

Equity, Diversity, Inclusivity Recommendations

Goals and Action Steps	SPRING 2016	SUMMER 2016	FALL 2016	SPRING 2017	SUMMER 2017	FALL 2017
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EDI contributions in promotion and tenure decisions

1. Strategies for including faculty and staff EDI contributions in annual evaluation, promotion and tenure decisions

1.1	Relevant language in personnel documents is revised so that workforce contributions to equity, diversity, and inclusivity are valued, expected, assessed, and rewarded across all units, departments, and programs.					
	A. Senate, through the Faculty and Academic Staff Personnel Committees, considers and recommends how language on contributions to equity, diversity, and inclusion can be added to the Faculty and Staff Handbook, Rules, and Procedures.					
	B. University Staff Council considers and recommends how language on contributions to equity, diversity, and inclusion can be added to the University Staff By-Laws.					
	C. Based on the Senate resolution, departments and units add equity, diversity, and inclusion language to Department Evaluation Plans and other relevant evaluation documents.					
	D. Based on University Staff By-Laws, Human Resources consults with units and departments to include equity, diversity, and inclusion language in all evaluations, reclassifications, and contract renewals.					
	E. New equity, diversity, and inclusion language in personnel documents is applied to evaluation processes beginning in fall 2017.					
1.2	Student evaluations of instruction will include at least one question related to equity, diversity, and inclusion.					
	A. Senate, through the Academic Policies Committee, considers and recommends a resolution requiring inclusion of one or more standard evaluation question/s related to equity, diversity, and inclusion in students evaluations of instruction.					
	B. A sample bank of questions related to equity, diversity, and inclusion will be shared with each of the colleges for consideration.					
	C. One or more standard evaluation question/s related to equity, diversity, inclusion are adopted and used in course evaluations.					

Campus wide professional development

2. Recommendations for campus-wide professional development to increase employee and student cultural intelligence, improve campus climate, and support the action plan

2.1	Implement a three-tiered approach for professional development for the university community, which will accommodate students, staff, and faculty with distinctive professional development needs.					
	A. Explore campus and national models for Tier One professional development (online or in-person): covering basic concepts, common language, and everyday conversations.					
	B. Develop pilot versions of an online EDI development model for faculty/staff.					
	C. Roll out EDI online development module for faculty/staff (Tier 1 - required).					
	D. Accomplish proof of concept for Tier 2 training: developing skills and a willingness to act to improve EDI outcomes in individual units and departments.					
	E. Accomplish proof of concept for Tier 3: developing skills for leading groups toward EDI goal attainment proof of concept.					
	F. Rollout Tier 2 for all supervisors, Tier 3 for all managers.					
2.2	Create and implement a first-year experience for all students that emphasizes core vocabulary, intercultural communication, and critical understandings related to equity, diversity, and inclusivity.					
	A. Create and pilot an EDI development model for first-year students.					
	B. Implement EDI development program for all frosh.					

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Recruitment and retention of faculty and staff of color

3. Strategies for faculty and staff of color recruitment and retention

3.1	Develop a multicultural post-doc/dissertation fellows program on a pilot basis.					
	A. Recruit and hire a small cohort of postdoctoral fellows for a one-year appointment in 2017-2018.					
	B. Recruit and hire a small cohort of dissertation fellows for a one-year appointment in 2018-2019.					
3.2	Create a faculty and staff excellence award category specifically geared toward EDI efforts (e.g., Excellence in EDI award).					
3.3	Strengthen EDI campus-community engagement.					
	A. Create an ad hoc campus/community conversation group as a pilot toward strengthening community awareness of EDI issues, and to experience how the broader community can be involved in effecting change.					
	B. Transition from campus/community pilot to ongoing campus/community effort.					
3.4	Personnel practices are strengthened regarding recruitment and hiring of faculty/staff with professional interests and competencies in equity, diversity, and inclusivity.					
	A. Create a stronger model for recruiting and hiring, where equity, diversity and inclusion are explicitly valued.					
	B. Educate all units on new hiring model.					

Contribute to reaching the guidepost

4. Suggestions for how departments and units can contribute to reaching the guidepost goal

4.1	Every campus unit (including departments, programs, and service offices) conducts a survey of its EDI-related resources, challenges, and achievements.					
	A. Each department, unit or program prepares a report of no more than two pages (specific questions will be supplied).					
	B. Program chairs participate in an EDI Roundtable discussion of their report, with recommendations made and discussed.					
4.2	Implement proactive strategies to reduce the number and impact of bias incidents on campus, to ensure a fair resolution of incidents, and to notify the respective parties and the campus community of said resolutions while respecting individuals' federal privacy rights.					
	A. Review and implement revised EDI content for Phase I and Phase II orientation, and residence hall programming.					
	B. Review and implement revised bias response protocols, group response meeting guides, web-page posting process, and a response calibration framework.					
	C. Expand EDI education efforts across campus to incorporate basic information regarding how to respond, report, and follow up when incidents of bias are experienced/observed.					
4.3	The University will conduct strategic planning to refine Housing and Residence Life education, climate, and behavior standards related to EDI.					

Improve communication

5. Recommendations for streamlining and improving communication in and among groups working to support recruitment and retention efforts

5.1	Create an EDI Roundtable to be the primary leadership group charged with assessing progress toward plan goals, and providing campus consultation and leadership.					
	A. Committee charge is developed, applications are received, and participants are chosen.					
	B. Newly formed EDI Roundtable convenes.					
	C. Create an online resource center to support efforts to develop, coordinate, evaluate, and communicate EDI activity across the university.					
	D. Preapprove R1 courses for the LE curriculum; distribute an annual report that summarizes assessment results.					
5.2	Amplify and roll out cross-campus recruitment and retention strategies: FYE programming and high-impact practices.					
	A. Hire two Recruitment and Retention coordinators, one with specialization in Latino/a Student Success (with Spanish language skills) to collaborate with Admissions (recruitment), Multicultural Affairs (retention), and Residence Life (developing culturally-relevant high-impact experiences). Emergency hires may be available to move forward expeditiously on a pilot basis with the initiative.					
	B. All incoming students of color have a strategic first-year experience directly tied to retention and opportunity gap closure (high-impact practices).					
5.3	Review and publicly articulate the missions and strategies of the Office of Multicultural Affairs and Blugold Beginnings.					