DIVERSITY AND BELONGING
COMPREHENSIVE STRATEGY AND PLAN
2020 - 2023

SUBMITTED: MAY 22, 2020

BELONG.

BGSU® | DIVISION OF **Diversity and Belonging**

BOWLING GREEN STATE UNIVERSITY
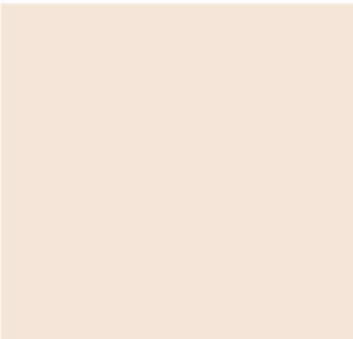
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DIVERSITY AND BELONGING COMPREHENSIVE STRATEGY AND PLAN 2020 - 2023

Diversity and Belonging Council Membership:

Jennifer McCary, Chief Diversity and Belonging Officer (Chair)

Sana Ali, Undergraduate Student Representative

Eileen Bosch, Chair, Library Teaching and Learning, Associate Professor & Coordinator of Library Instruction

Ana Brown, Director of Office of Multicultural Affairs, Division of Diversity and Belonging

Seth Campbell, Coordinator of Student Engagement, Diversity and Inclusion, Firelands Campus

Jadwiga Carlson, Teaching Professor, College of Arts & Science

Jordan Cravens, Director of Development, University Advancement

Peggy Dennis, Director, Accessibility Services, Associate Director, Center for Health

Lakeshia Dowlen, Director of Title IX, Division of Diversity and Belonging

Dr. Lisa Dubose, Director of Employee Relations; Professional Development; and EEO/Compliance, Office of Human Resources

Marie Dunn Harris, Social Media Specialist, Marketing & Communications

Dr. Kacee Ferrell Snyder, Director of Center for Women and Gender Equity, Co-Director for Center for Violence Prevention and Education

Marcus Goolsby, Undergraduate Student Representative

Jacqueline Hudson, Graduate Student Representative

Michaela Jackson, Undergraduate Student Representative

Cheyanne Jeffries, Graduate Student Representative

Dr. Kathy Meizel, Associate Professor of Ethnomusicology, College of Musical Arts

Dr. Sridevi Menon, Associate Professor, Ethnic Studies, School of Cultural & Critical Studies

Dr. Luis Moreno, Associate Teaching Professor, Ethnic Studies

Dr. Deborah O'Neil, Professor of Organizational Behavior, Director, Master of Organization Development Program, College of Business

Dr. Marcia Salazar-Valentine, Executive Director, International Programs & Partnerships

Troy Spikes, Associate Director of Logistics, Campus Operations

Dr. Katherine Stygles, Associate Director of Office of Multicultural Affairs, LGBTQ+ Programs, Division of Diversity and Belonging

Dr. Jessica Turos, Associate Director, Office of Academic Assessment

Paul Valdez, Associate Director, Center for Public Impact

BOWLING GREEN STATE UNIVERSITY STATEMENT AFFIRMING DIVERSITY AND BELONGING

Bowling Green State University values diversity as essential to improving the human condition. Diversity and inclusion immeasurably enriches all that we do to engage, understand, and respect individuals. Within our community, the diversity of identities and life experiences determines how we perceive and contribute to society. We acknowledge that diversity has not always been understood or embraced in our society, yet, at BGSU, we will strive to understand and embrace diversity by breaking down barriers to meaningful participation to ensure that individuals are treated with dignity. As a community, we commit to advance this culture through a comprehensive strategy and diversity plan that focuses on the recruitment, retention, and success of a diverse student body, faculty, staff, and administration.

As a public university for the public good, our bedrock commitment to diversity and belonging requires mutual respect, understanding, and valuing individuals to facilitate a more diverse and inclusive environment so all can belong.

See Appendix A for the full Board of Trustees Statement Affirming Diversity and Belonging.

CURRENT STATE OF DIVERSITY AND BELONGING

The following diversity and belonging comprehensive strategy and plan was created to aid us in the goals of our overall university strategic plan. Within this document, we address the current state of diversity and belonging through data, our strategies to establish Bowling Green State University as an institution of choice for students, faculty, and staff from marginalized and minoritized groups, and our plans to improve the climate on our campuses as they relate to diversity and belonging.
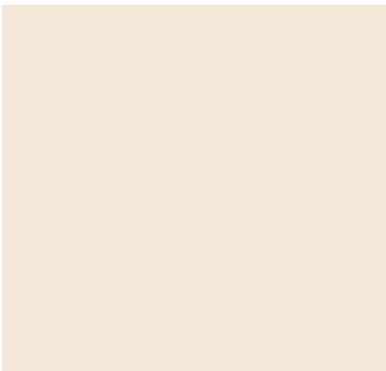
DATA ON BOWLING GREEN STATE UNIVERSITY STUDENTS, FACULTY, AND STAFF
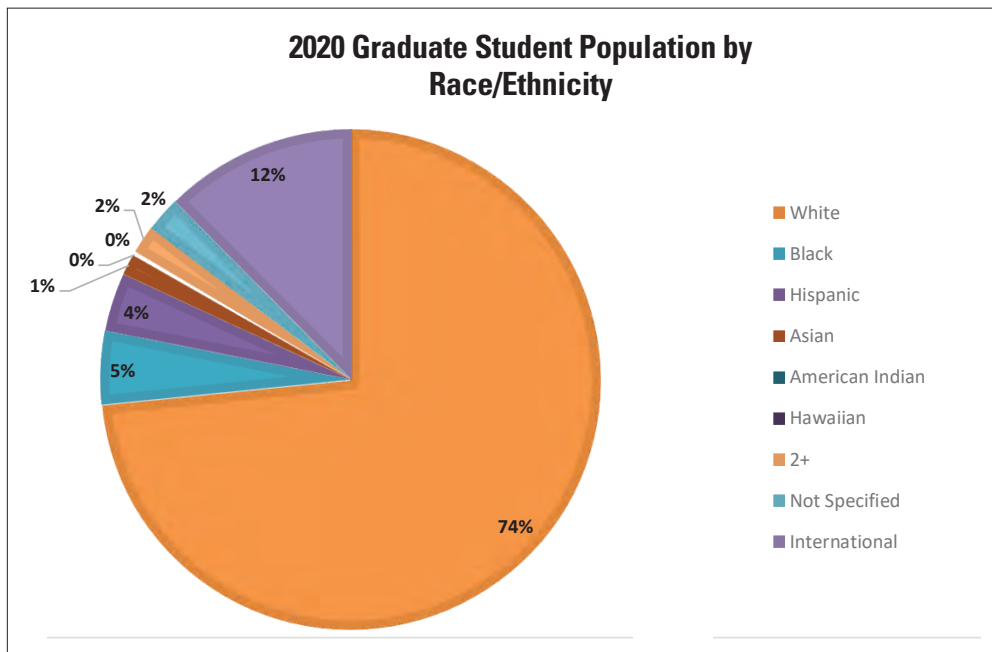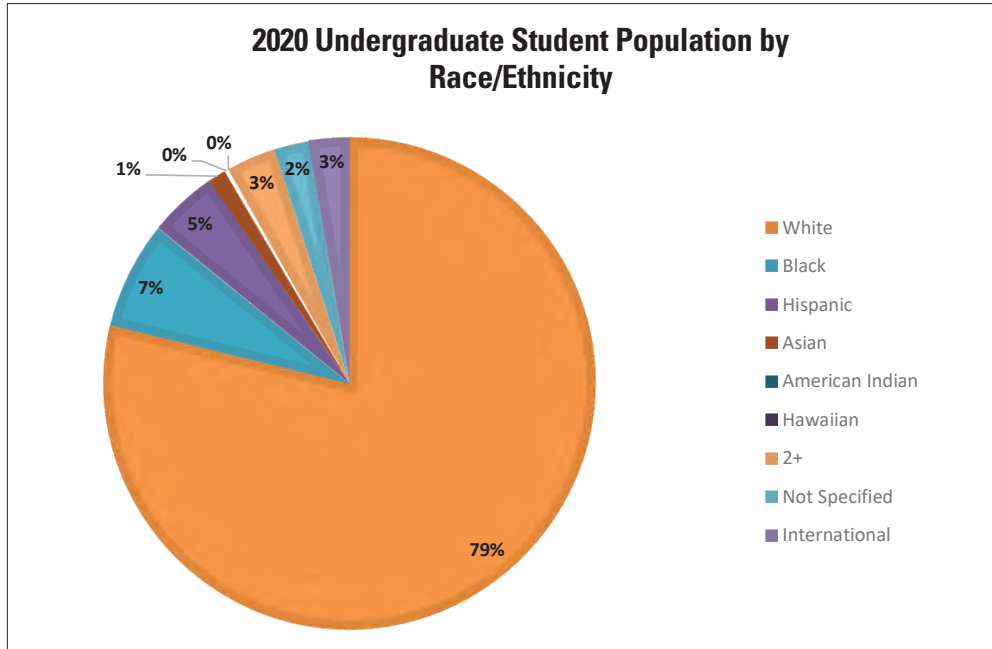
2020 Undergraduate Student Population by Race/Ethnicity

79%	White
7%	Black
5%	Hispanic
3%	Asian
1%	American Indian
0%	Hawaiian
0%	2+
2%	Not Specified
3%	International

2020 Graduate Student Population by Race/Ethnicity

74%	White
5%	Black
4%	Hispanic
1%	Asian
0%	American Indian
0%	Hawaiian
2%	2+
2%	Not Specified
12%	International

The pie chart above represents Undergraduate Student Population by Race/Ethnicity from 2020. Data demonstrate that the undergraduate student population is predominately White. Other populations (Black, Hispanic, Asian, American Indian, Hawaiian, 2+, Not Specified, International) are substantially smaller in representation. The pie chart below reflects graduate students. Though there are fewer graduate students than undergraduate, the data demonstrate that the graduate student population is predominately White. Other populations are substantially smaller in representation.

2019 All Faculty Population by Race/Ethnicity

The pie chart above represents All Faculty Population by Race/Ethnicity for 2019. Data demonstrate that the faculty population is predominately White. Other populations (Black or African American, Hispanic or Latino, Asian, American Indian or Alaska Native, 2+, Nonresident, Unknown) are substantially smaller in representation. The pie chart below reflects All Staff Population by Race/Ethnicity. This data demonstrate that the staff population is predominately White. Other populations are substantially smaller in representation.

2019 All Staff Population by Race/Ethnicity
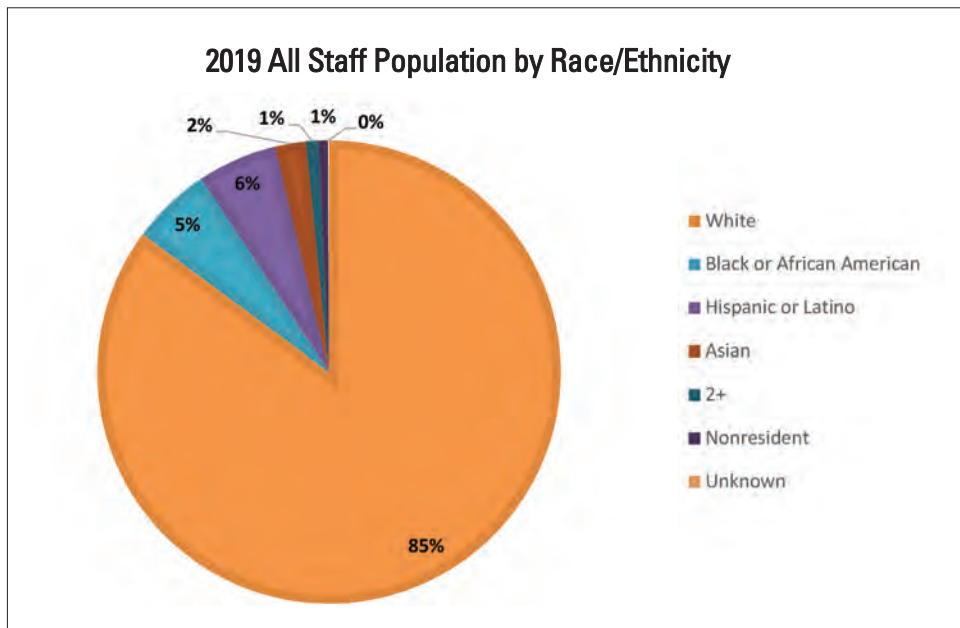
2020 All Student Population by Gender
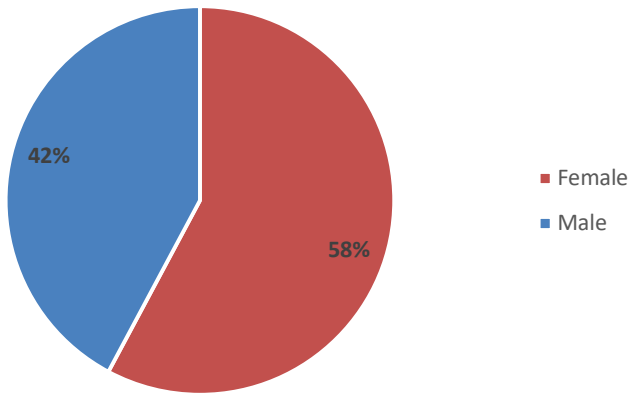
The pie chart to the left represents the All Student Population by Gender for 2020. Data demonstrate that female students are higher in representation than males.

Legend:
- Female
- Male

42%
58%

2020 All Staff Population by Gender
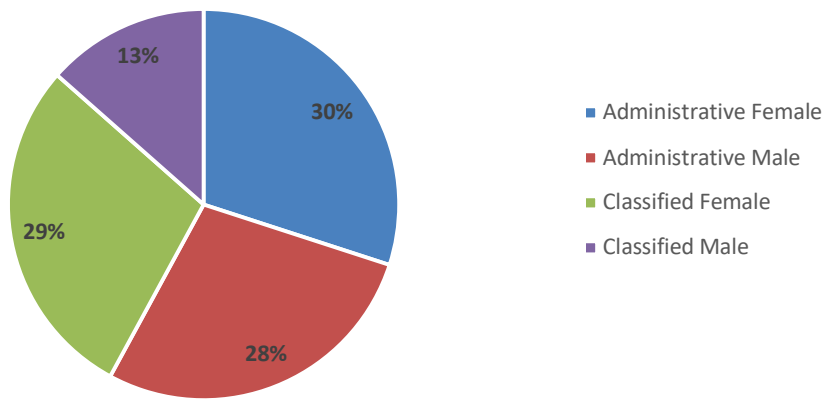
The pie to the left represents the Staff Population by Gender for 2019. Data demonstrate that female to male ratios are similar across Administrative Female, Administrative Male, and Classified Female. However, Classified Male is significantly lower.

Legend:
- Administrative Female
- Administrative Male
- Classified Female
- Classified Male

13%
30%
29%
28%

2019 All Faculty Population by Gender
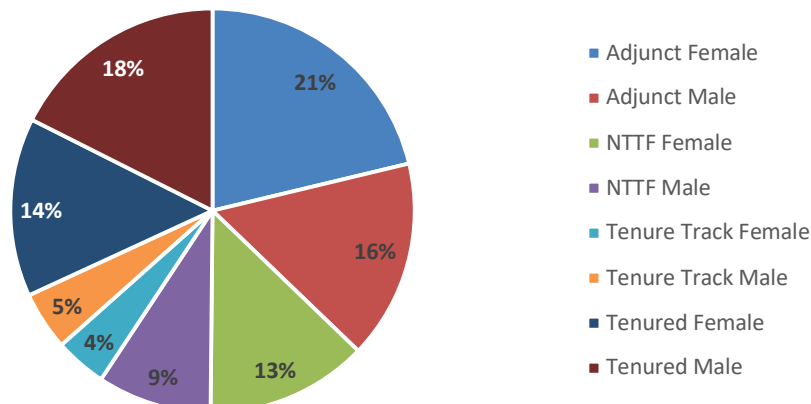
The pie chart to the left represents the Faculty Population by Gender for 2019. Data demonstrate that female to male ratios vary across Adjunct Female, Adjunct Male, NTTF Female, NTTF Male, Tenure Track Female, Tenure Track Male, Tenured Female, and Tenured Male.

Please note that Non-Tenure-Track Faculty (NTTF) was changed to Qualified-Rank Faculty (QRF) after data were collected.

Legend:
- Adjunct Female
- Adjunct Male
- NTTF Female
- NTTF Male
- Tenure Track Female
- Tenure Track Male
- Tenured Female
- Tenured Male

18%
21%
16%
14%
5%
4%
9%
13%
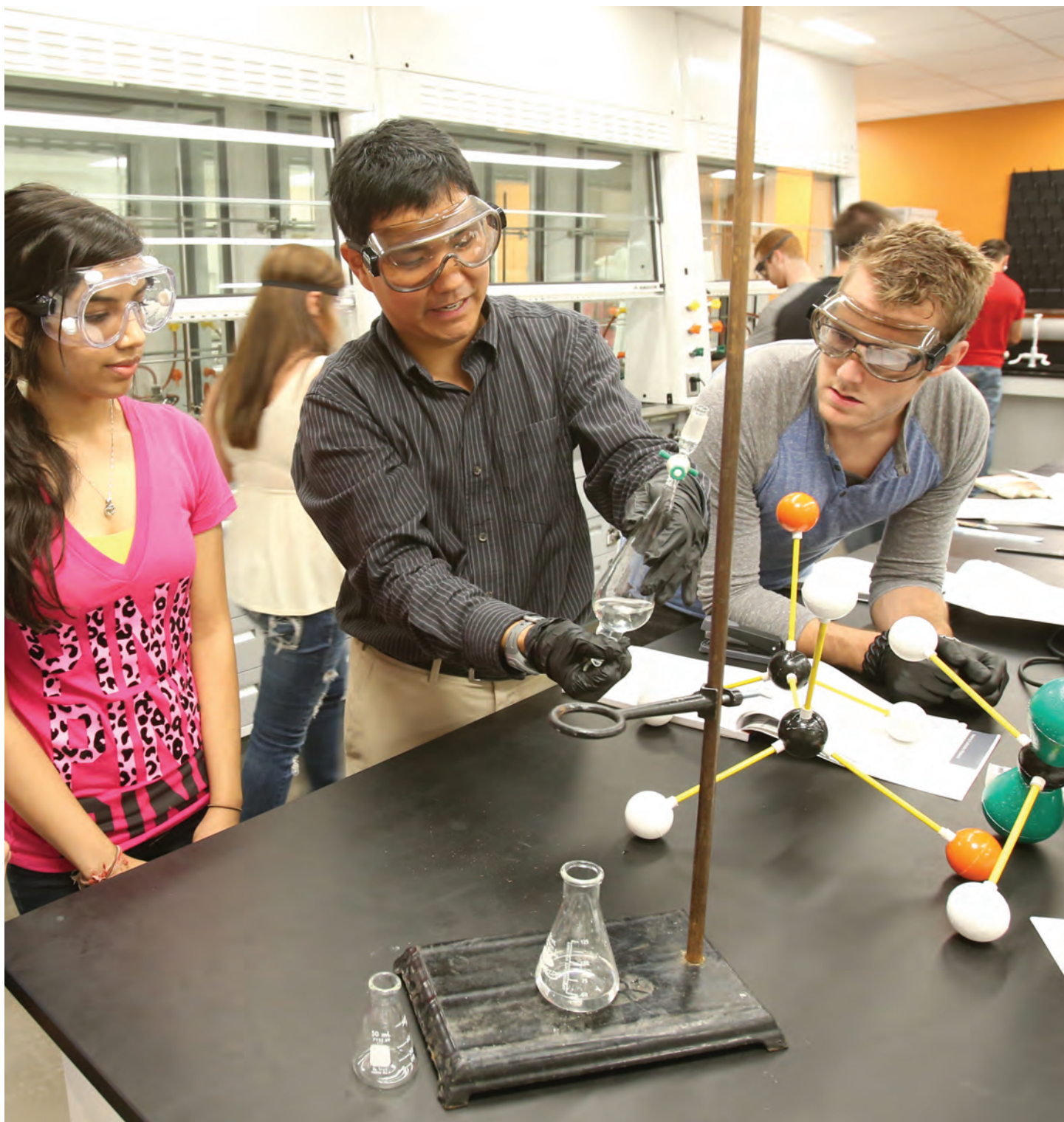
BOWLING GREEN STATE UNIVERSITY DIVERSITY & BELONGING SURVEY DATA

Diversity and inclusion is not the responsibility of any one person, but a collective effort that requires a commitment by each of us. In Bowling Green State University's (BGSU) newly developed strategic plan, Focus on the Future, Objective Three calls for us to empower and support all people to achieve excellence. Last year the BGSU Task Force on Diversity and Inclusion was charged with reviewing the current state of our diversity and inclusion efforts, assessing their success and effectiveness and providing a framework for our university moving forward. As a result of their recommendations, a new Cabinet-level position for diversity and belonging was appointed to ensure a holistic approach. A brief survey from President Rodney K. Rogers and Chief Diversity & Belonging Officer, Jennifer McCary was sent to the campus community with the goal of identifying benchmark data related to diversity and belonging at BGSU. The BGSU Diversity & Belonging Survey was open from August 23, 2019 – December 19, 2019.

What is your primary role at BGSU?

Response Type	#	%
Faculty	348	33.14%
Faculty Administrator	48	4.57%
Staff (including administrative and classified)	654	62.29%
Total	**1050**	**100.00%**

Are you aware of diversity and belonging efforts on campus?

Response Type	No		Yes		Total
	#	%	#	%	N
Faculty	22	6.34%	325	93.66%	347
Faculty Administrator	1	2.08%	47	97.92%	48
Staff	36	5.52%	616	94.48%	652
Total	59	5.64%	988	94.36%	1047

BGSU is making progress with noticeable leadership (e.g., vice presidents, deans, directors, department chairs, etc.) to support and promote diversity and inclusion.

Response Type	Disagree/Strongly Disagree		Agree/Strongly Agree		Total
	#	%	#	%	N
Faculty	68	19.88%	274	80.12%	342
Faculty Administrator	7	14.58%	41	85.42%	48
Staff	70	10.84%	576	89.16%	646
Total	**145**	**14.00%**	**891**	**86.00%**	**1036**

I feel a sense of belonging with the BGSU community as a whole.

Response Type	Disagree/Strongly Disagree		Agree/Strongly Agree		Total
	#	%	#	%	N
Faculty	84	24.42%	260	75.58%	344
Faculty Administrator	11	22.92%	37	77.08%	48
Staff	132	20.40%	515	79.60%	647
Total	**227**	**21.85%**	**812**	**78.15%**	**1039**

Overall I feel supported and empowered to do my job to the best of my ability.

Response Type	Disagree/Strongly Disagree		Agree/Strongly Agree		Total
	#	%	#	%	N
Faculty	80	24.32%	249	75.68%	329
Faculty Administrator	9	19.15%	38	80.85%	47
Staff	107	17.34%	510	82.66%	617
Total	**196**	**19.74%**	**797**	**80.26%**	**993**

I feel supported and empowered by senior leadership to do my job to the best of my ability.

Response Type	Disagree/Strongly Disagree		Agree/Strongly Agree		Total
	#	%	#	%	N
Faculty	104	31.71%	224	68.29%	328
Faculty Administrator	15	31.91%	32	68.09%	47
Staff	157	25.45%	460	74.55%	617
Total	**276**	**27.82%**	**716**	**72.18%**	**992**

I feel supported and empowered by my supervisor/mid-level leadership to do my job to the best of my ability.

Response Type	Disagree/Strongly Disagree		Agree/Strongly Agree		Total
	#	%	#	%	N
Faculty	74	22.49%	255	77.51%	329
Faculty Administrator	3	6.52%	43	93.48%	46
Staff	92	14.96%	523	85.04%	615
Total	**169**	**17.07%**	**821**	**82.93%**	**990**

I feel supported and empowered by my peers/colleagues to do my job to the best of my ability.

Response Type	Disagree/Strongly Disagree		Agree/Strongly Agree		Total
	#	%	#	%	N
Faculty	53	16.01%	278	83.99%	331
Faculty Administrator	8	17.02%	39	82.98%	47
Staff	60	9.74%	556	90.26%	616
Total	**121**	**12.17%**	**873**	**87.83%**	**994**

Note: 1,461 individuals identified as students on the Diversity & Belonging Survey. Student data are listed below.

Are you aware of diversity and belonging efforts on campus?

Response Type	No		Yes		Total
	#	%	#	%	N
Student	193	13.23%	1266	86.77%	1459

BGSU is making progress with noticeable leadership (e.g., vice presidents, deans, directors, department chairs, etc.) to support and promote diversity and inclusion.

Response Type	Disagree/Strongly Disagree		Agree/Strongly Agree		Total
	#	%	#	%	N
Student	181	12.47%	1271	87.53%	1452

I feel a sense of belonging with the BGSU community as a whole.

Response Type	Disagree/Strongly Disagree		Agree/Strongly Agree		Total
	#	%	#	%	N
Student	212	14.59%	1241	85.41%	1453

DEFINITIONS

In order to advance the work of the 2019 Diversity and Inclusion Task Force, the Diversity and Belonging Council reevaluated the recommended definitions of diversity, belonging, equity, and inclusion. Sessions were held on both campuses, as well as online, for members of the BGSU and broader community to provide feedback on the terms. It is the recommendation of the Council that these definitions be implemented university-wide to create a common language and understanding of these concepts and terms. Language is powerful. Many of the terms we use today are situated within an evolving historical narrative that continues to impact how each of us navigates the world.

The goal of providing background and definitions for the terms listed below is to help us improve dialogue about a variety of social topics. When we better appreciate the power of our words and the weight they carry, we can reduce several misunderstandings by strategically thinking through the way we describe our thoughts and experiences. More importantly, a common linguistic framework helps us to listen and better understand each other as we engage in these exchanges.

As a public university for the public good, it is our responsibility to ensure that each student, faculty, staff, and community member has the ability to participate without barriers and to feel affirmed. At BGSU this means understanding the power of our words and the language we choose to use.

Diversity is the recognition of intersecting identities and social hierarchies, particularly related to race, ethnicity, gender, sexual orientation, age, disability, religion, and socio-economic status. (Modified from BGSU Inclusion Network, 2012, as cited in Student Affairs Diversity Committee, 2014).

Belonging is an ongoing process of finding and creating connections. It is about the extent to which students, faculty, and staff feel valued, respected, included, and empowered. When people belong, they experience being affirmed by the campus community, inclusive of the people, physical spaces, and organizational structures within that community (adapted from Strayhorn, 2018, p. 4).

Belonging is the result of a successful alignment of diversity, equity, and inclusion efforts.

Equity is the practice of ensuring that personal or social circumstances, such as protected class or intersecting identities, are not obstacles to achieving one's potential. Equity is reflected in policies and processes which acknowledge that we live in a world where not all people are afforded the same resources, treatment, and opportunity, and works to remedy this fact (modified from Equity and Quality in Education, 2012).

Inclusion is an active process that engages the community to cultivate an environment that sustains and affirms all members, particularly those from historically marginalized or minoritized groups. It is a commitment to distribute privilege and influence across differences and a willingness to act on this commitment (BGSU Focus on the Future Task Force on Diversity and Inclusion and Diversity Strategic Plan Committee, 2019).

THE IMPACT OF COVID-19

Prior to the start of this global pandemic, we were preparing for a demographic shift due to the 2008 recession. Years of data analysis have prepared colleges and universities for a decrease in enrollment of approximately 15% by 2025. Our strategic planning efforts were helping to positively position Bowling Green State University, and the impacts of COVID-19 have only accelerated our timeline.

COVID-19 is not only a threat to our health, it is also a threat to our recruitment and retention of students, staff, and faculty. This pandemic has not and will not affect everyone equally. Many of the changes we have been asked to make in our lifestyle have been easy for some and unbearable for others. Thoughts of what the future will hold have left many of our own community members feeling vulnerable, anxious, and at risk. As we center people, we must be thoughtful of and patient with one another, and remember that we all entered this pandemic from different vantage points.

While COVID-19 is a major health crisis that we face, without our intentional intervention, it may also be a crisis of community division. This is not the story we want to tell. Instead, let our story be one of how this pandemic made us stronger.

DIVERSITY AND BELONGING COMPREHENSIVE STRATEGY AND PLAN

Strategic goals were created to provide greater clarity on ways that we will enhance our campus culture to support diversity and belonging. These goals are intended to guide each member of our community in a collective effort to improve the experiences of individuals, and inspire us to improve the conditions of this region and world. Working with a consultant, the leadership of Diversity and Belonging considered the current state of diversity and inclusion, based on information that was available.

Strategic Goals

1. Each BGSU student will graduate with the cultural competence necessary to live a meaningful and productive life in a diverse world.
2. We will equip students from all identities with the tools and support necessary to overcome personal and societal barriers, graduate, and achieve success.
3. Through our strategies, we will enhance our culture to support diversity and belonging from our hiring practices, to our recruitment and retention initiatives
4. Faculty, staff, and students will feel a sense of belonging with the BGSU community as a whole

Over the course of multiple meetings, the Diversity and Belonging Council reached consensus on these five thematic strategies and the plan for action captured under each theme. These strategies will guide the University through 2023.

Strategy 1

- ADVOCACY: Advocate for just and equitable policies and practices to ensure a safe and inclusive community where each person feels empowered and supported.
  a. Monitor university policies for negative/adverse diversity and inclusion impacts
  b. Review university assessment practices to ensure commitment to equity, diversity, and inclusion processes (e.g., disaggregating data) and outcomes (e.g., persistence, graduation) for diverse populations
  c. Develop a system to provide continuous feedback and suggestions
  d. Explore incentives for faculty and staff participation in ally and advocate training workshops
  e. Encourage participation of faculty, staff, and graduate students in affinity groups
  f. Assess current onboarding practices and training needs for new staff members
  g. Establish a network of Faculty and Staff Diversity Advocates who will serve as liaisons between campus community, various divisions and units

Strategy 2

- EDUCATION AND DEVELOPMENT: Deliver impactful social justice and cultural competency professional development opportunities and trainings to enhance faculty, staff, and students' capacity.
  a. Review extant literature to develop cultural competency standards for faculty, staff, and students
  b. Establish university-wide learning and developmental outcomes related to diversity and inclusion that can be used for programming and assessment purposes
  c. Offer professional development resources to educate staff on issues related to diversity, equity, inclusion, and social justice (e.g., share current articles; form book club; tiered training workshops; webinars/webcasts; share information about campus, regional, and national opportunities)
  d. Offer train-the-trainer sessions for a variety of diversity, equity, inclusion, and social justice workshops to build a network of approved co-facilitators

Strategy 3

- PROGRAMMING: Implement high-quality educational and engagement opportunities for university faculty, staff, and students.
  a. Conduct an audit of programming based on the mission, vision, values, etc. of the university
  b. Move beyond satisfaction-only assessment methods to assess the effectiveness of faculty, staff, and student learning
  c. Update university-wide learning and developmental outcomes related to student learning, development, and success that can be used for programmatic and assessment purposes to expand on Personal and Social Responsibility to diversity and inclusion

Strategy 4

- COMMUNITY: Leverage campus and community partnerships to create a diverse community of belonging.
  a. Survey current and forecasted internal and external collaborations and partnerships
  b. Explore funding opportunities with current and new partners
  c. Develop a campus and community partner communication plan
  d. Form cross-campus coalitions that connect students, faculty, staff, and community members

Strategy 5

- ACCOUNTABILITY: Demonstrate the positive impact of Diversity and Belonging initiatives to campus climate.
  a. Track, measure, assess, and report progress for the strategic plan
  b. Form or continue assessment committees to support and provide accountability for unit-level initiatives related to goals and metrics
  c. Communicate assessment results
  d. Explore the appointment of a President-designated administrator responsible for diversity, inclusion, and belonging efforts for faculty (i.e., Vice Provost for Faculty Diversity and Inclusion)

In addition to these strategic goals for the University, each Dean is asked to identify diversity, equity, inclusion, and belonging goals for each College or Unit specific to faculty and staff recruitment, retention, career achievement and advancement, and climate. Please see Appendix C for a copy of the full Diversity and Belonging Action Plan Template.

References

Bowling Green State University, Focus on the Future Task Force on Diversity and Inclusion and Diversity Strategic Plan Committee. (2019). Focus on the Future Diversity and Inclusion Task Force Report. Retrieved from https://www.bgsu.edu/content/dam/BGSU/president/documents/diversity-and-inclusion/Diversity-and-Inclusion-Task-Force-Report.pdf

Faculty and Staff Dashboard. (n.d.). Retrieved from https://www.bgsu.edu/institutional-research/FacultyReports/faculty-and-staff.html

OECD Publishing. (2012). Equity and Quality in Education: Supporting Disadvantaged Students and Schools. Retrieved from https://www.oecd.org/education/school/50293148.pdf

Strayhorn, T. L. (2019). College students sense of belonging: a key to educational success for all students. New York, NY: Routledge.

Student Dashboards. (n.d.). Retrieved from https://www.bgsu.edu/institutional-research/StudentReports.html

University Learning Outcomes. (n.d.). Retrieved May 5, 2020, from https://www.bgsu.edu/catalog/general-information/the-univeristy/university-learning-outcomes.html

BOARD OF TRUSTEES

February 28, 2020

STATEMENT AFFIRMING DIVERSITY AND BELONGING

WHEREAS, Bowling Green State University's Board of Trustees has historically been committed to diversity and inclusion among the University's faculty, staff, students and programs as evidenced by its resolutions of March 1987, June 1991, and June 1999;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Bowling Green State University approves the following statement affirming diversity and belonging:

Bowling Green State University values diversity as essential to improving the human condition. Diversity and inclusion immeasurably enriches all that we do to engage, understand, and respect individuals. Within our community, the diversity of identities and life experiences determines how we perceive and contribute to society. We acknowledge that diversity has not always been understood or embraced in our society, yet, at BGSU, we will strive to understand and embrace diversity by breaking down barriers to meaningful participation to ensure that individuals are treated with dignity. As a community, we commit to advance this culture through a comprehensive strategy and diversity plan that focuses on the recruitment, retention, and success of a diverse student body, faculty, staff, and administration.

As a public university for the public good, our bedrock commitment to diversity and belonging requires mutual respect, understanding, and valuing individuals to facilitate a more diverse and inclusive environment so all can belong.

Appendix B | BGSU Populations by Race/Ethnicity 2016-2020

Undergraduate Student Population by Race/Ethnicity 2016-2020

Legend: White, Black, Hispanic, Asian, American Indian, Hawaiian, 2+, Not Specified, International

2016: 12199, 1387, 653, 112, 38, 8, 538, 407, 291
2017: 12334, 1325, 694, 138, 25, 12, 555, 46, 284
2018: 12472, 1272, 673, 154, 26, 7, 535, 414, 282
2019: 12717, 1222, 712, 168, 30, 8, 556, 389, 370
2020: 13191, 1180, 763, 195, 30, 9, 546, 387, 437
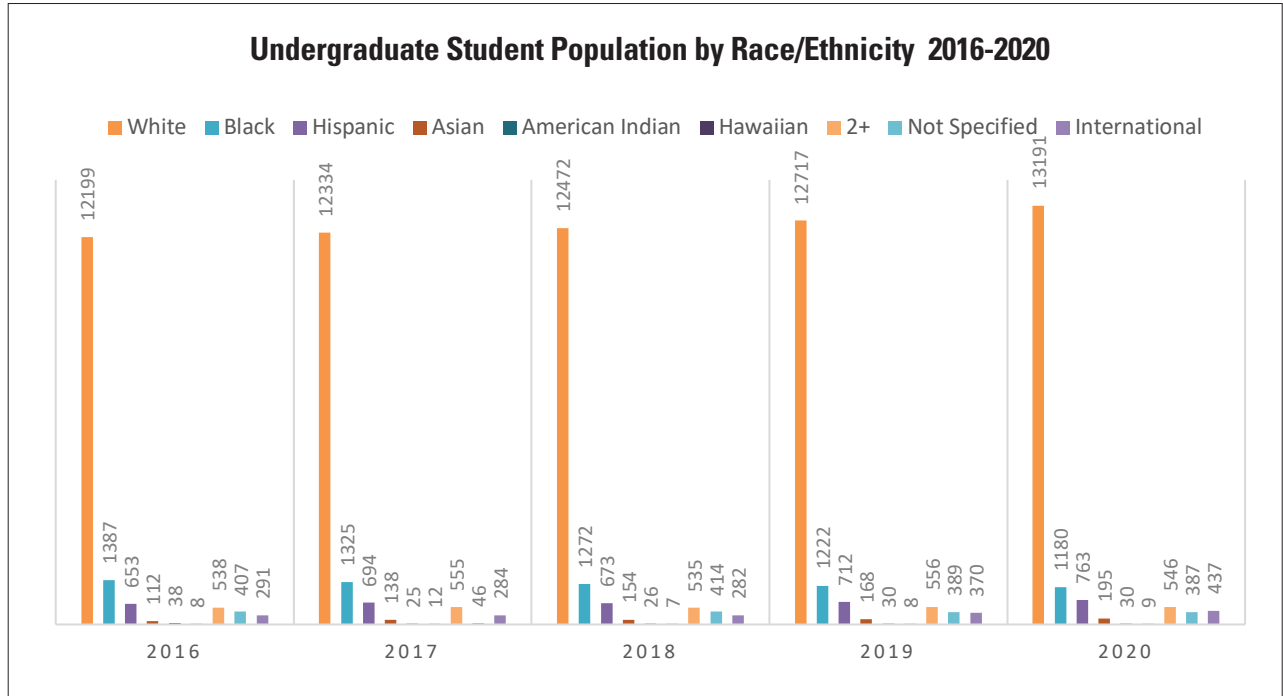
The column graph above represents Undergraduate Student Population by Race/Ethnicity from 2016-2020. Data demonstrate that the undergraduate student population is predominately White. Other populations (Black, Hispanic, Asian, American Indian, Hawaiian, 2+, Not Specified, International) are substantially smaller in representation. The column graph below reflects graduate students and though there are fewer graduate students than undergraduate, the data demonstrate that the graduate student population is predominately White. Other populations are substantially smaller in representation.

Graduate Student Population by Race/Ethnicity 2016-2020

Legend: White, Black, Hispanic, Asian, American Indian, Hawaiian, 2+, Not Specified, International

2016: 1766, 122, 69, 40, 0, 28, 124, 496
2017: 1805, 125, 91, 31, 4, 1, 27, 108, 458
2018: 1855, 132, 93, 28, 2, 0, 47, 76, 390
2019: 1899, 133, 93, 39, 4, 1, 51, 60, 323
2020: 1903, 122, 97, 35, 5, 2, 48, 59, 321

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All Student Population by Gender 2016-2020

Legend: ■ Female ■ Male

Year	Female	Male
2016	10678	7605
2017	10697	7782
2018	10645	7814
2019	10854	7922
2020	11176	8155
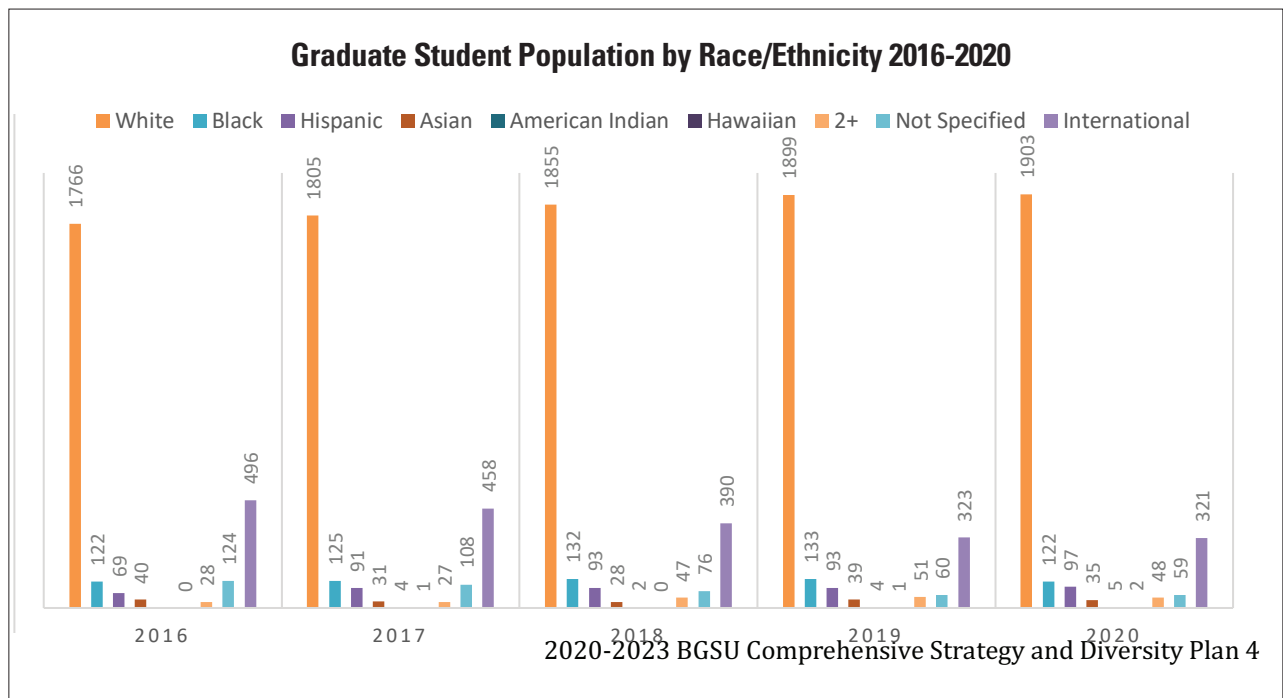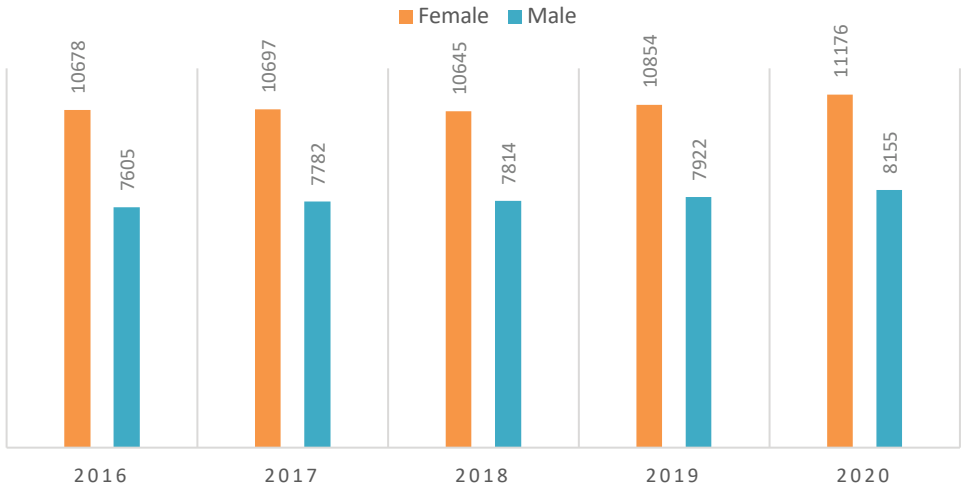
The column graph to the left represents the All Student Population by Gender from 2016-2020. Data demonstrate that female students have remained roughly 3,000+ higher than male in representation.

Staff Population by Gender 2016-2019

Legend: ■ Administrative Female ■ Administrative Male ■ Classified Female ■ Classified Male

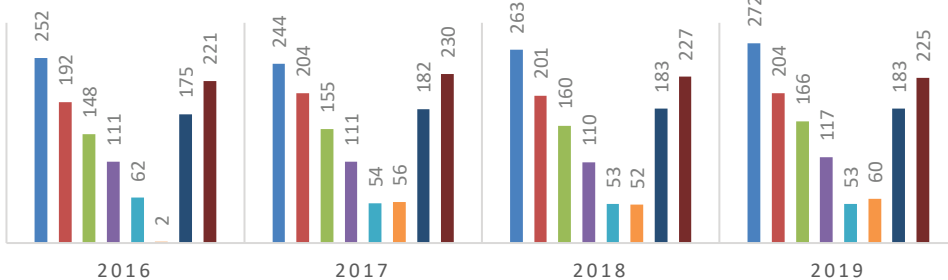| Year	Administrative Female	Administrative Male	Classified Female	Classified Male
2016	382	402	433	202
2017	395	387	422	198
2018	410	388	407	184
2019	405	377	386	182
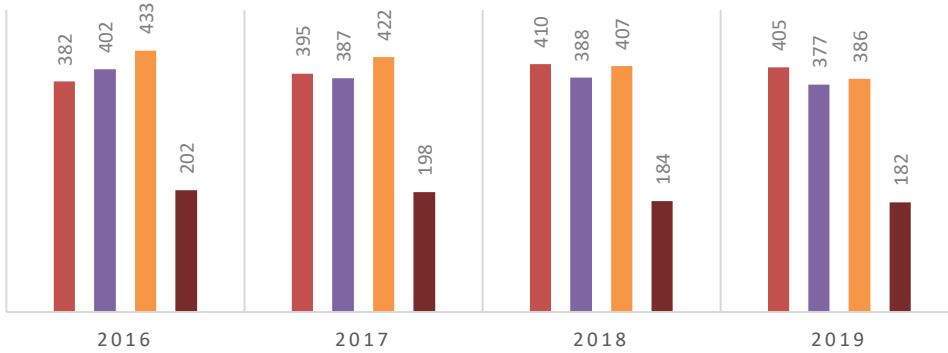
The column graph to the left represents the Staff Population by Gender from 2016-2019. Data demonstrate that female to male ratios are similar across Administrative Female, Administrative Male, and Classified Female. However, Classified Male is significantly lower

Faculty Population by Gender 2016-2019

Legend: ■ Adjunct Female ■ Adjunct Male ■ NTTF Female ■ NTTF Male ■ Tenure Track Female ■ Tenure Track Male ■ Tenured Female ■ Tenured Male

Year	Adjunct Female	Adjunct Male	NTTF Female	NTTF Male	Tenure Track Female	Tenure Track Male	Tenured Female	Tenured Male
2016	252	192	148	111	62	2	175	221
2017	244	204	155	111	54	56	182	230
2018	263	201	160	110	53	52	183	227
2019	272	204	166	117	53	60	183	225

The column graph to the left represents the Faculty Population by Gender from 2016-2019. Data demonstrate that female to male ratios vary across Adjunct Female, Adjunct Male, NTTF Female, NTTF Male, Tenure Track Female, Tenure Track Male, Tenured Female, and Tenured Male. Tenured Track Female and Male trend lower across the years. In 2016, Tenured track Male is significantly lower than any other area and in 2019, Adjunct Male is significantly lower.

Appendix C

DIVERSITY AND BELONGING ACTION PLAN TEMPLATE

In an effort to achieve the University's goals for diversity and belonging, the following action plan template has been provided. This document includes a reflection component and a goals section which should be edited as appropriate for your College or Unit. Plans will be submitted to the Diversity and Belonging Council and shared with the Provost and President. The Council serves as a resource to each College and Unit to provide ideas, suggestions and/or feedback on plans. The Council is charged with holding the Colleges accountable to their plans in order to encourage action and foster change within the BGSU community. The Council will also follow-up annually on progress and revisions.

ASSESSMENT OF CURRENT FACULTY AND STAFF MAKEUP AND PRACTICES:

Reflect on the actions your College takes to actively create and foster a diverse and inclusive climate among faculty and/or staff.

SPECIFICALLY:

- What does your College or Unit do to actively recruit diverse faculty and/or staff?

- What training does your College or Unit undertake in order to successfully hire diverse faculty and/or staff?

- What does your College or Unit do to actively retain and promote diverse faculty and/or staff?

- What mentorship programs does your College or Unit have that contribute to the retention of and sense of belonging for diverse faculty and/or staff?

- What professional development opportunities contribute to retention of diverse faculty and/or staff in your College or Unit?

SUCCESSES:

- What are your most significant successes related to diversity and inclusion among faculty and/or staff?

CHALLENGES:

- What current efforts are not working within your College or Unit?

- What are the most significant challenges in relation to diversity, inclusion, and belonging (e.g. policies/procedures, structures, specifics of your fields) within your College or Unit?

Please identify diversity, equity, inclusion, and belonging goals for your College or Unit specific to faculty and staff recruitment, retention, career achievement and advancement, and climate for the next one to two years. Please plan to have plans submitted by the first week of December each year.

For each identified goal: list the tasks, target measures of success, resources, titles of responsible persons or units, and timeline for achievement.

1. College or Unit Goal(s) related to recruitment of diverse faculty and/or staff: Please provide 1-3 goals pertaining to the recruitment.

Goal 1:

Tasks	Target Measures	Resources to be used	Title of lead personnel/unit	Timeline

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Goal 2:

Tasks	Target Measures	Resources to be used	Title of lead personnel/unit	Timeline

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Goal 3:

Tasks	Target Measures	Resources to be used	Title of lead personnel/unit	Timeline

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

2. College or Unit Goal(s) related to retention of diverse faculty and/or staff: Please provide 1-3 goals pertaining to retention.

Goal 1:

Tasks	Target Measures	Resources to be used	Title of lead personnel/unit	Timeline

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Goal 2:

Tasks	Target Measures	Resources to be used	Title of lead personnel/unit	Timeline

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Goal 3:

Tasks	Target Measures	Resources to be used	Title of lead personnel/unit	Timeline

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

3. College or Unit Goal(s) related to career achievement and advancement: Please provide 1-3 goals pertaining to the career achievement and advancement of diverse faculty and/or staff.

Goal 1:

Tasks	Target Measures	Resources to be used	Title of lead personnel/unit	Timeline

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Goal 2:

Tasks	Target Measures	Resources to be used	Title of lead personnel/unit	Timeline

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Goal 3:

Tasks	Target Measures	Resources to be used	Title of lead personnel/unit	Timeline

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

4. College or Unit Goal(s) related to climate: Please provide 1-3 goals pertaining to the climate within your area.

Goal 1:

Tasks	Target Measures	Resources to be used	Title of lead personnel/unit	Timeline

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Goal 2:

Tasks	Target Measures	Resources to be used	Title of lead personnel/unit	Timeline

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Goal 3:

Tasks	Target Measures	Resources to be used	Title of lead personnel/unit	Timeline

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

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