are able to be authentically themselves.
Change Agents Leadership Development	☐	☐	☑	☐	☐	☐	☐	☐	☐	N/A	LGBTQ+ Center	Fall 2016	☑	The Change Agent program offers students a 'deep dive' opportunity to develop personally and professionally in a community that centers queer experiences and narratives and allows students to witness and explore a wide variety of possibility models and examples of others leading through and with a lens for justice.
LGBTQ+ Scholarship(s) and Emergency Fund	☑	☐	☐	☐	☐	☐	☐	☐	☐	1.1.1	LGBTQ+ Center	--	☑	The LGBTQ+ Center supports and maintains an emergency fund, a student opportunity fund, and multiple scholarship funds that are meant to support students who are leaders in the LGBTQ+ community. All of these funds offer financial resources in different capacities that increase financial accessibility, particularly for marginalized students.
LGBTQ First-Year Advising	☑	☐	☐	☐	☐	☐	☐	☐	☐	1.1.3	LGBTQ+ Center	Fall 2018	☑	The LGBTQ First-Year Advising Program is a collaboration between the LGBTQ+ Center and the Office of Academic Advising that allows incoming students to specifically request they are matched with an LGBTQ+ supportive lower division advisor. This program eases transition to the University and allows students to feel more comfortable from the outset, as well as creates small advising groups that can more easily connect with the LGBTQ+ Center and other resources.

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Proud and Well Program Series	☑	☐	☐	☐	☐	☐	☐	☐	☐	1.1.2	LGBTQ+ Center	Fall 2023	☑	This program series specifically examines and engages different aspects of holistic wellbeing in a space and context that is explicitly affirming and welcoming for students of marginalized sexual orientations and gender identities who may not feel included in broader wellness programming.
Graduate Student Support	☑	☐	☐	☐	☐	☐	☐	☐	☐	1.1.6	LGBTQ+ Center	Fall 2023	☑	Programs designed to specifically engage graduate students, such as the graduate student mixer hosted by the identity centers, or the queer hiking group that is being supported by the LGBTQ+ Center, explicitly seek to enhance community and sense of belonging for graduate and professional students whose needs and desires for community building may differ from those of our undergraudate population.
LGBTQ+ Center Student Staff	☐	☐	☑	☐	☐	☐	☐	☐	☐	N/A	LGBTQ+ Center	Fall 2015	☑	AIM 1.3 Provide multiple pathways through which Wake Forest students can develop the knowledge, skills, and values that enable them to critically examine, reflect on and embody Pro Humanitate; engage in dialogue across differences; and practice a bold new model for educating and developing leaders of character, integrity
Departmental Classification System	☑	☐	☐	☐	☐	☐	☐	☐	☐	N/A	ODI	Fall 2023	☑	• Increase awareness and understanding of DEI/R.I.D.E • Build leadership IE accountabilities • Facilitate institutional transparency and accountability for IE performance
Inclusive Excellence for Leaders Workshop	☐	☐	☑	☐	☐	☐	☐	☐	☐	1.3.1 1.3.3	ODI	Fall 2020	☑	• Increase awareness and understanding of DEI/R.I.D.E • Build capacity for DEI/IE engagement • Build capacity in strategic DEI planning • Build capacity in Inclusive Leadership • Build leadership IE accountabilities
Winter Institute on Courageous Conversations (for faculty and staff)	☐	☐	☑	☐	☐	☐	☐	☐	☐	N/A - The substeps are student-facing only, university needs to make them inclusive of faculty and staff	ODI	Winter 2023	☑	• Increase awareness and understanding of DEI/R.I.D.E • Build capacity for DEI/IE engagement • Build capacity in strategic DEI planning • Build capacity in Inclusive Leadership • Build leadership IE accountabilities
DEI Certficate Series	☐	☐	☑	☐	☐	☐	☐	☐	☐	1.3.1 1.3.2 1.3.3	ODI	Jan 2024	☑	• Increase awareness and understanding of DEI/R.I.D.E • Build capacity for DEI/IE engagement • Build capacity in strategic DEI planning • Build capacity in Inclusive Leadership • Build leadership IE accountabilities
DEI Competencies	☐	☐	☑	☐	☐	☐	☐	☐	☐	1.3.1	ODI	Jan 2023	☑	• Increase awareness and understanding of DEI/R.I.D.E • Build capacity for DEI/IE engagement
Inclusive Leadership Cohort (for faculty and staff)	☐	☐	☑	☐	☐	☐	☐	☐	☐	NA - The substeps are student-facing only, university needs to make them inclusive of faculty and staff	ODI	Fall 2024	☑	• Increase awareness and understanding of DEI/R.I.D.E • Build capacity for DEI/IE engagement • Build capacity in strategic DEI planning • Build capacity in Inclusive Leadership • Build leadership IE accountabilities • Facilitate institutional informed decision-making through an IE lens
Institutional Indicators	☐	☐	☐	☐	☐	☐	☐	☑	☐	3.2.1 3.2.2	ODI	Spring 2021	☑	• Increase awareness and understanding of DEI/R.I.D.E • Build capacity in strategic DEI planning • Build leadership IE accountabilities

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Women and Minority-Owned Business support (W/MOB)	☐	☐	☐	☐	☐	☐	☐	☐	☑	3.3.1	ODI	Fall 2023	☑	Though initiated as an ODI-wide focus, each and every unit within the organization (i.e., each of the 4 cost centers), has intentational sought to increase the amount of "spend" that is directed at W/MOB. In FY this meant 10.37% of our spent operating budget were paid to WMOB. And it help us set a target of 15% spend for FY24. Finally, we also know that working with these vendors also makes them more visible on campus, which has a secondary impact of offices and students going back for repeat business.
Deacon Doulas	☑	☐	☐	☐	☐	☐	☐	☐	☐	1.3.3.	Women's Center	Program Start: (2019); Women's Center Involvement: 2022	☑	This program foregrounds Wake Forest's unique strengths while honoring our commitment to the wellbeing of our local community. Doulas are a proven intervention to imporove maternal health outcomes, and access to birthing support can make a huge difference for high-risk populations (individuals giving birth alone, individuals who are low income, individuals who are people of color, individuals who are under the age of 18). Not only is this program a partnership between two parts of the university, it provides a space where students can learn while ethically providing a valuable service.
Wellbeing of Women of Color	☑	☐	☐	☐	☐	☐	☐	☐	☐	1.1.2	Women's Center	Program Start (2021) Women's Center Leadership (2022)	☑	Promotes a diverse and inclusive learning community by centering practices that promote wellbeing for women of color. advances student belonging by centering collaborative student leadership in the planning and execution of programming (in partnership with 10+ identity based student organizations).
Women of Color Collective	☑	☐	☐	☐	☐	☐	☐	☐	☐	1.1.2	Women's Center	2019	☑	Supports student success by cultivating a community of belonging and support facilitated by the Women's Center and Counsling Center.
G-Chats	☐	☐	☐	☑	☐	☐	☐	☐	☐	NA	Women's Center	re-launched in 2023	☑	Highlights scholarship and creative work by women and unrepresented scholars; spurs dialogue and discourse about gender among faculty, staff, and students. the 2023 re-launch of the program will align more deeply with this aim by centering faculty scholarship).
LEAVEs	☐	☐	☑	☐	☐	☐	☐	☐	☐	1.3.4	Women's Center	re-launched in 2023	☑	Through LEAVEs students can develop knowledge, skills, and values that allow them to critivally examine and reflect on the world through a gendered lens. in the re-imagined LEAVEs students will praticipate in an applied learning project with the NC Diaper Bank, learning about challenges that face families in NC while working with the organization to expand it's reach. this year-over-year partnership will build sustainable support for the Diaper Bank while providing leadership over the course of the partnership.