Diversity and Equity Strategic Planning Toolkit

Minnesota State Colleges and Universities

MINNESOTA STATE
Office of Equity and Inclusion

INCLUSIVE EXCELLENCE STATEMENT

"Inclusive Excellence re-envisions both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. In the same way, diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more."

Williams, et. al (AAC&U)

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INTRODUCTION

Minnesota State Colleges and Universities (Minnesota State) has made an institutional commitment to the concept and practice of Inclusive Excellence (IE), the organizational philosophy that inclusiveness and excellence are one in the same and that inclusiveness should be embedded throughout every aspect of our institutions.

Inclusive Excellence was developed by the American Association of Colleges and Universities (AAC&U) through its Making Excellence Inclusive initiative, which is designed to help colleges and universities fully integrate their diversity and educational quality efforts and embed them into the core of academic mission and institutional operations. AAC&U re-envisions diversity and inclusion as a multilayered process through which we achieve excellence in many areas, including learning, research and teaching, student development, institutional functioning, local and global community engagement, and workforce development.

The Equity 2030 initiative is in the pursuit of "ensuring inclusive excellence is embedded in our colleges and universities and across all our practices." It is the Office of Equity and Inclusion's vision that diversity, equity, and inclusion become woven into the fabric of the operations of Minnesota State and integrated into the work of faculty and staff, as well as in the experiences of all students across system colleges and universities.

STRATEGIC PLANNING PURPOSE AND PROPOSED OUTCOMES

This Diversity Planning Toolkit will guide participating colleges and universities in conducting a collaborative and effective strategic diversity planning process. Institutions will complete a Needs Assessment on their campus, draft a complete diversity evaluation and implementation plan, and develop strategic diversity practices and leadership within the system. In undergoing this process, institutions can ensure that diversity, equity, and inclusion efforts are embedded into the fabric of all operations and that faculty, staff, administrators, and students are provided an inclusive experience during their time with Minnesota State.

> *"If diversity is to become a core Institutional value, it is because leaders are committed to high-caliber diversity planning and implementation techniques."*
>
> *(Williams 2013, 309)*

WHY DO DIVERSITY STRATEGIC PLANNING?

» Leverages and augments the efforts of diversity offices

» Highlights the importance of diversity, equity and inclusion to institutional mission

» Institutionalizes programs related to equity and inclusion initiatives

» Increases institutional accountability to achieve Equity 2030

» Provides clarity in targeted outcomes and institutional practices

» Communicates commitment to diversity

» To develop a holistic understanding of inequities for targeted action

The ultimate goal is to make inclusiveness a habit practiced by everyone at our colleges and universities. When developing diversity plans, it is critical that those leading the process avoid limiting the discussion of diversity to a review of demographic numbers and data. Even though understanding the issues around historically underrepresented populations among our institutions is important, it is even more vital to create a qualitative assessment of diversity practices and programs.

Williams (2013) suggests using the following guiding perspectives for the diversity plan:

1. **The Access and Equity Perspective**

2. **The Learning and Diversity Perspective**

3. **The Multicultural and Inclusive Campus Climate Perspective**

4. **The Diversity Research and Scholarship Perspective**

5. **The Leadership Commitment Perspective**

Diversity plans should be viewed as living documents that will need to evolve. Loden (1996, 131) states, "As particular changes are introduced into the environment, their ripple effects create new, unanticipated issues and opportunities. These in turn lead to other adjustments in project direction, assumptions, systems, practices, and so on."

"I think diversity plans are incredibly important. Whether you make diversity a focus of your academic plan or do a stand-alone plan, the issue is to get something done. You've got to approach implementation in a way that has accountability, resources, presidential involvement, and coordination or the plan is dead on arrival. We have seen lots of plans throughout the years; the challenge is to implement in a meaningful way [things] that can truly lead to change"

— Professor of Psychology and Associate Vice Provost at a public university on the West Coast

INTRODUCTION

ACHIEVING EQUITY BY 2030

Equity 2030 aims to eliminate educational equity gaps at all Minnesota State Colleges and Universities by 2030. To aid in the achievement of Equity by 2030, the Office of Equity and Inclusion (OE&I) has identified four strategic priority areas which will assist Minnesota State in providing equitable and inclusive work and learning environments. Through their own strategic planning processes, Minnesota State institutions should make every effort to nest their strategic plans and operational goals within Minnesota State's Office of Equity and Inclusion strategic priority areas to ensure outcomes are aligned and mutually supportive. The four priority areas are as follows.

1. DIVERSITY, EQUITY, AND INCLUSION COMPETENCY AND EXPERTISE:

The Office of Equity & Inclusion drives Minnesota State strategy and provides consultation to the 37 colleges and universities to advance Diversity, Equity, & Inclusion expertise.

2. EQUITY IN ACADEMIC AND CO-CURRICULAR OUTCOMES:

In partnership with the Minnesota State Academic and Student Affairs Division, the Office of Equity and Inclusion advances student success and equitable academic outcomes to close equity gaps across Minnesota State.

3. CIVIL RIGHTS COMPLIANCE:

The Office of Equity and Inclusion guides, monitors, and improves processes and policies that ensure compliance with all federal and state laws.

4. CAMPUS CLIMATE:

The Office of Equity and Inclusion assesses and improves stakeholder engagement and experiences to ensure welcoming and inclusive environments across Minnesota State.

KEY DEFINITIONS

Diversity

The Minnesota State system recognizes and respects the importance of all similarities and differences among human beings. The system and its colleges and universities are committed, through their programs and policies, to fostering inclusiveness, understanding, acceptance, and respect in a multicultural society. Diversity includes, but is not limited to, age, ethnic origin, national origin, race, color, gender, sexual orientation, marital status, disability, religious beliefs, creeds, and income. The commitment of Minnesota State Colleges and Universities to diversity compels it to confront prejudicial, discriminatory, or racist behaviors and policies. (Minnesota State Colleges and Universities, 2015)

Diversity Plan

An intentionally created document that includes a diversity definition, rationale, goals, recommended actions, assignments of responsibility, timelines, accountability processes, and a budget. (Williams 2013)

Equity

The proportional distribution or parity of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes, while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for or even detrimental to equitable outcomes. More directly, equity is when an individual's race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression do not determine their educational, economic, social, or political opportunities.

Inclusion

The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

See a comprehensive list of key terms and definitions at
minnstate.edu/system/equity/glossary.html

USING THE TOOLKIT

This toolkit consists of six separate phases to help you through the planning process and, as a result, be able to draft an organizational diversity plan.

TOOLKIT PHASES

- **Convening the Planning Team**

- **Conducting an Institutional Needs Assessment and Research**

- **Analyzing Data**

- **Drafting the Plan: Setting Goals, Strategies, and Outcomes**

- **Implementing a Communication Plan**

- **Sustaining the Process**

This toolkit is designed to assist colleges and universities in implementing Inclusive Excellence. Specifically, it is intended for campus diversity officers, diversity councils, as well as college and university presidents, to initiate discussion, exploration, and the practice of embedding equity and inclusiveness throughout their institutions. We invite you to use the following worksheets, processes, and tips as a guide to your planning and implementation of a strategic campus diversity plan.

PHASE 1: Convening the Planning Team

An initial and important step in this planning process is convening the right team to work on the development and implementation of the institution's diversity plan. This phase describes how to convene and work with a diversity planning team.

1. Convening the Team

  a. The team can be organized in a variety of ways. The president may direct the process themselves or appoint another administrator or campus diversity officer to lead the process. Additional resources can be found in **APPENDICES G, H,** and **I.**

2. Planning Team

  a. The planning team should be broad based and inclusive in its representation, bringing together various constituents, which can include:

  i. Members: Administrators (may include provosts, vice presidents, or deans), faculty, staff (representation from each bargaining unit), students, alumni, student life, institutional research, resident life, foundation, human resources, and community members.

  ii. Subject matter experts (CDO, faculty, diversity committee/council members, et al.).

  b. Advisory to the planning team

  i. This can be made up of people outside of your college or university, which may include the Minnesota State Office of Equity and Inclusion, a representative from your community Diversity Office, or other community agencies that work in the field of diversity and inclusion.

  c. Internal and external stakeholders should be identified.

Many campuses invest up to a year to fully research and hear from constituents in developing their plan, making sure that team members have the time to commit to the process. This is key to sustaining a group that can effectively move the work forward. Furthermore, these individuals should possess the influence, authority, and credibility to implement a high-caliber diversity plan.

> *Adequate student involvement during all phases of the process remains a best practice to ensure transparency and student perspectives are embedded into the campuses diversity plan.*

WHAT DOES IT MEAN TO BE A MEMBER OF A DIVERSITY PLANNING TEAM?

Members of the team should bring their experiences, knowledge, and skills fully into this process. Expectations of planning team members include:

» Participation in focus groups

» Obtaining campus buy-in

» Remaining objective

» Guiding discussions

» Being an active participant

» Seeking feedback throughout the process

"Diversity plans were initiated by individuals who took risks, articulated powerful visions, and followed through with specific initiatives."

(Humphreys 1999)

THE DIVERSITY PLANNING TEAM

TEAM MEMBER ROLES

The Campus Diversity Officer: It is imperative that the institution's campus diversity officer and the CDO's staff be involved from the beginning; whether or not the CDO is the co-chair to the process. At some institutions, the president might tap a senior leader of the faculty or administration to co-chair the process. Doing so offers another means for creating greater buy-in from senior leadership. The CDO and the planning team can address diversity issues, offer best practices, and address potential pitfalls in the planning and implementation process.

President, Vice President, Provost, or Dean (Administrators): These leaders have overarching responsibility for guiding the diversity plan process and the formal authority to direct institutional resources to support it.

Faculty and Staff: At least one or two faculty or staff members should be recruited to provide perspective, encourage buy-in, and share the vision for change. They might include staunch diversity champions as well as others who provide relevant experience.

Students: The perspectives of students are essential to developing a strong plan, and they can provide valuable insights into student culture, expectations, norms, and challenges.

Community Stakeholders: Colleges and universities interact with the communities that surround them. Having a community member as part of the team can provide the perspective of partners, potential students, and employees. This member can also champion the institution's diversity efforts beyond the campus boundaries.

Subject-matter Experts: These individuals may bring expertise either in areas of diversity or data-driven decision-making. They can come from the CDO's team or be a member of the institutional research unit within the campus or system.

Administrators
Faculty
Staf
Students
Community Stakeholders
Subject-matter Experts

Diversity Planning Team
Recommended 10–16 members

Advisor to the planning

3. Team Orientation

    a. Since this is often a new undertaking for many members of the planning team, it is a good idea to spend time orienting your team.

    b. The following are suggested activities to bring your group together to work on these difficult issues:

        i. Present the toolkit to the group and walk through it with the planning team.

        ii. Allow the team to bond and build trust with one another before beginning the work. This can be done with ice-breakers and other activities.

        iii. Discuss the purpose and benefits of diversity planning.

        iv. Outline the need for a diversity plan and the purpose for a plan at your institution.

        v. Outline the process, review the systems office work plan and your campus' strategic plan and how the diversity plan should align with these, and then share plans from non-Minnesota State colleges and universities for the group to review. (Utah Valley University and Oregon State University are recommended.) This will help facilitate the discussion as you move to the next stage and explore elements of strong diversity plans.

    c. Establish a timeline for team meetings (frequency of meetings).

    d. Discuss expectations of team members, subject-matter experts, and the advisory group.

    e. Brainstorm resources the group will need to complete the task at hand.

4. Develop a common language with definitions of terms to be used through this process.
A list of possible terms can be found in **APPENDIX C.**

5. Develop a rationale and purpose for the diversity plan that aligns with the mission statement and strategic plan of the college or university. For an example, see **APPENDIX B.**

PHASE 2: Conducting Assessment and Research

OVERVIEW

Use the questions in this toolkit as a guide to think through an overview of inclusiveness in different areas of your college or university. It is helpful to analyze existing data to identify what the pressing issues might be to a particular campus and understand that each campus' issues and needs will be different. By identifying areas where an institution or campus has made progress, or where progress is still needed, the Diversity, Equity, and Inclusion work can be focused and action-oriented. Referencing data from the Annual Assessment remains a best practice to ensure data targets are consistent and measurable.

During the internal assessment phase, members of the planning team will have to work with units to gather sufficient information and data to answer the questions below. Challenge yourself (yourselves) to be honest about whether your area is or is not described by the questions. Answering "no" does not mean you/your area is bad, any more than answering "yes" means there isn't more that could be done.

In the area below each segment of questions, describe some of the reasons for your responses. Be specific and honest, as the details will help you continue/improve. Some of the questions may not apply to a particular unit within the institution; you can skip these (mark "N/A") and/or consider how the larger organizational structures of which you are a part can have an impact within that area.

> Williams (2013) states that in order for an institution to delve into where it wants to go, frst it m ust take into account where it is on its diversity journey. This phase should include a comprehensive "diversity audit" that assesses institutional history, demographics, current ofc es, policies, initiatives, and priorities as they relate to diversity.

Feel free to add additional measures as they apply to your specific area and to consult with the rest of the team and your institutional research colleagues for clarification and support throughout the Needs Assessment.

Important reminder: Those leading this process should provide a historical overview of the diversity work that has been carried out at the college/university up to this point. This overview could include past planning, diversity events and activities, grants that made a difference, and other relevant matters. Such analysis helps the diversity planning team to situate its work in the context of prior efforts, thereby becoming more strategic, intentional, and outcome oriented.

SAMPLE NEEDS ASSESSMENT

I. Mission Statement, Goals, and Values	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Does our institution have an Inclusive Excellence statement?					
b. Is our institution's diversity, equity, and inclusion philosophy statement aligned with and in support of Inclusive Excellence?					
c. Is the Inclusive Excellence statement prominently displayed in or on our marketing materials, website, job applications, wall art/posters, and other institution materials?					

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

II. History	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Does the institution have an unintentional or intentional history of excluding members of diverse identities, backgrounds, and/or experiences?					
b. Does the institution have a history of including members of diverse identities, backgrounds, and/or experiences?					
c. Are there aspects of the inclusive or exclusive history of the institution (positive or negative) that need to be made more transparent and acknowledged?					
d. Are there individuals from diverse backgrounds who made contributions to the institution and who are no longer with the institution who need to be included in the history?					

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

III. Physical Environment	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Is the location for the institution easy to access (location, accessibility, etc.)?					
b. Are people from various backgrounds and identities represented in the décor in individual ofc es and common spaces (i.e., photographs, art, displays, reading materials, etc.)?					

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

INSTITUTIONAL NEEDS ASSESSMENT

IV. Policies and Procedures	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Have you considered what impact institutional policies and practices may have on diverse identities, backgrounds, and experiences?					
b. Does the campus have any specifc policies or s ee a need for policies that advance equity?					
c. Are there policies that ensure staf get time of fr om duties to get professional development and diversity training?					
d. Do staf apply policies and practic es fairly and consistently to all individuals?					
e. Are staf adequat ely trained on equity, inclusion, and compliance policies and procedures?					

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

V. Climate and Culture	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Is the climate in the institution welcoming to members of all identities, backgrounds, and experiences?					
b. Are the traditions and celebrations of each campus unit inclusive (i.e., global calendar, dietary preferences, learning, disability, cost, etc.)?					
c. Does the college/university have annual awards that recognize individuals and/or clusters/departments for their practices and contributions to Inclusive Excellence?					
d. Does the "hidden" or unofcial c ulture of the institution support Inclusive Excellence? (You could have a culture that expresses the value of Inclusive Excellence and simultaneously have an unofcial c ulture flled with disparaging and e xclusive jokes, behavior, and traditions.)					
e. Does the institution have the organizational structures and procedures for addressing departmental climate concerns (e.g., bias response protocol, educational campaign, etc.)?					

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

VI. Leadership	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Do leaders within the institution publicly express the value of Inclusive Excellence?					
b. Do leaders within the institution actively practice Inclusive Excellence in strategic planning, training, hiring, recruitment, transforming the climate, etc.?					
c. Has college/university leadership participated in Inclusive Excellence training?					
d. Have senior staf within the institution alloc ated or shifted new or existing fnancial resources to support Inclusive Excellence initiatives?					
e. Are senior staf within the institution ac cessible to meet on a regular basis either individually or with groups to listen and learn about their diverse experiences?					
f. Are individuals from diverse identities, backgrounds, and experiences represented within the institution's leadership?					
g. Does the institution have someone who takes the lead on Inclusive Excellence and holds everyone else accountable for diversity and inclusiveness? (Ideally, everyone takes shared ownership and responsibility.)					

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

VII. Supervision	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Do supervisors demonstrate openness to diverse perspectives, values, and opinions?					
b. Do supervisors take into consideration these diverse identities, backgrounds, and experiences in the workplace (i.e., religious holidays, accommodations, children/no children, ofc e coverage, etc.)?					
c. Do supervisors provide an opportunity to listen, learn about, and understand the diverse identities, backgrounds, and experiences of each supervisee?					

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

INSTITUTIONAL NEEDS ASSESSMENT

VIII. Professional Development	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Is inclusiveness embedded in the performance reviews for faculty and staf?					
b. Are there funds available for professional development in the areas of Inclusive Excellence for employees?					
c. Beyond funds, are there other resources provided for the professional development of employees (i.e., paid time, coverage, reporting out, and sharing with colleagues, etc.)?					
d. Does leadership provide and promote opportunities for Inclusive Excellence training including cultural competency?					

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

IX. Human Resources	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Is Inclusive Excellence embedded in all employee job descriptions (i.e., everyone in the unit has responsibility for diversity and inclusiveness)?					
b. Is the institution's Inclusive Excellence statement prominently displayed on all job applications, job advertisements, interview questions, and other HR documents?					
c. Is Inclusive Excellence an integral part of employee orientation (i.e., introduction of concepts, training, transition, etc.)?					
d. Are evaluation and merit conceptualized and defned t o include Inclusive Excellence (i.e., employees are partly evaluated and recognized for their contributions to inclusiveness)?					
e. Do all employees receive a strong and regular message that they are valued for their diverse experiences, opinions, and thoughts in the unit?					
f. Are all search committees representative of diverse populations, and do they receive training to avoid bias in hiring?					

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

X. Budget	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Does the budget explicitly include funds for Inclusive Excellence projects and initiatives?					
b. Are Inclusive Excellence initiatives and projects adequately fnanc ed (compared to other priorities in the unit)?	○	○	○	○	○
c. Are Inclusive Excellence initiatives a permanent part of the budget?	○	○	○	○	○
d. How are funding priorities tied closely to institutional diversity and Inclusive Excellence priorities and goals?	○	○	○	○	○

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

XI. Committees and Taskforces	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Does the institution consider diverse identities, backgrounds, and experiences in the membership of committees and taskforces?	○	○	○	○	○
b. Is attention to Inclusive Excellence included in the charge of committees or taskforces?	○	○	○	○	○

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

XII. Managing Conflict	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Is the institution aware of the resources on campus for addressing discrimination (i.e., EEO/AAO, CDO, CARE, etc.)?	○	○	○	○	○
b. Is there a protocol in the institution for managing confict and disp utes?	○	○	○	○	○
c. Is there education on how to manage confict in an incl usive way?	○	○	○	○	○
d. Is pre-education done to help focus confict t oward constructive outcomes?	○	○	○	○	○

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

INSTITUTIONAL NEEDS ASSESSMENT

XIII. Events	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Is the location accessible to all attendees?	○	○	○	○	○
b. Are routes to the event safe (i.e., well-lit area, wheelchair accessible, etc.)?	○	○	○	○	○
c. Do you check a global holiday calendar before scheduling the time and day of the event?	○	○	○	○	○
d. Are the registration materials accessible to assistive technology devices?	○	○	○	○	○
e. Do you include dietary preferences in your event registration?	○	○	○	○	○

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

XIV. Programs and Services	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Are the materials universally designed (i.e., information delivered in multiple means, sent out ahead of time, closed-captioning, delivered in alternative format, etc.)?	○	○	○	○	○
b. Are the programs and services accessible (individual learning styles and needs, fnancially , physically, assistive technology, etc.)?	○	○	○	○	○
c. Is the content inclusive of difer ent identities, experiences, and backgrounds?	○	○	○	○	○
d. Are the registration materials accessible to assistive technology devices?	○	○	○	○	○
e. Do you include dietary preferences in your event registration?	○	○	○	○	○

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

XV. Marketing and Communication	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Is there a variety of methods for getting the word out (i.e., email, web, social media, and hard copy)?	○	○	○	○	○
b. If the information is available in more languages than English, is there an on-demand and/or automated translation?	○	○	○	○	○
c. Is the information accessible in terms of physical accessibility?	○	○	○	○	○
d. Is the information easy to fnd?	○	○	○	○	○
e. Are all potential attendees included in the marketing?	○	○	○	○	○
f. Are reminders sent to help attendees process the information and requirements in order to attend the event?	○	○	○	○	○

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

XVI. Measuring Progress	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Is the defnition of Incl usive Excellence included in how the institution assesses impact of diversity, equity, and inclusion efor ts?	○	○	○	○	○
b. Is Inclusive Excellence assessed?	○	○	○	○	○
c. Is Inclusive Excellence embedded in your evaluation practices for strategic priorities?	○	○	○	○	○

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

INSTITUTIONAL NEEDS ASSESSMENT

XVII. New Projects and Initiatives	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. When new projects or initiatives are introduced to the institution, is inclusiveness explicitly explained (i.e., participation, content, impact)?	○	○	○	○	○
b. Is there a procedure by which new programs and initiatives are introduced to the institution, and is Inclusive Excellence part of the process?	○	○	○	○	○
c. Is a widely representative range of identities, backgrounds, and experience included in the planning and decisions from the beginning?	○	○	○	○	○
d. Is Inclusive Excellence embedded in the project evaluation process?	○	○	○	○	○

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

XVIII. New Student Orientation	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Is the institution's diversity/inclusiveness statement provided to all new incoming students?	○	○	○	○	○
b. Is the diversity/inclusiveness statement reviewed with or highlighted for students?	○	○	○	○	○
c. Is there diversity/inclusiveness training or information provided to new students?	○	○	○	○	○
d. Are students provided with the skills and knowledge to successfully manage and deal with diversity in and out of the classroom (e.g., how to discuss issues of diversity using civil discourse, skills for interacting with individuals who are difer ent, etc.)?	○	○	○	○	○
e. Do top-level administrators provide a verbal message about the importance of diversity and inclusiveness during orientation?	○	○	○	○	○
f. Are the safety, comfort, and needs of diverse students considered in planning student orientation (e.g., LGBT students, students of color, students with disabilities, Jewish students, etc.)?	○	○	○	○	○

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

XIX. Student Advising	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Are advisors trained to address issues of diversity/inclusiveness and work with diverse populations?	○	○	○	○	○
b. Are advisors knowledgeable of the resources on campus available to support diverse students?	○	○	○	○	○
c. Are advisors using language and strategies that validate and encourage students from diverse groups to succeed (e.g., "You're a talented and skilled student," as opposed to "You're a poor and underprepared minority student.")?	○	○	○	○	○
d. Is the advising staf div erse, representing difer ent groups?	○	○	○	○	○
e. Are advisors undertaking outreach to diverse students (e.g., presentations at student organization meetings, involvement in multicultural events and activities)?	○	○	○	○	○

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

XX. Curriculum	Yes, very much so	To a good extent	Minimal	No, not at all	Not sure or N/A
a. Has the institution identifed stu dent learning outcomes and concepts related to diversity (e.g., cultural competencies, worldview, privilege, social justice, etc.)?	○	○	○	○	○
b. Is there a diversity course requirement for the institution?	○	○	○	○	○
c. Does the institution ofer any c ourses on diversity, global awareness, or cultural competence?	○	○	○	○	○
d. Do the courses cover a diversity of social identities, groups, or concepts (e.g., African American, women, LGBTQI, racism, disability, etc.)?	○	○	○	○	○
e. Do course evaluations completed by students have items regarding the climate for inclusiveness in the classroom?	○	○	○	○	○
f. Do courses address student preparation for cultural competence?	○	○	○	○	○

Please describe the reasons for your responses (e.g., numbers, documents, programs, etc.):

INSTITUTIONAL NEEDS ASSESSMENT

ADDITIONAL DATA SOURCES

The following list can be considered for additional data sources when conducting the Needs Assessment:

ANNUAL EQUITY AND INCLUSION ASSESSMENT

MINNESOTA STATE ACCOUNTABILITY DASHBOARD *(minnstate.edu/board/accountability/index.html)*

» Number and trends of first-generation students

» Number and trends of Pell-eligible students

» Institutional demographic data

» Student success and completion data

INSTITUTION'S AFFIRMATIVE ACTION PLAN

CAMPUS CLIMATE SURVEYS

EQUITY SCORECARD – MINNESOTA STATE COLLEGES AND UNIVERSITIES (in development)

EXTERNAL DATA:

Other elements of data may be external and capture information on national trends (labor-related), graduation rates for diverse students at similar peer institutions, etc.

> *This Needs Assessment was adapted from the work of Dr. Jesús Treviño, Dr. Thomas Walker, and Johanna Leyba at the University of Denver's Center for Multicultural Excellence. Learn more at du.edu/cme*

PHASE 3: Analyzing the Data

DATA-INFORMED DECISION-MAKING

Partner with institutional research staff and members of the diversity council who are willing to focus some of their time and skills on analyzing the data that was gathered through the Needs Assessment process. CDO and institutional research staff should identify those who will be part of the data analysis group.

RESEARCH AND ASSESSMENT

Research is a key dimension of the mission of higher education. Institution leaders should plan for how they will integrate themes of diversity into the research agenda of the organization. Leaders should also develop approaches to evaluate the effectiveness of individuals and the organization in achieving its diversity mission, vision, and values.

This part of the diversity plan explains how diversity-related issues can be identified, assessed, and evaluated.

ANALYSIS

These are the steps we recommend:

1. Use the questions below to review the inventory you conducted during the Needs Assessment phase of this process and to further analyze the "state" of inclusiveness in your institution or unit and what it could be. In this phase, the goal is to see WHAT needs to be done.

 Our Strengths:

» What are our strength areas? Where is inclusiveness being practiced?

» How we can maintain or enhance those areas?

» How can we celebrate and publicize those successes that have led to greater inclusiveness? Can they be replicated?

Where Can We Improve?

» In which areas do we need to improve (i.e., areas where inclusiveness needs to be embedded)?

» Are there some areas that could quickly and effortlessly be changed to become more inclusive?

» What resources do we need or have to do so?

» Are there some areas that will take longer to change? Why?

» What areas or items would have the most far-reaching and/or long-lasting impact?

2. From a strategic alignment perspective, institutions should consider categorizing the data from the assessment to align with the Office of Equity and Inclusion's four strategic priority areas.

 a. Which data corresponds under which indicator?

  1. Equity in Academic and Co-Curricular Outcomes

  2. Civil Rights Compliance

  3. Policy and Advocacy

  4. Diversity, Equity, and Inclusion Competency and Expertise

  5. Campus Climate

  6. Supplier Diversity

  7. Workplace Diversity/Talent Management and Development

  8. Community Engagement and Partnerships

DATA ANALYSIS

DATA-INFORMED DECISION-MAKING (CONTINUED)

3. Complete the following steps with the data under each strategic priority area:

- » Identify common themes in the data

- » Establish clusters/groups of key issues that need to be addressed

- » Draft a list of three to five key priorities areas

- » Identify (narrowing down) specific strategic objectives, goals, needs, action steps, accountable individuals, partner teams, completion target deadline, and measurement of success

A Brief Note on Data Storage and Analysis

You will need to store the data you collect in a data management system that works best for you. Data management systems can include software packages such as SPSS, Microsoft Access, and Excel. Consult with key partners, your local evaluator, or experts on data management for how you should store your data.

After you store the data, you need to analyze them to understand what they mean. Data analysis techniques vary depending largely on which data management system you use and the types of data collected. **Here, your goal is to glean answers to your Needs Assessment questions so that you have as complete a picture as possible of your institution's state of equity and diversity.** For more information on data analysis, consult with key partners, your local evaluator, or experts on data analysis. Because the data management and analysis tasks can require an inordinate amount of skill, you may want to seek assistance.

Data Analysis Resource and Tip

Leading a participatory and collaborative data-analysis process can be helpful and effective in the long term:
(1) It helps us to surface and integrate a multitude of perspectives on whether, how, and to what extent a finding needs to be prioritized; (2) it is necessary for building and maintaining trust among stakeholders—trust that they are being heard, that their perspectives are weighted equally among others, and that their participation in the planning process is authentic and not tokenized; and (3) it is important for producing the buy-in of stakeholders and relevance of results that ensure the findings will inform real action (Humphreys 1999).

DIVERSITY DATA INVENTORY BEST PRACTICES

1. Establish a research team to evaluate existing diversity policies and programs.

2. Define diversity efforts that include both curricular and non-curricular programs.

3. Collect diversity data on campus.

4. Organize and analyze the diversity data.

5. Develop a visual map with data analysis fndings.

PHASE 4: Drafting the Plan

SETTING GOALS, STRATEGIES, AND OUTCOMES

Once the Needs Assessment and analysis phases are completed, the team should begin to draft its findings into the diversity plan that should include overall goals, corresponding objectives, action steps and strategies, and measurable outcomes.

GOALS AND OBJECTIVES

Goals are broad, general statements of what the organization, program, course, or activity intends to accomplish. Goals describe broad learning outcomes and concepts (what you want the institution to do or change) expressed in general terms (e.g., diversify staff and faculty, improve campus climate, address the opportunity gap, etc.). Goals should provide a framework for determining the more specific objectives of an organizational change and should be consistent with the mission of the institution. A single goal may have many specific subordinate objectives.

STRATEGIES OR ACTION STEPS

Strategies include a careful plan or method for achieving a particular goal, usually over a long period of time. What will the institution DO in order to address the goals and achieve the desired outcomes?

OUTCOMES

Changes that occur relatively soon after a strategy is implemented. An outcome is a change that occurs in a target audience's skills, attitudes, knowledge, behaviors, status, or life condition brought about by experiencing a program or a change in an organization brought on by an implemented strategy.

Outcomes can be observed in the short-term, medium-term, or long-term:

» Short-term outcomes are likely to be changes in skills, attitudes, and knowledge

» Medium-term outcomes often include changes in behavior and decision-making

» Long-term outcomes may involve changes in status or life conditions

The table on the following page provides an example of how goals, action steps, and outcomes can be developed based on the institutional objective (Refer to **Appendix F** for a fillable template).

SETTING GOALS, STRATEGIES, AND OUTCOMES

Objective/Goal	Access, Equity, and Opportunity – Increase and improve access to [college/university name] for underrepresented students and students with varying levels of academic preparation.
Key Partners and Stakeholders	CDOs, Multicultural Afairs Ofc ers, Finance Department, Senior Student Service Ofcials, L ocal School Board Representatives.
Strategies	Assess current enrollment and fnancial data. De velop comprehensive student support strategies which are culturally relevant. Work with community stakeholders to implement paths to increase access to higher education for traditional and non-traditional learners.
Measures	Increase and improve access to [college/university] for underrepresented students and students with varying levels of academic preparation. Increase co-occurring enrollment.
Action Steps	Create an explicit presence of inclusion resources, initiatives, and information on the [college/university] website. Refne the st rategic marketing plan to target underrepresented students and students with varying levels of academic preparation by increasing K–12 and community exposure to and understanding of [college/university] programs and resources.
Outcome	The number of underrepresented students and students with varying levels of academic preparation increased 15% by 20XX.

At this point in the process, the team should begin drafting their Diversity Plan. The Diversity Plan template can be used as a guide to get a draft and eventually a final version of your institution's plan.

DETERMINING THE TIMEFRAME FOR THE DIVERSITY PLAN

Institutions are encouraged to plan in three-year cycles, and either a three- or five-year institutional diversity plan is suggested. In order to facilitate change at deeper institutional levels, institutions should ensure that the diversity plan is a longer-term institutional strategy. (One-year diversity plans do not allow the necessary time for implementation, review, and institutional change.)

In drafting either a three- or five-year diversity plan, teams are able to determine short-, medium-, and long-term outcomes for the institution. A longer cycle requires continual commitment to implementing a diversity change process that is systematic and intentional.

ELEMENTS OF THE DIVERSITY PLAN

The diversity plan document should include the following elements:*

- » Institutional Vision and Mission
- » Diversity Philosophy Statement
- » Rationale for Diversity Planning and Implementation
- » Objectives and Goals
- » Strategies and Key Partners
- » Outcomes and Measures
- » An Implementation and Assessment Plan
- » A Budget
- » Key Terms and Definitions

*These elements are included in the Diversity Plan Template that accompanies this toolkit.

PHASE 5: Implementing a Communication Plan

COMMUNICATION PLAN AND TIMELINE

A communication plan should be infused throughout the entire process of the diversity plan to engage and incorporate the community at every level of the planning stage. This should include, but not be limited to, discussion sessions and letters to all stakeholders to build awareness and buy-in for the process and consequently for the diversity plan itself. The letters should answer some of the questions below:

" Strategic alignment (president and CDO joint letter sample to campus community); see **Appendix A** for example of joint letter.

" How do campuses align their diversity and strategic plans into their equity efforts? (Consider Damon Williams' Strategic Diversity and Leadership framework.)

" Rationale for diversity planning.

" Why is diversity planning important? What impact can a plan have? What's its purpose?

What is a Diversity Communication Plan?

Many diversity plans are completed by a committee of people. A diversity communication plan will help the planning committee to thoroughly define the approach through which to share the developing plan with the larger community. In developing a plan, it can provide a systematic way of sharing the diversity plan and engage the community by getting their feedback along the way.

The following nine steps can be useful in the design of a communication plan:

1. What is the objective? Identify what you are hoping to accomplish in this communication plan. What is the purpose of engaging the community in the development of your diversity plan? Are there particular groups you want engaged in the development of the plan? Engaging stakeholders in the process will help to build trust, manage expectations, and encourage meaningful discussions. Reinforce the purpose, rationale, etc. stated at the beginning of this document.

2. It will be a little unwieldy to engage the entire campus for feedback. Choose your target audience. Identify a variety of stakeholder groups who can provide different types of feedback. Try to get engagement with areas who might not see themselves as stakeholders. Use different communication methods to reach different groups. Be as specific as possible.

3. Develop the key information to achieve your objective. What do you want your identified group to know? What are some of the questions and concerns people have about diversity? What do you hope to learn from the community?

4. Plan the communication delivery method. Limit to three to four methods to get the message out. Identify the method for communicating to the group and the process for the method to be used. Possible methods can include **flyers, posters, focus groups, department meetings, community meetings, etc.** What makes each method effective? What would staff prefer? What would student and faculty prefer?

5. The feedback process should include face-to-face communication. Try to get on the agenda of department/ unit meetings. Do some planning around how the departments/units will respond to your sharing and how you will respond to their response. Let them know how you plan to use feedback. In attending meetings, stick to the time provided, even if that time is brief.

COMMUNICATION PLAN AND TIMELINE (CONTINUED)

6. Communicate at all stages of the planning. People need to be informed at various stages of the plan development. Identify in the plan when it is important to share information. Plan meetings and dialogues regularly (i.e., monthly). Provide updates on key decisions and ensure that there are communication updates throughout the entire process.

7. In developing a communication plan, identify the cost of communicating (e.g., making flyers, refreshments at events, giveaway items, etc.).

8. Implementation. Use a variety of activities to roll out the plan, such as special interest groups like president's cabinet, shared governance, labor unions, students, etc. Identify who will take the lead for each form of communication—who will be responsible for the development of materials, who will share the message to various groups, and what the time frame is for getting input.

9. Review feedback, and have a plan for using it. Be sure you are clear on what you're seeking feedback on (i.e., diversity/inclusion). Be broad in definition and goals.

The following table provides an overview of the planning process stages and examples of communication elements that need to be shared with specific stakeholders.
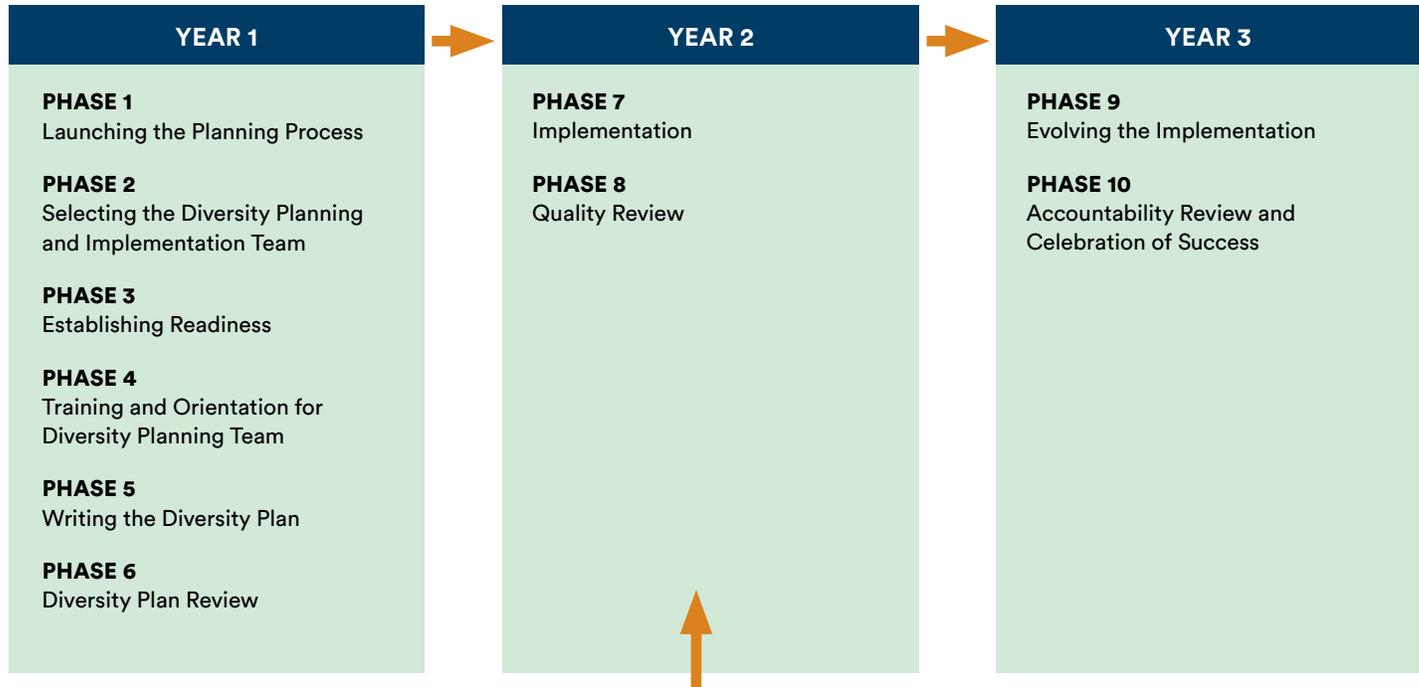
PLANNING STAGE	COMMUNICATION ELEMENT	EXAMPLE	STAKEHOLDERS
: cfa]b[˙h\Y ˙8]jYfg]hm˙ D`Ub ˙7ca a]hhYY˙	5ddfcUW`Xˈa Ya VYfg˙hc˙VY˙ dUfhˈcZˈh\Y˙hYUa ˙	@YhhYf˙Zfca ˙DfYg]XYbh˙cf˙7 8C ˙	Dch\Ybh]U`ˈa Ya VYfg˙Zcf˙ h\Y˙Wca a]hhYY˙
B YYXg˙5ggYgga Ybh˙	7ca a i b]WUhY˙dfcWYgg˙ UbX˙dfc[fYgg˙		9bh]fY˙X]jYfg]hm˙d`Ubb]b[˙hYUa ˙
8UhU˙5bU`mg]g˙	7ca a i b]WUhY˙h\Y˙XUhU˙ UbU`mg]g˙dfcWYgg˙	5ˈa YYh]b[˙UbX˙j]Ya U]`˙	9bh]fY˙X]jYfg]hm˙d`Ubb]b[˙hYUa ˙
GYhh]b[˙Df]cf]h]Yg˙	G\UfY˙U˙XfUZh˙cZ˙df]cf]h]Yg˙]XYbh]ZYX˙]b˙B YYXg˙5ggYgga Ybh˙		D`Ubb]b[ ˙hYUa ˙UbX˙gca Y˙ _YmˈghU_Y\c`XYfg˙
8fUZh]b[˙U˙D`Ub ˙	G\UfY˙U˙XfUZh˙cZˈh\Y˙]jYfg]hm˙d`Ub˙ UbX˙[Uh\Yf˙ZYYXVUW_˙	8fUZh˙XcW˙a Ybh˙g\UfYX˙]b˙ Wca a i b]hm˙X]gWi gg]cb˙gYgg]cbg˙	7Ua di g˙UbX˙YlhYfbU`˙Wca a i b]hm˙
≄a d`Ya Ybh]b[ ˙h\Y˙D`Ub ˙	G\UfY˙h\Y˙h]a Y`]bY˙UbX˙ ]a d`Ya YbhUh]cb˙d`Ub˙	7Ua di gˈk]XY˙Wca a U][b˙	7Ua di g˙UbX˙YlhYfbU`˙Wca a i b]hm˙
G\Uf]b[˙h\Y˙Dfc[fYgg˙	7ca a i b]WUhY˙dfc[fYgg˙cb˙]a d`Ya YbhUh]cb˙	≄b]h]U`˙fYdcfh˙	7Ua di g˙UbX˙YlhYfbU`˙Wca a i b]hm˙

PHASE 6: Sustaining the Process

IMPLEMENTATION AND ASSESSMENT TIMELINE EXAMPLE

Provide support through implementation and assessment. Use the following table to determine an implementation timeline for the work.

YEAR 1	YEAR 2	YEAR 3
PHASE 1 Launching the Planning Process **PHASE 2** Selecting the Diversity Planning and Implementation Team **PHASE 3** Establishing Readiness **PHASE 4** Training and Orientation for Diversity Planning Team **PHASE 5** Writing the Diversity Plan **PHASE 6** Diversity Plan Review	**PHASE 7** Implementation **PHASE 8** Quality Review	**PHASE 9** Evolving the Implementation **PHASE 10** Accountability Review and Celebration of Success

This timeline was adapted from Williams, D. 2013. Strategic Diversity Leadership: Activating change and transformation in higher education.

Each three-year cycle should facilitate change at deeper institutional levels, addressing new initiatives and ways to achieve even greater levels of accountability. Doing so will allow institutions to engage in transformational change, not just in policies and programs of the institution, but in its culture and values.

ACTIVATING IMPLEMENTATION

The following efforts can assist the team to activate the implementation process.

FOCUS ON FOSTERING STRATEGIC DIVERSITY LEADERSHIP

As the institution transitions to achieve its diversity goals and make diversity a matter of excellence, it is imperative to consider a leadership paradigm that focuses on five key principles that inform every aspect of diversity planning, implementation, and institutional transformation. Williams (2013) presents these principles as part of the Strategic Diversity Leadership Framework. Establishing a strategic diversity framework for the process can help provide new energy for the implementation efforts.

PRINCIPLE 1

FYXYZbY]gg i Yg cZX]j Yfg]hm ži Yei]hm
UbX]bWi g cb Ug i bXa YbHU hc h Y
cf[Ub]nUh]cbU Vchhca]bY cZa]gg]cb
Zi Z a YbHUbX]bgh]hi h]cbU Y I WY YbWW'"

PRINCIPLE 2

: cWi g cb WfYUh]b[gmghYa g h UhYbUV Y
U gh dYbgž ZUW]mž UbX gh UZ hc h f]j Y
UbX UWX]YjY h Y full a]a a dchYb]U'"

PRINCIPLE 3

5W]Yj Y a cfY fcVi gh UbX]bhY[UhYX
X]j Yfg]hm UddfcUWX h UhVi i] Xg cb df]cf
X]j Yfg]hm a cXY g UbX cdYfUhYg]b U
ghfUhY[ ]W Žj]XYbWW! VUgYXž UbX XUHU!
Xf]j Yb a UbbYf k hYfY UWWci bHUV]hm
]g dUfUa ci bH"

PRINCIPLE 4

: cWi g X]j Yfg]hmfYUHYX YZfcf hg hc
]bhYbh]cb U mhfUbgZcfa h Y]bgh]hi h]cbU
W i fYž bch]gh cm U Y HWhżWW a cj Yg
h Uh YUX hc dccf]mhbHY[UHYX YZfcf hg
UbX gma Vc]W a YbHUh]cb U cbY'"

PRINCIPLE 5

@YUX k]h U]h h XY fYYf cZWW h fU
]bhY]] [YbWW UbX Uk UfYbYgg cZX]Zf Ybh
]XYbh]hmYg UbX h Y]f g]b ZWWUbW]b
] [Yf YXi WUh]cb"'

It is critical to build upon existing diversity efforts within the institution. Finding a way to bring together existing and innovative approaches is vital. This can create more visibility for diversity champions whose initiatives may have not been fully embraced in the past because of a lack of institutional support or funding. Showcasing faculty and staff members' work that pays attention to diversity matters might also help activate energy among the campus community to embrace the diversity plan and institutional transformation.

Training sessions for diversity councils working on this process may include but are not limited to:

- Cultural Competence and Proficiency
- Diversity Strategic Planning
- Data-informed Decision-making

Ensure that the training provided includes both content training and skills development training. Depending on who the members of the planning team are, their backgrounds, and roles within the institution, the training needs might be different.

In addition, the implementation of a leadership education program can assist in ensuring that leaders develop new understandings and skills necessary for implementing diversity policies and programs. Such educational opportunities might include conferences, symposiums, faculty development seminars, or summer institutes. Furthermore, institutions can and should apply access and opportunity funds to support the work of diversity and equity planning and programming.

Emphasize Accountability

It is important to consider ways to implement robust accountability systems that can complement the initiatives of a diversity plan. Examples of accountability systems are:

- Integrating diversity principles within central administrative functions

- Embedding diversity procedures within units, departments, or colleges at the institution

- Including diversity leadership as part of the merit, performance, or activity reviews of faculty, staff, and senior campus leadership

- Senior leaders can implement a meeting schedule or communication process that addresses a particular diversity objective or area of focus within the diversity plan

- Providing evidence that protects diversity efforts from budget cuts during times of financial hardship

- Developing a diversity progress report commenting on the efforts across all diversity plan goals and objectives with a focus on implementation and outcomes

"If institutions implement a strong accountability system, diversity leadership can assume a valued position in ways that are similar to financial stewardship, research productivity, and other tangible examples of leadership."

(Williams 2013, 293)

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LETTER TO STAKEHOLDERS

Colleagues:

I would like to take a moment to thank you all for your hard work in developing [our institution's] Strategic Plan. The time you spent formulating the plan and action strategies is essential in moving us forward as a college and toward our unwavering commitment to equity and student success.

That being said, our work is not done. This year, we are embarking on the process of diversity and equity planning. The diversity planning process will assist us in examining our efforts in working together to embrace and welcome differences and diversity within our community. The diversity planning process will be spearheaded by [the Campus Diversity Officer] and the diversity committee. It is not [the Campus Diversity Officer's] or the committee's sole responsibility to develop the plan. It is important that we all participate in this planning process.

To launch this initiative, the planning team will engage in a Needs Assessment process. This assessment will focus on the efforts of the college around the area of diversity and equity. This process will ensure that we utilize data in our planning and decision-making processes.

In the month of October, you will receive an email with a link to a survey that will give you the opportunity to provide feedback and assist in the data collection process. I encourage everyone to participate. The more information we can collect, the better equipped we will be to determine our strengths and the areas in need of growth.

Thank you, everyone, for continuing to raise the level of excellence here at [Institution]. I am very fortunate to be a part of this great organization.

_____   _____
President   Campus Diversity Officer

EXAMPLES OF VISION, MISSION, AND CORE THEME STATEMENTS

UTAH VALLEY UNIVERSITY MISSION STATEMENT

Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

CORE THEME: INCLUSIVE

UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.

INCLUSION VISION and VALUES STATEMENT

UVU is committed to preparing all students and employees for success in an increasingly complex, diverse, and globalized society. We promote civility and respect for the dignity and potential of each individual. We seek to advance the understanding of diverse perspectives. We value and promote collegial relationships and mutual respect among students, faculty, and staff. We acknowledge and seek to address the needs of populations who are underrepresented and students with varying levels of academic preparation, even as we strive to provide access and support for all students and employees in ways that are culturally relevant and responsible. We believe in our community. We believe in Oregon State University.

OUR MISSION

As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions and maintaining a rigorous focus on academic excellence, particularly in the three signature areas:

- Advancing the Science of Sustainable Earth Ecosystems

- Improving Human Health and Wellness

- Promoting Economic Growth and Social Progress

OUR VISION

To best serve the people of Oregon, Oregon State University will be among the Top 10 land grant institutions in America.

We believe

As a community, we are each committed to uplift the dignity of those with whom we interact in the course of our campus life. We strive to create a nurturing campus community with mindfulness of the awesome responsibility that goes with preparing students to live successfully in a complex world. As leaders and educators, we are charged to listen more openly, respond more sensitively and support more unconditionally on our journey toward a just, inclusive and equitable campus community. Success at building community, like success in any other endeavor, requires disciplined behavior, deep commitment and persistence. Therefore, we assertively declare that true community is our aspiration, and we will hold ourselves accountable for doing what is required – nurture healthy relationships, enhance the condition of our collective space, build networks of care, embrace shared governance and acknowledge and celebrate our humanity. We believe in our community. We believe in Oregon State University.

KEY TERMS AND DEFINITIONS

There may be many definitions of the words or phrases below, but the definitions provided indicate how the Strategic Inclusion Committee has defined them for the purposes of this document.

Academic Success

The demonstration of student achievement in higher education through a series of indicators including, but not limited to, grade point average, rigorous coursework, acceptance to program major, persistence towards graduation, and graduation.

Access(ible)

Refers to a student's opportunity to participate in all of the education-related offerings provided by an educational Institution. Traditional access-related initiatives in higher education seek to remove barriers and provide support for historically underserved or underrepresented students.

Affinity Groups

Groups or programs that connect individuals based on interests, identities, and circumstances. Such programs can be especially helpful to first-year students and students from underrepresented backgrounds.

Campus Climate

The cumulative and continuing perception of the context in which the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential are felt.

Co-curricular Learning

Learning that takes place outside of a traditional classroom model (or curriculum) that directly relates to or enhances one's understanding of the targeted content area. Examples of co-curricular programs include study abroad, internships, symposia, conferences, and lectures.

Cultural Competence

Cultural Competence is the policies and practices of an organization, or the values and behaviors of an individual, that foster effective cross-cultural communication. It is a point on a continuum that ranges from cultural destructiveness to cultural proficiency. A culturally competent organization values the people who work there, understands the community in which it operates, and embraces its clients as valuable members of that community. This means that the culture of the organization promotes inclusiveness and institutionalizes the process of learning about differences. Cultural competence suggests a willingness to expand the organization's paradigm for culture.

Members of an organization with cultural competence as a goal examine their own cultures to understand how they, as cultural entities, impact the perception and interaction of those who are different. This means identifying the dynamics of difference caused by historical distrust. Clearly understanding who we are and accepting how others perceive us is one of the first steps towards cultural competence. The next step is the same underlying, non-defensive examination of the organization's culture.

Stay up to date on key terms by referring to Minnesota State's regularly updated online glossary at minnstate.edu/system/equity/glossary.html

APPENDIX C

KEY TERMS AND DEFINITIONS

Culturally Relevant/Responsible

Recognizing, understanding, and applying attitudes and practices that are sensitive to and appropriate for people with diverse backgrounds, experiences, and perspectives.

Culture

Denotes the way of life of a group of people, encompassing their ideas, values, beliefs, norms, language, traditions, and artifacts.

Diversity

Minnesota State Colleges and Universities recognizes and respects the importance of all similarities and differences among human beings. The system and its institutions are committed, through their programs and policies, to fostering inclusiveness, understanding, acceptance, and respect in a multicultural society. Diversity includes, but is not limited to, age, ethnic origin, national origin, race, color, sex, sexual orientation, gender identity, gender expression, marital status, disability, religious beliefs, creeds, and income. Minnesota State Colleges and Universities is committed to confronting prejudicial, discriminatory, or racist behaviors and policies.

Domestic/Local Multicultural Experiences

Off-campus engagement opportunities with diverse communities (racially, culturally, socioeconomically, religiously, etc.) within the state of Minnesota or within the United States. This distinction was made in response to traditional immersion activities outside of the United States or what is more commonly referred to as study abroad.

Early Alert

A system in which faculty can log student behaviors that have been deemed strong indicators for dropping out or stopping out from college. Such systems have become more popular in higher education as institutions seek to improve their abilities to identify high-risk behavior.

Equity/Equitable

The proportional distribution or parity of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes, while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for or even detrimental to equitable outcomes. An example of equity is individualized educational accommodations for students with disabilities, which treat some students differently in order to ensure the equitable access to education.

Ethnicity

The shared sense of common heritage, ancestry, or historical past among an ethnic group. Ethnicity is a distinct concept of race, as Illustrated by the fact that Hispanics, designated an ethnic group In the United States may nevertheless be of any race. In accordance with the Office of Management and Budget definition of ethnicity, the U.S. Census Bureau defines ethnicity or origin as "the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States."

KEY TERMS AND DEFINITIONS

First-generation Student

A student whose parent(s)/legal guardian(s) have not completed a bachelor's degree at a four-year college or university.

Global

Activities, events, programs, and other learning experiences that are directly connected to international communities, cultures, and contexts.

Inclusion

Organizational strategies and practices that promote meaningful social and academic interactions among persons and groups who differ in their experiences, their views, and their traits. Expanding upon efforts that promote diversity on the basis of demographic differences.

(Inter) Cultural Competence

An ability to learn about and interact effectively with people of diverse backgrounds, experiences, and perspectives. This competence comprises four components: (1) awareness of one's own cultural worldview, (2) attitude towards cultural differences, (3) knowledge of different cultural practices and worldviews, and (4) cross-cultural skills.

Intercultural Engagement

Refers to educational opportunities, events, and programs that invite individuals to step into new cultural contexts with the intent of developing greater cultural competence.

Intergroup Dialogue

A facilitated, face-to-face discussion with the objective of creating new levels of understanding, relating, action between two or more social identity groups.

Interreligious Engagement

Events, projects, and curriculum designed to support activities related to the study and practice of religion in comparative and cross-cultural contexts.

Learning Communities

A group of people actively engaged in learning together, from each other, and by habituation. Learning Communities often consist of two courses linked together to explore common themes and encourage partnerships with professors and peers.

Multicultural

Refers to a collective variety of cultures that can be defined along racial, sex, class, sexual orientation, gender identity, gender expression, language, religious, and education lines. Goals for multicultural education vary along a continuum that includes demographic inclusion, student empowerment, intergroup understanding, educational equity, and social transformation.

APPENDIX C

KEY TERMS AND DEFINITIONS

Personal Safety

A person's sense of safety as it relates to social, intellectual, physical, and cultural interactions, and spaces.

Safe Spaces

Spaces where students, community members, and employees feel socially and physically safe to represent their full identities and share their unique perspectives.

Underrepresented

Any individuals who are historically underrepresented in American higher education in terms of: race/ethnicity/nationality, gender, parental education level, socioeconomic status, disability, sexual orientation, gender identity, gender expression, age, or spirituality/religiosity/philosophy.

These key terms and definitions were adapted from the work of Utah Valley University Office of Inclusion and Diversity's Inclusion and Strategic Plan 2014–2018. Learn more at **uvu.edu/inclusion/docs/inclusion_plan1.pdf**

APPENDIX D

PROPOSED TIMELINE FOR MINNESOTA STATE INSTITUTIONS SUBMITTING A DIVERSITY PLAN BY JULY 2021

JANUARY 2020

Diversity Strategic Planning Toolkit Review, Completion, and Dissemination

JANUARY 2020

Institutions Receive Strategic Planning Training and Toolkit

JANUARY-JULY 2020

Campus Diversity Planning Team Formation
(Review OEI strategic plan, review current diversity plan (if applicable), engage stakeholders, identify limitations and resource constraints)

SEPTEMBER 2020

Updated Diversity Plans Complete*

 **For campuses with an existing plan already in place and submitted to system office.*

JULY-OCTOBER 2020

Training and Orientation of Diversity Planning Team
(Identify data sources, integrate campus IR, or other resource for data assistance)

OCTOBER 2020-JANUARY 2021

Gather Data and Conduct Research

JANUARY-APRIL 2021

Conduct Data Analysis

APRIL 2021–JUNE 2021

Draft Diversity Plan

JULY 2021

Diversity Plan Finalized and Submitted

AUGUST 2021

Implement Communication Plan

Diversity/Equity/Inclusion Plan Template

VISION AND MISSION

DIVERSITY PHILOSOPHY STATEMENT

RATIONALE

GOALS, PARTNERSHIPS, OUTCOMES

IMPLEMENTATION/ASSESSMENT PLAN

BUDGET SHEET

Diversity/Equity/Inclusion Plan Template

Priority Area 1: Diversity, Equity and Inclusion Expertise and Strategy

GOAL 1: Improve Minnesota State capacity, strategy, and stakeholder competency to advance diversity, equity, and inclusion efforts through planning, policy, training, and professional development initiatives.

KEY PARTNERS AND STAKEHOLDERS

OFFICE OF EQUITY AND INCLUSION STRATEGIES

MEASURES

1-2 YEAR OUTCOMES

3-5 YEAR OUTCOMES

Diversity/Equity/Inclusion Plan Template

Priority Area 1: Diversity, Equity and Inclusion Expertise and Strategy

GOAL 2: Establish and improve intentional and authentic connections with Community-Based Organizations (CBOs) and other institutions that strive to address educational disparities and workforce needs at Minnesota State.

KEY PARTNERS AND STAKEHOLDERS

OFFICE OF EQUITY AND INCLUSION STRATEGIES

MEASURES

1 2 YEAR OUTCOMES

3 5 YEAR OUTCOMES

Diversity/Equity/Inclusion Plan Template

Priority Area 1: Diversity, Equity and Inclusion Expertise and Strategy

GOAL 3: Improve Minnesota State supplier procurement practices with minority and women-owned business enterprises (MWBEs) and veteran owned businesses.

KEY PARTNERS AND STAKEHOLDERS

OFFICE OF EQUITY AND INCLUSION STRATEGIES

MEASURES

1 2 YEAR OUTCOMES

3 5 YEAR OUTCOMES

Diversity/Equity/Inclusion Plan Template

Priority Area 1: Diversity, Equity and Inclusion Expertise and Strategy

GOAL 4: Recruit and retain a more diverse workforce across Minnesota State and address disparities affecting employees of color and American Indian employees.
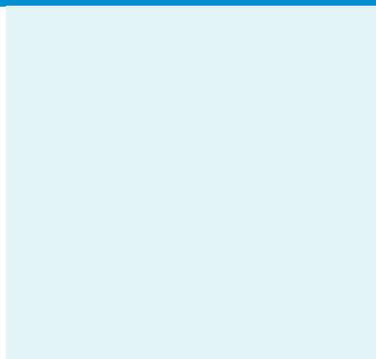
KEY PARTNERS AND STAKEHOLDERS

OFFICE OF EQUITY AND INCLUSION STRATEGIES

MEASURES

1 2 YEAR OUTCOMES

3 5 YEAR OUTCOMES

Diversity/Equity/Inclusion Plan Template

Priority Area 2: Equity in Academic Outcomes

GOAL 5: Achieve equity in student success academic outcomes across all Minnesota State colleges and universities to support Equity 2030.

KEY PARTNERS AND STAKEHOLDERS

OFFICE OF EQUITY AND INCLUSION STRATEGIES

MEASURES

1 2 YEAR OUTCOMES

3 5 YEAR OUTCOMES

Diversity/Equity/Inclusion Plan Template

Priority Area 3: Civil Rights Compliance

GOAL 6: Improve compliance support and capacity for colleges, universities, and the Minnesota State system office and college and university compliance with Board of Trustees Policies 1B.1, 1B.2, and 1B.3 as supported by state and federal civil rights laws.

KEY PARTNERS AND STAKEHOLDERS

OFFICE OF EQUITY AND INCLUSION STRATEGIES

MEASURES

1 2 YEAR OUTCOMES

3 5 YEAR OUTCOMES

Diversity/Equity/Inclusion Plan Template

Priority Area 3: Civil Rights Compliance

GOAL 7: Ensure civil rights compliance of campuses receiving federal funding (i.e. Perkins Funds).

KEY PARTNERS AND STAKEHOLDERS

OFFICE OF EQUITY AND INCLUSION STRATEGIES

MEASURES

1 2 YEAR OUTCOMES

3 5 YEAR OUTCOMES

Diversity/Equity/Inclusion Plan Template

Priority Area 4: Campus Climate

GOAL 8: Support the work to ensure welcoming and inclusive environments across Minnesota State.

KEY PARTNERS AND STAKEHOLDERS

OFFICE OF EQUITY AND INCLUSION STRATEGIES

MEASURES

1 2 YEAR OUTCOMES

3 5 YEAR OUTCOMES

APPENDIX F

DEVELOPING GOALS, ACTION STEPS, AND OUTCOMES

OBJECTIVE/GOAL	Access, Equity, and Opportunity – Increase and improve access to **[college/university name]** for underrepresented students and students with varying levels of academic preparation.
KEY PARTNERS AND STAKEHOLDERS	CDOs, Multicultural Afairs Ofc ers, Finance Department, Senior Student Service Ofcials, L ocal School Board Representatives.
STRATEGIES	Assess current enrollment and fnancial data. De velop comprehensive student support strategies which are culturally relevant. Work with community stakeholders to implement paths to increase access to higher education for traditional and non-traditional learners.
MEASURES	Increase and improve access to **[college/university]** for underrepresented students and students with varying levels of academic preparation. Increase co-occurring enrollment.
ACTION STEPS	Create an explicit presence of inclusion resources, initiatives, and information on the **[college/university]** website. Refne the st rategic marketing plan to target underrepresented students and students with varying levels of academic preparation by increasing K–12 and community exposure to and understanding of **[college/university]** programs and resources.
OUTCOME	The number of underrepresented students and students with varying levels of academic preparation increased 15% by 20**[XX]**.

CONVENING THE PLANNING TEAM

Excerpt from Chapter 9 of "Strategic Diversity Leadership: Activating change and transformation in higher education"

COMMITTEE ROLE RESPONSIBILITY

Crafting a meaningful definition of diversity and target focus for the committee's work are two critical steps toward establishing a diversity committee's effectiveness. A related step involves senior leaders determining the general role responsibility of the committee beyond its definition of diversity. Will the committee operate as a strategic group, an implementation group, or as a hybrid of the two? Failure to settle this issue can cripple a committee's work, particularly when a group has been sitting for some time and is unclear of its overall agenda and next steps. To this end, one diversity committee member at a small liberal arts institution in the Northeast stated:

"I am not quite sure what we are supposed to do. We have developed a plan that I feel good about, but how do we implement it? Is it our responsibility? After all, even though we came up with some good strategies, we do not supervise the admission office. How do we put our suggestions into action as a committee when we do not have any budget or real administrative authority? Just because the president tasked us to create a plan does not mean we are ready to continue forward with next steps. I am just not sure."

Senior leaders must resolve this dilemma early in the process of charging a diversity committee, so that the group can proceed forward with confidence and certainty. In the author's experience, it is common for strategy-focused committees to operate in a highly generative way, drafting a campus definition of diversity; developing a framework for diversity; benchmarking their peers; establishing metrics for success; developing first-draft recommendations; and formally submitting the plan to the president, provost, or even Board of Trustees for implementation.

By contrast, more implementation-focused groups tend to develop workshops and initiatives, and play a role in monitoring diversity implementation efforts. It is worth reviewing some of the key themes associated with both types of committees.

CONVENING THE PLANNING TEAM

Excerpt from Chapter 9 of "Strategic Diversity Leadership: Activating change and transformation in higher education"

A HUB FOR STRATEGIC THINKING

At their best, diversity committees act as a hub of strategic thinking for senior leaders. Strategic thinking focuses on developing unique opportunities to create value by enabling creative dialogue among people who can affect the institution's future direction. Good strategic thinking uncovers opportunities for creating value and challenges assumptions about how the institution should think about diversity matters, so that when the plan is created, it targets these opportunities. Strategic thinking is a way of both defining the fundamental assumptions and challenging conventional thinking, which is why it is so important to have the right people serving on the committee.

Successful diversity committees should consider responding to five key questions that have shaped much of the discussion presented throughout each section of this book. These questions are:

1. What is our institutional definition and rationale for diversity?

2. What are the campus' strategic diversity goals?

3. How well is the institution performing on matters of diversity?

4. How can the campus broadly communicate diversity progress and challenges across our institution?

5. Finally, what system of implementation and accountability can be activated to ensure that diversity efforts are moving in the right direction and that many stakeholders share responsibility for success?

Campus leaders need to think of diversity committees as a critical element of the lateral diversity infrastructure that the CDO must interface with to be successful. In the author's research and consulting engagements, he has found that most CDOs work in close alignment with campus diversity committees, whether serving as ex-officio chairs, funding the committee's work, advising their efforts, or, in some instances, appointing their membership.

RECOMMENDATIONS FOR SUCCESSFUL DIVERSITY COMMITTEES

Excerpt from Chapter 9 of "Strategic Diversity Leadership: Activating change and transformation in higher education"

RECOMMENDATION	DESCRIPTION
Understand the limitations of your committee.	It is vital to understand the scope and limits of the committee. Can it authorize initiatives, or only recommend them? If it can recommend only, who in the organization will be the person to issue any fnal decisions?
Formulate the committee's definition of diversity.	Early in the process, the committee should defne div ersity in the context of its process as a group. Will it work on diversity issues broadly defned or thr ough the prism of a particular issue or group?
Develop a clear understanding of current diversity and capacity levels.	The committee should begin by reviewing the institution's current data and developing a comprehensive understanding of the various diversity ofc es, units, and initiatives on campus. This process may include gathering data from the institution's research ofc e as well as more dynamic data in areas like succession rates and time to promotion, graduation rates, and academic achievement levels in the critical gateway courses. Additionally, the committee should launch its work with full knowledge of current diversity programs and initiatives. Hence the committee should consider beginning its work with relevant diversity plans, reports, evaluation, assessments, and so on.
Gather feedback from the organization.	The committee should send out a survey to community members about the greatest challenges and opportunities of diversity and the overall tangible recommendations to inform the work of the group. It is important to manage community member expectations by making it clear that the committee is using the survey expressly for exploratory purposes. It is always discouraging for community members who take the time to give feedback and then feel that nothing is done with their suggestions. It is also important to interact informally with various members of the community to get individual perspectives.
Align the agenda of the committee to the institution's strategic agenda.	Develop a clear picture of the institution's top priorities for the year, and then fnd o ut how to tie the committee's goals to the goals of the institution's most senior leaders and governance groups.
Prioritize your work.	Use the information that has been gathered to prioritize and implement the work of the committee. By working this way, the committee will be able to discern which goals and initiatives are most likely to be embraced and the ideal order for implementing them.
Create a culture of accountability for committee members.	Set a regular meeting schedule for the entire year. Incorporate criteria for ongoing participation in committee and subcommittee meetings, including an attendance policy. Assign clear responsibilities and then set policies for promoting communication and creating accountability.
Establish a working budget and staffing appropriate to deliver the work.	Whether the committee is an ad-hoc or standing group, and involved in advising or implementation, it is critical that the committee have adequate staf and fnancial s upport. At a minimum this should include rooms, refreshments, audiovisual equipment, and a host of other physical supports. Institutions should also dedicate staf resources that can help facilitate the overall efor t, from recording committee minutes and processing requests, to following up on correspondence and minor projects.

Minnesota State

Office of Equity and Inclusion