

To: President Geoffroy

From: Larry Genalo,
Chair, Campus Climate Implementation Committee

Date: April 15, 2005

Subject: Report of the Committee

I want to thank you for the opportunity to chair this committee, deal with these important issues, and work with some of the most talented and dedicated professionals at Iowa State University. I believe Iowa State is at a crossroads where many concerns about diversity exist, but several unique factors are coming together to bring hope to people for whom diversity is of utmost importance. Commitment from Iowa State's leadership team is the primary factor in bringing that hope for an improved campus climate to fruition. Your commissioning of the Campus Climate Study, empanelling this Implementation Committee, and developing a plan of action to address these issues are demonstrative of the commitment to diversity in the President's office. This, I believe, is the source of the hope I felt in the community. That commitment should now lead to a consistent, clear expression of direction throughout the leadership team – your office, all the Vice Presidents, the Provost's office, EOD, and to the many programs that deal with these issues on campus. Staffing these programs are people eager for direction that will improve the campus climate.

Another important factor that is a cause for hope among Iowa Staters dealing with diversity issues is the funding possibilities. After several very difficult budget years that brought cuts in various programs across campus, the confluence of the Reallocation Plan and the new Capital Campaign are seen as sources for vitally needed funding. The challenge, of course, is to set priorities for this funding and continuing funding that will institutionalize policies and programs to support our ongoing successful initiatives as well as address some of the issues raised by the Campus Climate Study.

The final factors I'll mention here are the current world, national, and statewide situations. Now, more than ever, we have come to realize that we are citizens of the world. The United States is no longer isolated from cultures far different from our own by oceans that protected us in previous centuries. Now is the time to act on this realization to build a truly multicultural environment in which to educate the next generation of students who are global citizens.

In the attached report you will see a set of bold actions that focus on issues raised in the study. Key to improvements in the diversity climate is accountability and assessment. You will see some very specific suggestions on these topics. Visibility of diversity programs, accountability, and assessment are extremely important. This is happening already at universities across the country. A brief look at the university web sites for The University of Maryland, North Carolina State, or Penn State, for example, will show links to diversity on the home page that lead to public airing of the programs for diversity,

reporting structures, and assessments being undertaken. We see this plan as a living document that will evolve. The plan interfaces well with the proposed Strategic Plan and is structured along the same five-year timeline. A twenty page grid showing action items, responsibility, resources, expected outcomes, rationale, status, time frame, and priorities forms the crux of this report. We hope you'll find this structure helpful.

The committee, and many others in the community who assisted us, are anxious to help. On a personal note, I have been at Iowa State for 34 years and have always been proud to be a Cyclone. After working with this committee, the PACD leaders, and various others in the community who are helping in these efforts, I've never been prouder. We are hopeful that we are about to make a dramatic improvement in Iowa State's diversity climate and we look forward to working with you on plans that will lead us there.



Rankin & Associates, Consulting

Assessment • Planning • Interventions

IOWA STATE
UNIVERSITY

Implementation Plan for
Diversity, Equity & Community:
2006-2011

April , 2005

This report submitted to President Geoffroy and PACD
April 15, 2005 by
The Campus Climate Implementation Committee

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Thanks to the entire ISU and Ames community who assisted in the preparation of this document. Special thanks go to Sue Rankin of Rankin & Associates, Consulting, who's timely, informed, and tireless guidance made this report possible.

The Campus Community

*Resistance begins with people confronting pain, whether it's theirs
or somebody else's, and wanting to do something to change it.¹*

----bell hooks, *Yearning*

One of the primary missions of higher education institutions is discovering and disseminating knowledge. Academic communities expend a great deal of effort fostering an environment where this mission is nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in research and scholarship.² The climate on college campuses not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus environment.³ The necessity for creating a more inclusive, welcoming climate on college campuses is supported by several national education association reports.

A 1990 report by the Carnegie Foundation for the Advancement of Teaching and the American Council on Education⁴, suggests that in order to build a vital community of learning a college or university must provide an environment where,

...intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well being of each member is sensitively supported.

In addition, the Association of American Colleges and Universities (1995) challenge higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion." AAC&U proposes that colleges and universities commit to "the task of creating inclusive educational environments in which all participants are equally welcome, equally valued, and

¹ Hooks, b. (1990), *Yearning*. Boston: South End Press

² For more detailed discussion of climate issues see Bauer, 1998, Boyer, 1990; Peterson, 1990; Rankin, 1994, 1998; Tierney & Dilley, 1996

³ For further examination of the effects of climate on campus constituent groups and their respective impact on the campus climate see Bauer, 1998, Kuh & Whitt, 1988; Peterson, 1990; Rankin, 1994, 1998, 1999; Tierney, 1990

⁴ Boyer, E. (1990). *Campus life: In Search of Community*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

equally heard.” The report suggests that in order to provide a framework within which a vital community of learning can be built, a primary mission of the academy must be to create an environment that ideally cultivates diversity and celebrates difference. Establishing this environment enriches the lives of each individual as a diverse community creates a diversity of ideas. This cacophony is instrumental in deciphering the challenges facing the university, the state, and the world while at the same time creating a stimulating place in which to work, study, and live. Our world is changing and Iowa State University must change with it. We must transform our environment to adapt to a changing world. We must provide all of our graduates with the tools to succeed in a more global, diverse society. Finally, we must move beyond being a *friendly* campus to being a *nurturing* campus.

Colleges and universities therefore seek to create an environment characterized by equal access for all students, faculty and staff regardless of socially constructed identity differences (e.g. race, disability, gender, sexual orientation, religion, etc.) where individuals are not just tolerated but valued. Institutional mission statements and strategic plans suggest that it is crucial to increase multicultural awareness and understanding, within an environment of mutual respect and cooperation, a climate that is nurtured by dialogue and evidenced by a pattern of civil interaction.⁵

Iowa State University believes in creating such an environment. The Iowa State University strategic planning process has created a document that notes, in part,

“In carrying out its mission, Iowa State will increase and support diversity in the university community. Diversity enlivens the exchange of ideas, broadens scholarship, and prepares students for lifelong, productive participation in society.”⁶

⁵ Institutions of higher learning are defenders of first amendment rights and academic freedom. Campuses are venues for dialogue for different voices and viewpoints and this discourse must, not only be allowed, but encouraged. Universities and colleges should provide a safe space where **all** voices are respected, where no voice is silenced simply because it is antithetical to our own. However, while respecting the fundamental right to free speech, nothing justifies acts of violence or harassment. It is our recommendation that campus policies concerning first amendment rights be reviewed, as well as official university activities, including course descriptions, to ensure that they are forums for intellectual inquiry and not vehicles of discrimination, intimidation, or hate.

⁶ Excerpted from the proposed Iowa State University 2005-2010 Strategic Plan dated 11/17/04.

This project was commissioned by the President's Advisory Committee on Diversity (PACD)⁷ to assist the institution in identifying challenges and implementing initiatives to create this climate. To minimize internal bias, PACD contracted with an outside consultant⁸ to assist them in identifying challenges confronting the University community with respect to underrepresented⁹ employees and students. The project was a proactive initiative by PACD and the University administration to review the climate on campus for underrepresented groups. The internal assessment was conducted and the results were used to identify specific strategies for addressing the challenges and supporting positive diversity initiatives through the Implementation Plan for Diversity, Equity, and Community: 2006 – 2011. This report provides an overview of the process used in creating the implementation plan, the implementation plan grid, and recommendations for assessing outcomes throughout the life of the plan.

Process Review

Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for the assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).¹⁰ Following the design of the model, initial focus groups/interviews representing the various constituent groups on campus were convened in April 2003. The focus groups/interviews were conducted to identify challenges confronting the University community and provide input on the construction of the questions included in the survey instrument. The survey questions also were informed by the work of Rankin (2003)¹¹. PACD and the various constituent groups reviewed

⁷ President Geoffroy created the President's Advisory Committee on Diversity (hereafter referred to as PACD) in February 2002. He charged the group to advise him on actions the university can take to increase diversity among the faculty, staff and students; elevate the importance of diversity issues on campus; and improve the campus environment for diversity. The Committee began to focus its attention on the need to gather a variety of data and assess the climate for diversity at the University. The Committee recognized that such data would provide valuable and necessary information for use in the development of the implementation plan. The Committee initiated discussions with a consultant who has extensive experience conducting campus climate assessments with other universities. With financial support from the President, the University hired the consultant for a two-year period. The Committee will provide background information to the contractor to ensure the contractor's acquaintance with and understanding of ISU: its mission, background and objectives and will work closely with the contractor during the project which will cover the period August, 2003 thru December, 2004.

⁸ Rankin & Associates, Consulting was the firm hired to conduct the project.

⁹ Underrepresented groups can be based on age, ancestry, gender, racial or ethnic background, disability, national origin, religion, or sexual orientation.

¹⁰ See Appendix A of the Climate Assessment Report for a more detailed description of the Transformational Tapestry© model.

¹¹ Rankin (2006, in progress) is a national study examining the campus climate for underrepresented groups.

the drafts of the survey. The final web-based survey contained sixty-four questions and additional space for respondents to provide commentary regarding their experiences, and was distributed to the campus community in February-March, 2004. The sampling procedure included purposeful over-sampling of underrepresented populations, random sampling of majority populations, and snowball sampling of invisible populations (e.g. lesbian, gay, bisexual, transgender people – or LGBT, people with disabilities) based on the population demographics at ISU. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the climate for underrepresented members of the academic community, and their perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus.

A summary of the findings suggests that while ISU has several challenges in regards to diversity issues; these challenges are not unique.¹² Following the design of the model, the initial focus groups were reconvened with campus constituent groups. Participants in the meetings were asked to share their concerns and encouraged to recommend actions to address the challenges determined in the study. From the findings of the internal assessments, feedback from PACD members, and other constituent group members, this Implementation Plan for Diversity, Equity, and Community: 2006 –2011 was created. It includes a grid on pages 8-25 with actions organized around the following five components of campus climate and their related objectives:

1. *Institutional Commitment*

Achieve a just environment on campus where everyone feels welcome, respected, and safe.

2. *Curriculum & Pedagogy*

Develop a curriculum that guides students to think critically about social justice issues and provides faculty with the tools to teach inclusively.

3. *Research and Scholarship*

Create an academic environment that appreciates cultural/social differences through supporting and valuing research/scholarship that focuses on social justice/multicultural issues.

¹² The full report of the internal assessment is available on the ISU web site, <http://www.hrs.iastate.edu/AAO/eod/finalreport.pdf>

4. ***Recruitment & Retention of Historically Underrepresented Students, Faculty & Staff***
Increase the representation of historically underrepresented populations among faculty, staff, and students.

5. ***Inter-group & Intra-group Relations***
Create a just environment that recognizes and celebrates cultural differences & socially constructed differences (i.e. gender, race, disabilities, sexual identity, etc.) by enhancing relations within and among groups.

For each proposed action in the plan, the grid also provides the following:

- **Suggested administrative oversight for each action**
Each action item has attached to it suggested office(s)/person(s) that are responsible for initiating and providing oversight of the action.

- **Resources and/or source of resources for each action**
These include fiscal resources and human resources for implementation of each action.

- **Outcomes implied for each action successfully completed**
Each action is followed by a potential outcome, suggesting that if the action is successfully completed that the stated outcome will be achieved.

- **Rationale (as relates to C.C. survey – or campus climate survey - and other related reports)**
This section notes how the actions relate to specific challenges identified in the assessment.

- **Action Status**
An action item is marked in this column with an asterisk (*) if the action is under consideration for implementation or with a check mark (✓) if the action is currently supported by ISU.

- **Time Frame**
The timeframe indicates where in the five-year plan the action should be completed.

- **Priority**
The action items are presented in a prioritized order within each goal that reflects the item's relative importance as well the needed resources (financial, people, time, etc.) to make it a reality.

Diversity, Shared Vision, and Social Justice as it is used in the Implementation Planning Grid:

ISU defines diversity as *that quality of its physical, social, cultural and intellectual environment which embraces the rich differences within the multiplicity of human expression and characteristics including age, culture, ethnicity, gender identification and presentation, language and linguistic ability, physical ability and quality, race, religion, sexual orientation, and socioeconomic status.*¹³

ISU's Shared Vision

In carrying out its mission, Iowa State will increase and support diversity in the university community. Diversity enlivens the exchange of ideas, broadens scholarship, and prepares students for lifelong, productive participation in society.

For the purposes of its work, the Campus Climate Implementation Committee focuses primarily on those dimensions of diversity that have significant impact on individuals and groups in society in regards to their age, culture, ethnicity, gender identification and presentation, language and linguistic ability, physical ability and quality, race, religion, sex, sexual orientation, and socioeconomic status.

In regards to curricular issues and educational programming, social justice is the term used to operationalize the discussion of the issues and concerns facing the groups defined in the diversity definition.¹⁴

¹³ Draft 2, President's Advisory Committee on Diversity

¹⁴ For a more complete review of this discussion, please refer to *Teaching for Diversity and Social Justice: A Sourcebook*. 1997. NY: Routledge, Edited by Maurianne Adams, Lee Ann Bell, Pat Griffin

**IOWA STATE UNIVERSITY IMPLEMENTATION PLAN FOR
DIVERSITY, EQUITY, and COMMUNITY:
2006-2011**

IMPLEMENTATION GOAL 1

Institutional Commitment

Achieve a just environment on campus where everyone feels welcome, respected, and safe.

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
1.1 Create a visible institutional statement/vision for diversity	President and PACD	Faculty, staff, student time to develop consensus	Agreed upon definition and vision for diversity and inclusion Diversity and campus climate issues incorporated into strategic plans, university themes, goals and capital campaign priorities	Page 39 and Page 44: 48% of respondents have observed actions that are hostile, etc. – yet Page 35 most people feel comfortable. There is a disconnect between what individuals personally experience versus what they perceive to be the environment. Need to have all individuals buy into an agreed upon vision of community. Statements of reverse discrimination, etc. We are not even close to having consensus on the value of diversity on this campus. Without this it is hard to move forward. Page 54: “widely divergent options on what campus should be doing”	* in progress with PACD	2006

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
<p>1.2 Hold colleges/VP's accountable for progress on diversity issues/plans</p>	<p>President and PACD</p>	<p>Faculty/staff time to develop and implement plans, attend meetings, and evaluate progress</p>	<p>Each college/unit will have diversity committee and plan Reallocation of resources will be based on progress Annual assessment and reporting of progress related to campus climate issues Reward/evaluation of employees includes diversity component Increased recruitment and retention of diverse faculty, staff, and students Administrator accountable for recruiting and retaining underrepresented faculty/staff – included in administrator performance review All faculty/staff will demonstrate commitment to diversity in ways appropriate to their positions (diversity in classrooms, laboratories, pedagogy, research, etc.)</p>	<p>Page 53: inclusion of diversity into employee evaluation Without holding individuals and units accountable and keeping issue of campus climate in front of people on a regular basis, this exercise will just be another report filed on a shelf.</p>	<p>√</p>	<p>S'06 to establish committees/plans/etc. S'07 for change in reward, evaluation and funding reallocation</p>
<p>1.3 Re-evaluate organizational structures, offices, staffing, services, and naming related to campus climate.</p>	<p>President and PACD</p>	<p>Faculty/staff time to evaluate and implement changes. Resources to fund additional positions (LGBTSS, Non-traditional, Omsbud office, etc.) Resource source; ISU Foundation, General Budget</p>	<p>Clarified and communicated roles for various departments/committees (such as EOD, PACD, etc.) Increased staffing/support for various groups (LGTBSS, etc.) Creation of an Omsbuds office Create Multicultural Center Renaming of offices, programs, or services to be more inclusive/welcoming</p>	<p>Page 25-6: Sexual minorities felt the most hostility and need for support People not knowing who to talk with about complaints, confusion in focus groups. Cultures not being valued</p>	<p>√</p>	<p>2006-2007</p>

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
1.4. Increase visibility, promotion, and importance of diversity issues	President and University Marketing	Faculty/staff time to review/update materials and websites, funding for 'awards' for outstanding service towards improving campus climate, etc.	Internally and externally recognize the achievements of marginalized members of the ISU community and successes related to campus climate Publications and recruitment materials are welcoming for all Diversity initiatives, services, programs, and resource people (for both campus and the broader community) are easily accessible from main ISU resources (such as website) President share importance of diversity with the broader Iowa audience	Page 30: 27% of individuals did not know who to report complaints to – didn't know policies/procedures	√	Immediate and ongoing
1.5 Review of 'policies' and 'statements' for campus climate impacting issues and ease of access to information.	Office of Equal Opportunity and Diversity	Faculty/staff time to review and revise changes to policies. Also faculty/staff time to enhance on-line policy library, etc.	Policies more supportive of a welcoming campus environment Information/access to policies more easily obtained by students, faculty, and staff	Page 30: 27% of individuals did not know who to report complaints to – didn't know policies/procedures	√	2006-2007
1.6 Assess needs and enhance training programs and services for diversity	Office of Equal Opportunity and Diversity	Hiring (or release time) faculty/staff to develop and lead training. Staff/faculty time to attend training	Annual training workshops for faculty/staff Annual training for support personnel – sexual harassment assistors, etc. Training for individuals with initial contact (front-line) responsibilities for students and visitors Create climate/expectation that all levels of staff (merit, P&S, faculty, admin) be given time to participate in diversity/climate related trainings	Pages 48-51, 53: low percentage of faculty/staff/students receiving training in recent years	√	Immediate and ongoing

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
1.7 Demonstrate the value of diversity through celebrations.	President's Office and Campus Community Council proposed in 5.1	Financial support for celebration activities, staffing to coordinate events, and presence of senior administration at events Potential source: ISU Foundation – Greater University Fund	Events will be 'elevated' in importance due to proactive participation by senior administration. Increased awareness and understanding among constituency groups.	Page 33: only half of individuals felt their cultural heritage was valued by ISU	* need to enhance and expand support for current and future events	2006 -2007
1.8 Promote and enhance campus-wide discussions on diversity and campus climate issues	President and PACD	Time from PACD and other groups for initial planning. Commitment of time and resources to implement outcomes from discussions.	Enhanced diversity forums with follow-up by PACD More involvement of president and PACD with diversity forums Campus climate issues integrated into other forums such as faculty conference	Page 33: resident authority – more individuals knowledgeable/sensitive to issues will lessen this	* need to enhance	2006 – on-going

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
1.9 Create a Personal Safety Commission						
1.9.1 Membership: campus & community members with knowledge & skills related to incident management & response [Purpose: Formulate responses to incidents of domestic and/or relationship violence, sexual assault, workplace violence, and substance abuse.]	Chairs or Co-Chairs of Personal Safety Commission – Reporting to the President directly	Co-Chairs and Commission members are assigned by President; Administrative support needed; Website development needed; Training of commission needs assessed and addressed	Review coordinated reporting efforts across campus and make recommendations for improvements Response is prompt, caring, and takes into consideration the targeted group needs Semester and year end reports filed with President and campus Increased awareness of campus community and community resources and referrals Assess needs of victims/targets and identify areas needing additional support	Page 35: over half of women and LGBT students fear for safety	* proposal started already	2006-2007
1.10 Create an Online Incident Reporting Center	Personal Safety Commission in collaboration with the Human Relations Commission (City of Ames/ISU)	Co-Chairs and Commission members are assigned by President Administrative support needed Website development needed Training of commission needs assessed and addressed	Review coordinated reporting efforts across campus and make recommendations for improvements Response is prompt, caring, and takes into consideration the targeted group needs Semester and year end reports filed with President and campus community	Page 30 – didn't know how to file complaints and fear of retaliation	* work in progress	2006

IMPLEMENTATION GOAL TWO

Curriculum & Pedagogy

Develop a curriculum that guides students to think critically about social justice issues and provides faculty with the tools to teach inclusively.

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
2.1 Continue Tightening of the International Perspectives Requirements and US Diversity Requirements by the Faculty Senate Curriculum Committee	The Faculty Senate Curriculum Committee is already involved in such a review.	Faculty curriculum committee time expenditure	International Perspectives courses should include substantive materials drawn from Latin America, Africa, and/or Asia. Students should gain significant experience of cultural systems dramatically different from the west U.S. Diversity courses should be limited to courses that have as their PRIMARY objective the study of the multicultural society of the U.S.	Only a slim majority of students in general, and only a significant minority of faculty, staff and people of color believe the curriculum is inclusive of differences (p. 51). To prepare our students for the 21 st century, they will need significant experience in areas of diversity related to foreign cultures, different races, ethnic groups, religions, genders, abilities, and sexual orientation. The peoples of Asia, Africa, and Latin America constitute approximately 5/6 of the world's population and enjoy the most rapid population growth.	* Faculty Senate Curriculum Committee Review in Progress	Immediate and ongoing
2.2 The University must include as one of its priorities in the Reallocation and Capital Campaign processes that are taking place, a substantial increase in hiring in those academic fields that provide a significant number of diversity courses.	President, Provost, and Deans.	Substantial commitment of funds from provost.	Incentives of additional faculty lines should be provided for departments that offer a disproportionate number of U.S Diversity and/or International Perspectives Courses. Ensure that an adequate number of faculty and courses are available to students on a regular basis. Develop diversity courses that address such issues more centrally within the sciences, business, and technological fields. For example, a course on "Global Perspectives on Science and Technology" might be extremely useful to students with interests in these areas.	Programs that offer diversity courses are overwhelmed with students, resulting in large classes with little room for discussion. Students find it extremely difficult to enroll in diversity courses because they fill so quickly.	*	S'06

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
2.3 Continue to educate academic advisors adequately about the centrality of diversity courses to the undergraduate educational experience.	Deans and Department Chairs	Faculty and staff time.	Advisors will deepen their appreciation of the importance of diversity courses.	Frequent complaints by students concerning academic advisors who are dismissive of diversity courses. Half of the people of color and of women responding to climate survey felt that providing such training would improve the university community (p. 52-53).	√	Immediate and ongoing
2.4. Provide adequate library support to acquire books and periodicals in fields related to U.S. Diversity and International Perspectives	Dean of Library	Considerable increase or reallocation of library acquisitions budget.	A library whose collections reflect the university's emphasis on diversity.	Librarians often complain about new academic initiatives that are planned without considering the implications for the libraries. Many of the journals related to diversity are new and have not been subscribed to in a period of journal cutbacks.	√	Immediate and ongoing
2.5 Create a Dialogues on Diversity- Part 2 (or develop new courses - consider other proposals for such courses from the community) that has its focus on "diversity in action"	Faculty Senate Curriculum Committee	Faculty time Staff time	Students will be able to identify barriers to community building	There aren't enough diversity courses available Dialogues on Diversity is excellent, but needs more resources to expand and include barriers information	√	Begin in 2005-06 and offer course in 2006

IMPLEMENTATION GOAL THREE

Research & Scholarship

Creating an academic environment that appreciates and values cultural / social differences through supporting and valuing research/scholarship that focuses on social justice/multicultural issues.

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
3.1 Create Institute for Justice	Office of the Provost for oversight and continual assessment and reporting	Dedicated and ongoing funding from the Office of the Provost Faculty positions needed Staff needed Space needed	Critical mass of faculty producing scholarship that contributes to diversity Retain and attract diverse(ity) faculty Increase visibility of diverse(ity) faculty President share importance of diverse(ity) faculty and scholarship	Quantitative and Qualitative data from CCS show need for diversity courses for students and for a climate that affirms diverse (ity) faculty.	*	Immediate and ongoing Complete within 5 years high cost
3.2 Actively recruit diversity faculty¹⁵. (see also 2.2, 4.2)	Office of Provost, Deans, Chairs	Dedicated positions Dedicated and ongoing funding (Provost) Staff time	Same outcomes as above Make flexibility a priority for all faculty (Part-time tenure positions, Family Leave Policy, Extension of the tenure clock for arrival of children)	Same rationale as above. Also, ISU diversity courses are consistently understaffed, causing problems for students and their advisors.	√	Immediate and ongoing

¹⁵ “Diversity faculty” refers to (a) those who, because of their background, represent diversity; (b) those who contribute to diversity by expanding our understanding of peoples and cultures that have been excluded historically from formal constructions of knowledge, how institutionalized barriers to social equality are constructed and maintained, and of strategies for dealing with these issues; and (c) those who bridge multiple disciplines in order to develop “cutting edge” approaches for the discovery of new ideas and addressing modern day problems.

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
3.3 Revise policies/guidelines for diverse(ity) faculty impacting issues	Office of Provost for drafting revisions, Deans for accountability, Chairs for implementation	Faculty/staff time to review and revise changes to policies	Policies more supportive of a positive college/unit environment	See below.	√	Immediate and ongoing
3.3.1 Position Responsibility Statements (PRS) should be evaluated annually for faculty duties, research, teaching, professional practice/extension, and service (i.e., get rid of 110% formula - e.g., 50% research, 50% teaching, 10% "service")	Deans, Chairs, and Program Directors to recognize service that is related to diversity.	Faculty Time	clarified, updated, and agreed upon definition of responsibilities contributions of diverse(ity) faculty internally and externally recognized. increased retention of diverse (ity) faculty formal rewards and credit created and given for diverse(ity) service.	45% of respondents thought that including diversity related activities as a criterion for faculty and staff performance evaluations would improve the climate at the University (C.C.S. Exec. Summary, p.3)	√	Immediate and ongoing Low cost
3.3.2 Recognition in annual evaluations, as in the P&T process, must occur for diverse(ity) scholars by soliciting input from scholars in the faculty member's area of scholarship.	Provost, Deans, and Chairs	Faculty Time	increased retention of diverse (ity) faculty recognize diverse(ity) achievements of diverse(ity) faculty internally and externally recognized. achievements in diverse(ity) scholarship documented and tabulated.	Faculty who do scholarship in diversity areas ¹⁶ often place their work in newer journals/ outlets and develop "fragmented portfolios"	√	Immediate and ongoing Low cost

¹⁶ "Diversity areas" including scholarship about historically under-represented groups and/or in emerging fields of interdisciplinary "cutting edge" study.

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
3.4 Develop Training programs for Chairs, P&T Committees, Deans	Office of the Provost with accountability and rewards for changing landscape	Hiring (or release time) faculty/staff to develop and lead training, as well as evaluate progress. Time to attend training.	Annual or semi-annual training workshops for Chairs, P&T Committees, and Deans Each college/unit will recruit and retain excellent diverse (ity) faculty Create climate/expectation of peer acceptance and support Create climate/expectation of acceptance and support from supervisor. Chairs, P&T Committees, and Deans share importance of diverse(ity) Participants will be trained on: 1) Diversity research and faculty as "cutting edge" 2) Understanding value of diverse ideas, perspectives and methods in research and teaching 3) Accepting that portfolios of diverse (ity) faculty may be broad based (diverse) rather than narrowly focused 4) Mentoring of diversity faculty including scholarship and grant writing 5) Equity in hiring and evaluation 6) Avoiding appointment of diverse (ity) faculty to multiple assignments (committees) in order to have representation 7) How to make joint appointments work, including communication, assignments, and assessment that is inclusive 8) Annual assessment of PRS statements 9) Understanding differences in networks and networking of diverse (ity) faculty 10) Clear understanding of policies available to delay tenure clock 11) Utilization of partner accommodations to recruit	Pages 48-51, 53; low percentage of faculty receiving training in recent years. Without time for development of training or for faculty to be trained, or without funding support and holding individuals accountable and keeping issue of diverse(ity) in front of people on a regular basis, these results cannot be achieved.	√	Immediate and ongoing

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
3.5 Dedicate funding to increase support of diverse(ity) faculty teams	Provost Office	Dedicated Provost(s) funding staff time and training	Increase diverse (ity) scholarship on campus; Retain diverse (ity) faculty Funding provided to: 1) Offer competitive mini-grants to help teams develop proposals 2) For all university internal funding, require a statement of how this work will impact, or address diversity 3) Sponsor grant workshops 4) Maintain an active system of e-mail alerts for funding	Quantitative and Qualitative data from CCS show need for diversity courses for students and for a climate that affirms diverse (ity) faculty.	*	Immediate Low to moderate cost
3.6 Mentoring	Provost Office with Deans, Chairs, Program Directors, and Mentors held accountable. Annual evaluations of mentors and their effectiveness. Annual assessment of the mentor/mentee match.	Dedicated Provost funding Formal committees (e.g., University Committee on Women) to facilitate mentoring teams and networks. Funding to support staff Reward informal mentoring that is effective.	Recruit and retain diverse (ity) faculty 1) Provide mentor-mentee training, including senior faculty 2) Enhance mentoring of faculty, both formal (committee) and informal 3) Pair junior and senior faculty 4) Assess mentoring at least annually to see that it is working 5) Annual evaluation should include discussion with mentoring committee and committees should be appraised of chairs assessment of the activity 6) provide resources 7) Support building of peer mentoring networks (parenting, discipline, gender) see also 4.2.3	Quantitative and qualitative data from C.C.Study show that women, people of color, and LGBTQ ¹⁷ faculty (in particular) have experienced subtle and (in some cases) overt bias and discrimination. This is often informal. Structuring the mentoring process will help alleviate this problem, and in the long run, increase diverse (ity) faculty in tenured positions who can then help mentor other newer faculty.	√ Some program(s) are already in place but need improvement with special attention to diverse(ity) faculty.	Immediate Low-cost

¹⁷ The "Q" in the acronym LGBTQ denotes a sexual identity category and is included to be inclusive of individuals who positively embrace and identify as queer and individuals who may be questioning their sexual orientation/identity.

IMPLEMENTATION GOAL FOUR

Increase the representation of historically underrepresented populations among faculty, staff, and students.

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
4.1 Actively Recruit & Retain Historically Underrepresented Students						
4.1.1 Enhance existing and/or develop new programs and partnership efforts to recruit historically underrepresented students	President, VPSA, Colleges	Current students & alumni from historically underrepresented groups, int'l alumni	Increase numbers from targeted high schools, tribal colleges, CCs, HBCUs, Hispanic-serving institutions, etc.	Low enrollments of underrepresented students	√	Immediate and ongoing
4.1.2 Support well established successful programs that assist low income and potentially first generation students.	President, VPSA, Colleges	Existing programs	Increased numbers in Upward Bound, McNair, SSSP, etc.	Low enrollments of underrepresented students	√	Immediate and ongoing
4.1.3 Develop/enhance retention programs beyond year 1 (while continuing good year 1 efforts such as LC programs)	Provost, VPSA, Colleges, Academic Departments, Programs	Funded programs in departments and organizations such as MSA, Women's Center, LGBTSS, PWSE, etc.	Increased retention rates	Low enrollments of underrepresented students Improved satisfaction with climate	√	Immediate and ongoing
4.1.4 Enhance the coordination of University, College, and Department efforts with that of Admissions when communicating with prospective students	VPSA, Colleges, Academic Departments, Programs	Existing University Units	Timely, unified communications from ISU to prospective students	Low enrollments of underrepresented students	√	Immediate and ongoing
4.1.5 Faculty & Peer mentoring of students	Provost, Colleges, Academic Departments, Programs	Departments, Programs, Faculty, Students	Increased number of mentoring relationships Increased retention rates	Low enrollments of underrepresented students Improved satisfaction with climate	√	Immediate and ongoing

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
4.2 Actively Recruit and Retain Historically Underrepresented Faculty & Staff						
4.2.1 Develop/Improve policies and resources that present ISU/Ames as an attractive location for new and diverse faculty and staff	President, Provost, VPs	Community & Campus Supporting Organizations and Corporate Partners	Family leave Job sharing Increase facilitation of partner placement for key diversity hires Part-time or paused tenure Increase support and availability of on-site, affordable, and high-quality child care	Producing creative policies, resources, and procedures can attract and retain diverse faculty and staff. Ames/ISU is not a "destination" location for many reasons: geographic location, current campus climate, and weather.	√	Immediate and ongoing
4.2.2 Train department and search chairs on techniques for conducting searches that improve diversity through a required online training course that would be completed prior to the search process.	Provost, Human Resources	Existing best practices and people who exhibit them, Human Resources Web development	Personal contacts at professional conferences; Best practices document is produced and used (national and local information); Successful departments assist in training	Low numbers of underrepresented populations Improve campus climate	√	Immediate and ongoing
4.2.3 Mentoring should be provided for new faculty. Also see 3.6	Provost, Departments	Existing best practices and people who exhibit them, Faculty, Provost	Annual performance reports by Chairs should include a discussion with the mentor(s). Chairs' reports also should be forwarded to the mentor(s)	Low numbers of underrepresented populations Improve campus climate	√	Immediate and ongoing
4.2.4 Assess and enhance visiting faculty/scholar programs to attract faculty from diverse groups	Provost, Colleges, Departments	President, Provost	Increased number of underrepresented faculty in visiting positions who remain at ISU afterwards	Low numbers of underrepresented populations	√	Immediate and ongoing
4.2.5 Enhance institutional resources to enable hiring underrepresented faculty at senior level and in clusters.	Provost	President, Provost	Increased number of underrepresented faculty	Low numbers of underrepresented populations	√	Immediate and ongoing

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
4.3 Require reporting on campus climate recruitment and retention of students, faculty, and staff, as appropriate. (See suggested questions on following pages).	All Administrative Units (including Institutes and Centers)	Existing University Units	Reporting structure is created (See suggested questions on following pages)	Low numbers of underrepresented populations Improve campus climate	√	Immediate and ongoing

IMPLEMENTATION GOAL FIVE

Inter-group & Intra-group Relations

Create a just environment that recognizes and celebrates cultural differences & socially constructed differences (i.e. gender, race, disabilities, sexual identity, etc.) by enhancing relations within and among groups.

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
5.1 Establish a Campus Community Council to coordinate the on-going communication & coordination of diversity-related programming, events, and efforts between offices and organizations	Vice President for Student Affairs	Council members (students, staff, & faculty) are appointed by the President Council should consist of a majority of student representatives Funding needed to announce the Council's purpose & responsibilities, and to promote the events & efforts	Organized coordination of online clearinghouse, diversity calendar, campus community ambassadors, and Cyclone Code for Community Respect Coordination of a majority of the action items proposed in goal area 5 is assigned to this group of people	There is a need to strengthen the sense of community on campus and increase the coordination and awareness of programs, meetings, & other efforts to educate and celebrate diversity	*	Develop in 2005-2006
5.2 Create and maintain an online clearinghouse of all of the efforts that are beginning and occurring on campus (the relevant community categories would be noted after each "effort" as appropriate, e.g. LGBTQA, sex/gender, race/ethnicity, ability/disability, religion, politics)	Monitored by the Campus Community Council	Website development needed Funding needed to market and publicize the clearinghouse Staff Time	Clearinghouse: provides an array of programming ideas, maintains archives and documents of previous events and projects, provides opportunity to build and maintain ally connections, assists faculty with curriculum development Student organizations, offices, depts., etc submit the "efforts" that they are working on. "Efforts" would include projects & on-going campaigns	There is a need to: improve communication, increase collaborations among groups, enhance a sense of community on campus	*	Develop in 2005-2006

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
<p>5.3 Create an online diversity calendar. The relevant community categories would be noted after each event as appropriate, e.g. LGBTQA, sex/gender, race/ethnicity, ability/disability, religion, politics (This will enhance the current online calendar by expanding visibility, highlighting categories of events, & increasing user-friendly accessibility)</p>	<p>Monitored by Campus Community Council in collaboration with University Relations & Human Resource Services</p>	<p>Website development needed Funding needed to market and publicize the calendar Staff time</p>	<p>The calendar helps individuals or groups stay informed of the events & meetings of others, increases potential allies, & decreases potential overbooking of events. Student organizations, offices, depts., etc. submit meetings, programs, & events.</p>	<p>There is a need to: improve communication, increase collaborations among groups, decrease overlap of events, meetings, etc. enhance a sense of community on campus</p>	<p>*</p>	<p>Develop in 2005-2006</p>
<p>5.4 Create a “Cyclone Code for Community Respect” – A written pledge to celebrate diversity, make a commitment to welcoming and encouraging persons of all ethnic origins, ability, religion, sex, gender, and sexual identity in all aspects of campus life</p>	<p>Campus Community Council in collaboration with Vice President for Student Affairs, Judicial Affairs, Orientation, Student Activities Center, P & S Council, & Faculty Senate</p>	<p>Marketing campaign & publicity Plastic card key-ring token, pin, button, etc.</p>	<p>Campus members would make a commitment to upholding certain standards on campus, including promotion of an inclusive campus environment & intolerance to injustice Increased unification of campus community Opportunity for campus members to identify with others who want to increase understanding of diversity & promote a richer campus culture</p>	<p>CCS reported only 2.3% (n=10) of those who experienced “offensive, hostile or intimidating conduct occurred off campus and 48.4% (n = 929) of the respondents had witnessed such conduct on campus, it is therefore a campus problem that must involve a campus solution that is renewed each fall for new students, staff, and faculty.</p>	<p>*</p>	<p>Summer 2005: Establish committee to coordinate Fall 2005: Incorporate into orientation & other campus events Coordinate annually</p>

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
5.5 Restructure the current “Clubfest” held annually during the fall semester	President Advisory Committee on Diversity in collaboration with Student Activity Center and Government of the Student Body	Clubfest needs to be moved to another location (e.g. tables in central campus mall or tables in multiple areas of the Memorial Union) Increase in space is needed	Increased participation of student organizations focusing on diversity in clubfest Promotion and acknowledgement of organizations, offices, departments, centers that focus on diversity & social justice Introduction of online clearinghouse, online diversity calendar, etc. <u>Long term:</u> Increased amount of students participating in activities, programs, organizations that focus on diversity	There are a limited number of student organizations that can participate Current location (MU Great Hall) is not large enough to accommodate Organizations focusing on diversity are unable to participate or have enough space to be acknowledged There is a need to improve communication, increase collaborations among groups, and enhance a sense of community on campus	√	Fall 2005: Analyze current clubfest Fall 2006: Clubfest restructuring occurs
5.6 Develop one-on-one educational experiences to increase personal awareness and realization of the importance of diversity.						
5.6.1 Develop the “Step Into My World” program (previous Disability Resources Program) – what does it feel like to experience oppression and/or be a member of a marginalized community?	Vice President for Student Affairs and Equal Opportunity and Diversity Office	Dean of Students offices sponsor a part of this program that applies to the population they work with (i.e. LGBTSS sponsors part on Step into my world— experiences of LGBTQ students)	Central administration strongly encourages all administrators, staff, & faculty to participate Implemented into staff, faculty, GSB annual trainings Students, faculty, & staff participate in a one-on-one experience, which allows individuals to let down their guard & learn <u>Long term:</u> Acknowledgment of individual responsibility to the campus community and the world	The survey showed that a “number of people suggested the campus would further benefit from an array of actions to promote diversity and understanding” (p. iv-v). Statistics gathered from the survey showed that 22% of respondents had “experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus” (p. iii). The program would actively increase awareness, decrease occurrence of marginalization, and create understanding of the implications of marginalization.	√ Currently being held as a Disability Resources program, addition of other marginalized communities would need to be added	Immediate & on-going Would continue to be held annually, addition of other groups would be combined as they created their part of the program.

ACTIONS	Suggested Administrative Oversight	Resources/ Source for Resources	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
5.7 Establish & train “campus community ambassadors” to promote active relationship building	Campus Community Council in collaboration with Vice President for Student Affairs and Equal Opportunity and Diversity Office	Recruit Residence Hall student staff to participate 1) current CA staff 2) student volunteers	Help eliminate fear & create friendly relations with people coming to diversity events Assist in disseminating information about campus community council, online clearinghouse, diversity calendar, campus community ambassadors, and Cyclone Code for Community Respect Increase community building	The survey showed that “respondents from underrepresented groups reported that they feared for their safety due to their sexual orientation/gender identity (67%), gender (63%), or race/ethnicity (39%)” (p. iv). The survey showed that a “number of people suggested the campus would further benefit from an array of actions to promote diversity and understanding” (p. v). Creating “campus climate ambassadors” would create an environment where people could feel safe, as well as allow for the continuation of education programs	*	Fall 2005: Students will be recruited & trained Spring 2006: Ambassador program will be established & they will begin carrying out their responsibilities
5.8 Assess & strengthen current resources for the Multicultural Task Force (The MTF provides funding & advising to promote diversity awareness and education on multicultural issues)	Vice President for Student Affairs	Increase funding and staffing support to allow Multicultural Task Force to expand awareness, services, and collaborations	Campus community coordinates and collaborates when planning multicultural events Sense of community and care increased	The CCS reported that 66.6% (n = 461) of the respondents felt the “offensive, hostile, or intimidating conduct” they experienced was a based upon country or origin, ethnicity, or race.	√	Fall 2005: Assess Spring 2006: Strengthen

Recommendations for Assessing Outcomes

The Iowa State University *Implementation Plan for Diversity, Equity, and Community: 2006 – 2011* will be provided to the ISU community via a posting on the President’s Advisory Committee on Diversity (PACD) Website. Given the actions presented in the *Implementation Plan for Diversity, Equity, and Community: 2006 – 2011*, the following recommendations are suggested for assessing the outcomes over the life of the plan.

- Yearly initiative updates (status reports) provided by each academic unit and academic support unit to address the actions presented in the plan (see Appendix A for recommended methodology).
- Provide “Best Practices” to units to assist them in responding to the actions recommended in the plan.
- Re-assessments of specific areas of the plan as determined by PACD. For example, a student satisfaction review regarding how the institution is responding to acts of intolerance, an employee review of how the institutional structure addresses issues of diversity, equity, and community, etc.
- Conduct a cultural audit follow-up study to assess the institutional climate at the end of the five-year plan. This audit should be similar to the original audit in order to assess the impact of the strategic initiatives.
- The Equal Opportunity & Diversity Office will provide on a yearly basis to all academic units and academic support units demographic statistics including information on students, faculty, and staff inclusive of gender, race, and any other information collected on underrepresented populations.
- Conduct follow-up focus groups in areas where challenges were discovered via the internal assessment.
- The Equal Opportunity & Diversity Office will provide surrounding county demographics on its home page. This data will be updated yearly.
- Best Practices regarding diversity initiatives are presented to campus community, e.g. recommendations for diversifying the faculty and staff.

Appendix A

Recommended Method for Academic College/Academic Support Unit Reporting on Progress
in executing the actions suggested in the
Implementation Plan for Diversity, Equity, and Community: 2006 – 2011
Suggest evaluating at the mid-point (2009) and at the conclusion (2011) of the Implementation Plan.

Date	Activity	Responsibility
TBA	Presentation of review process to unit/college budget executives – process will include outline of envisioned new plan so that unit/college budget executives can review and provide input. Request feedback on plan by [insert date] .	Provost / PACD
TBA	Initial letter to Budget Executives by Provost Included: questions to assess progress based on the five goals; indication that demographic data would be forwarded by [insert date]	Provost
TBA	Pertinent demographic data provided to each unit/college, 2005, 2007, and 2009	Equal Opportunity & Diversity Office
TBA	Graduation data provided to colleges in 2005, 2007, and 2009	Equal Opportunity & Diversity Office
TBA	Plan updates due to Diversity Council	Unit/College Budget Executives
TBA	Review teams established and charged	Provost/PACD
TBA	Review teams meet and evaluate updates	Review Teams
TBA	Provost/Director of EOD meetings with Unit/College Budget Executives to review evaluations	Provost/Director EOD
TBA	Evaluation, unit/college feedback published on PACD Website	PACD

Implementation Plan Evaluation Teams

1. Four plan evaluation teams, nine individuals per evaluation team.
2. Request team participation from the following constituencies:
 - a. Participants from various constituent groups (PACD determines groups) - total 20 participants.
 - b. Four nominations from Faculty Senate - total of 4 participants.
 - c. Four nominations from Undergraduate and Graduate Student Government - total of 4 participants.
 - d. Four nominations from the Diversity Council - total of 4 participants
 - e. Four team chairs appointed by the Provost - total of 4 participants.
 - f. Each team will be supported by a member of PACD who will have major responsibility for scheduling team meetings and writing plan draft evaluations and final report.
 - g. Anticipate a commitment of about 24 hours (six hours per ten days) over a two-month period.
 - h. Upon completion of evaluations, "best practices" from the units will be identified and published to the PACD Website.

Team Review Timeline

October	Plan evaluation teams nomination requests are sent from the Provost
November	Evaluation template and evaluation criteria are defined
December	Evaluation teams are composed and charged Plan reports are due
March	Plan evaluations are complete
April	Meetings between Provost/Director of EOD and Budget Executives are completed
May	Plan reports and evaluations are placed on the Web

Performance Indicators for Diversity Plan Updates¹⁸

Academic Colleges

Goal 1: Institutional Commitment

Achieve a just environment on campus where everyone feels welcome, respected, and safe.

1. How does your college define or describe diversity? How is this understanding demonstrated in areas of emphasis within your college?
2. How has your college distributed and discussed information to students about the University's diversity initiatives?
3. How has your college distributed and discussed information to faculty and staff about the University's diversity initiatives?
4. Does your college have a diversity committee? What is its role?
5. How does your college and department leadership demonstrate visible support for diversity?
6. How does your college identify and respond to climate for diversity issues?
7. What college-wide and individualized approaches have you developed to enhance overall climate and individuals' satisfaction with the environment?

Goal 2: Curriculum & Pedagogy

Develop a curriculum that guides students to think critically about social justice issues and provides faculty with the tools to teach inclusively.

1. What initiatives has your college taken in supporting social justice in the curriculum efforts?
2. What teaching in your college has advanced the University's diversity agenda?
3. How are social justice issues and concerns integrated into the curriculum of your college?

Goal 3: Research and Scholarship

Create an academic environment that appreciates cultural/social differences through supporting and valuing research/scholarship that focuses on social justice/multicultural issues.

1. What initiatives has your college taken in supporting multicultural research efforts?
2. What research in your college has advanced the University's diversity agenda?
3. How are social justice issues integrated into the research agenda of your college?

¹⁸ These questions are meant to facilitate the responses by each academic college describing how they are addressing the five goals outlined in the plan. These are in addition to or subsumed in the action items provided in the plan. A similar set of questions will be drafted by PACD for academic support units.

Goal 4: Recruitment & Retention of Historically Underrepresented Students, Faculty & Staff
Increase the representation of historically underrepresented populations among faculty, staff, and students.

Recruitment and retention of students:

1. Describe specific initiatives your unit may have that are intended to contribute to recruiting or retaining undergraduate and/or graduate students from underrepresented groups.
2. Describe specific initiatives your unit may have that are intended to reduce inter-group disparities in enrollment, retention, and graduation rates.
3. What mechanisms for collaboration has your unit established?
4. Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)
5. What measures of success have you identified to gauge your progress in this Goal? Include data demonstrating outcomes.

Recruitment and retention of faculty and staff:

1. How has your unit actively and successfully engaged in locating and recruiting faculty and/or staff from underrepresented groups?
2. What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?
3. What retention strategies have you implemented in your unit to retain and promote the success of faculty and/or staff from underrepresented groups?
4. Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)
5. What measures of success have you identified to gauge your progress in this Goal? Include data demonstrating outcomes.

Goal 5: Inter-group & Intra-group Relations

Create a just environment that recognizes and celebrates cultural differences & socially constructed differences (i.e. gender, race, disabilities, sexual identity, etc.) by enhancing relations within and among groups.

1. What organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, etc. has your college implemented to assist in the development or maintenance of discourse between and within members of underrepresented groups?
2. Do underrepresented students regularly participate in extracurricular activities such as clubs, service groups, newspapers and so forth? Are efforts made to increase underrepresented student participation? If so, please describe those efforts.
3. Are efforts made to ensure that student entertainment and activity programs reflect the interests of underrepresented students and feature underrepresented artists and speakers?
4. Is there underrepresented student participation on college committees and task forces that have student representation?
5. Is information routinely supplied to all faculty on services available to underrepresented individuals in the college, and on the appropriate referral process for using them?
6. Is training on social justice issues provided to the following groups in the college: Student? Faculty? Deans and department chairs? Advisors? Counselors? Staff?