

Strategic Planning Committee Minutes

March 25, 2021

The Strategic Planning Committee met on Thursday, March 25th, at 11:00 a.m. in the Athens State Ballroom. Present were Dr. Rick Barth; Ms. Pam Clark, Recorder; Ms. Phyllis Claxton; Dr. Joe Delap; Dr. Keith Ferguson; Ms. Jackie Gooch; Mr. Jeff Guenther; Dr. Jim Kerner; Ms. Belinda Krigel; Dr. Kim LaFavor; Mr. Chris Latham; Ms. Sarah McAbee; Mr. Mike McCoy; Dr. Jackie Smith; Dr. Stephen Spencer; Dr. Lee Vartanian; Dr. Philip Way; and Dr. Lionel Wright. Mr. Jamie Adams; Mr. Ronnie Chronister; Ms. Laken Cleveland, SGA President; Dr. Diann Hammon; Ms. Laura Beth Horn; Mr. Derrek Smith, Dr. Darlene Turner-White, and Ms. Debra Vaughn were absent. Special guest was Mr. Jeff Powers.

Dr. Way called the meeting to order at 11:00 a.m. and welcomed everyone. He asked for any amendments to the January minutes. There were no amendments to the minutes and they were approved on a voice vote.

Due to the campus closing early for inclement weather, Dr. Way gave a brief presentation on “DEI Planning” (Handout 1). He focused on the Higher Education Excellence in Diversity (HEED) Award. Committee members were divided into five groups to answer survey questions (see handouts) from the award application and have discussions.

Data Group (Handout 2) - Guenther and Wright

- To collect data for the Higher Education Excellence in Diversity (HEED) award, Athens State would need to make the following changes:
 1. Ensure that the admission applications or Banner Self Service allow students to select the following gender options: Male, female, non-binary, transgender, choose not to identify.
 2. Allow students the opportunity to identify as LGBTQI or first-generation somewhere on the AdmissionPros application or in Banner Self-Service.
 3. Ensure that faculty and staff members can select the following gender options in either their employment application and/or Banner Self Service: Male, female, non-binary, transgender, choose not to identify.
 4. Ensure that faculty and staff members can select the following race/ethnicity options in either their employment application and/or Banner Self Service: White, African American/Black, Hispanic/Latinx, Asian American, Native American/Alaska Native, Native Hawaiian/Pacific Islander, Multiracial, International, Unknown/other.
- The State of Alabama (ACHE) forces us to assign each student a gender of either male or female. How can we support and affirm our TIGNC students and also meet the requirements placed on us by ACHE? Could we have separate questions for sex (male, female) and gender (male, female, non-binary, transgender, choose not to identify) on the application or in Banner Self Service? Ideally, we would include “male, female, intersex” as sex options, but this again would not align with ACHE’s reporting guidelines.

Marketing Group (Handout 3) - Kerner and Latham

- Social media used for multicultural marketing

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- Diversity is a key consideration in all marketing efforts, including social media marketing. However, the social efforts can do a better job incorporating multicultural programming, organizations, and opportunities.
- Multicultural communications specialist
 - We do not have this person employed within the staff. As we recruit for additional marketing and communications personnel, this should be a key component of one's strengths.
- Marketing/advertising in diversity publications and websites
 - This is a short-term goal for us, as we see extreme value for advertising in publications and digital mediums such as this. We will be including line items for these efforts in the next budget cycle.
- Highlighting the diversity office/diversity awards/clubs and organizations/resources for disability services page
 - As a key component of communications for the University, the website must be an integral part of any program or project, including diversity, equity, and inclusion. To complement advertising efforts mentioned above, there are additional efforts that can be implemented to highlight an environment that values diversity and celebrates individual differences.

Students Group (Handout 4) - Barth, Collie, Ferguson, Latham, McAbee and Vartanian

- Institution's programs and initiatives include: Men Of Kennis, UNV 300, Diversity and Peer to Peer Mentoring, Drake Partnership, Navigate, NSLS, Bonner, and NSF Grant.
- Work to do on student organizations due to the impact of COVID. Student clubs and organizations to focus on include: LGBTQ/Gay-Straight Alliance, and Multicultural. The Black Student Union is new and is a large organization.
- Social media outreach and recruiter attendance at underrepresented student conferences are currently being planned/explored.

Faculty and Staff Group (Handout 5) - Claxton, Delap, Kerner, Krigel, McCoy and Powers

- Institution's strategies to recruit diverse faculty:
 - Attend diversity-focused recruitment events.
 - Expand faculty mentor program to include diversity.
 - Implement faculty-diverse symposiums on campus – can be done by the respective colleges.
 - Budget for diversity symposiums and recruiting on campus.
 - Explore diverse faculty exchange programs.
- Programs and initiatives launched by the institution:
 - Safe Zone

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- Expanded advertisements in minority publications.
 - Incorporated DEI in our strategic plan.
 - The College of Business has a Diversity and Inclusion Pathways Forward Initiative. This initiative can be replicated in other colleges.
- We need to define what “diverse” means.

University Group (Handout 6) - Gooch, LaFevor, Smith and Spencer

- Diversity gaps include: Diversity Climate surveys, structured diversity council, diversity plans in the colleges, centralized diversity office and training plan.
- Recommendations include: DEI master plan, complete needs assessment to identify current versus desired future state designated lead, clear DEI structure (steering committee and a lead officer), clear and robust communication channels and define diversity.

Dr. Way thanked everyone for their input. The information discussed will be used to inform changes in the strategic plan for diversity. The meeting adjourned at 11:53 a.m.

Respectfully submitted: Pamela D. Clark

Handout 1: DEI Planning Presentation
Handout 2: Data Survey
Handout 3: Marketing Survey
Handout 4: Students Survey
Handout 5: Faculty and Staff Survey
Handout 6: University Survey



**ATHENS
STATE**
UNIVERSITY

**DEI Planning
Strategic Planning Committee
March 25, 2021**

Context and Today's Focus

- November SP meeting: strategies to increase diversity, equity, and inclusion – see latter slides
- Current meeting:
 - How do we match up to national standards? Are there things we can borrow that fit Athens State?
 - One measuring stick: Insight Into Diversity's Higher Education Excellence in Diversity (HEED) Award
 - Break up into groups (university, marketing, students, faculty and staff, and data). Establish what we are doing and what we are not against the rubric.
 - Discuss what we might add to our strategies that would be useful.

Strategies to Ensure Exposure to DEI in Academic Programs

- Embed DEI learning outcomes in every program, and ensure student exposure to DEI issues.
- Connect the QEP focus on experiential learning to DEI where appropriate, e.g. study away, service learning, work experiences in places with diverse residents and employees, or tackling DEI issues.
- Ensure that participation in experiential learning is equitable across groups.

Strategies to Ensure Pedagogies Recognize DEI

- Develop faculty to teach in a culturally responsive manner, e.g., through ACUE, faculty mentoring and training.
- Recruit diverse faculty on tenure track and diverse post-docs and faculty on a visiting basis.

Strategies to Ensure Access for Diverse Students and Success for All

- Recruitment of more diverse students
 - Recruit in more diverse counties, community colleges, and high schools.
 - Focus on affordability.
 - Develop tuition structure and scholarship criteria to support disadvantaged students.
 - Attune marketing and recruitment to targeted demographics.
 - Include Diverse Imagery on web and other media.
 - Include Diversity Program initiatives on web pages.
 - Optimize website for searches regarding inclusion initiatives.
 - Provide highly targeted marketing.
 - Grow Men of Kennis.
 - Implement and grow Bonner Leaders Program.
 - Make special attempt to recruit diverse students into historically underpopulated programs, e.g., women and minorities in STEM, minority males in Education.

Success (Cont'd)

- Retention/Graduation/Career Success
 - Continue to deploy Title III initiatives applicable to all students.
 - Increase inclusion of underrepresented students and thereby increase equity in outcomes.
 - Develop a wider range of clubs and organizations targeted to include wider set of student interests.
 - Move SafeZone to Office of Student Inclusion Initiatives.
 - Promote a sense of ally-ship and community on campus.
 - Provide inclusion education, including training on micro-aggressions.
 - Ensure marginalized groups can advocate for themselves.
 - Enhance mentoring by peers, alumni and others.

Strategies: DEI in Human Resources

- Recruitment:
 - Create positive web presence to attract diverse staff and faculty.
 - Advertise broadly in outlets with proven success in eliciting applications from diverse people.
 - Broaden recruitment networks to include diverse graduate programs.
 - Establish a search advocate program to advance DEI and reduce implicit bias in searches.
 - Continue process for foreign citizens to obtain work visas.
- Retention:
 - Regularly review policies and procedures to ensure DEI.
 - Periodically assess climate for DEI.
 - Create an inclusive work environment.
 - Offer DEI workshops and courses, e.g., intercultural communication, sensitivity training.
 - Ensure equity in compensation and employment.
- General:
 - Hold supervisors accountable for DEI in their areas.
 - Establish DEI team (not individual) at high level and an advisory committee with broad representation.
 - Celebrate DEI through events and awards.

Strategies to Promote DEI in Community Engagement

- Increase community service and lifelong learning in diverse communities, e.g., ESL and basic computer programs.
- Engage in planning with, and give support to, diverse school districts and community colleges to develop successful pathways to higher levels of education.
- Ensure economic and workforce development and procurement processes include programs to promote minority- and women-owned businesses.
- Provide opportunities at the ACA for diverse groups to participate in, or attend, creative performances or exhibitions.

Strategies: Additional Foci for DEI Assessment

- **Programs:**
 - Inventory DEI in majors and experiential learning to inform curriculum development.
- **Faculty:**
 - Evaluate diversity of faculty by program and compare to national or regional representation.
- **Students:**
 - Locate diverse students by program and assess success inequities in each.
 - Assess participation in experiential learning by demographics.
- **Staff:**
 - Evaluate diversity by occupation and contrast with region.
- **Culture and climate:**
 - Assess in general but including perceptions of equity and inclusion.
- **Community engagement:**
 - Inventory what is occurring and intersections with DEI.

Data

Can we answer these questions? Do we collect these data? Should we?

2) Which type of institution are you applying as?

- Baccalaureate-granting (only include information and data in this application for your undergraduate campus, with the exception of question #6)
- Graduate School only
- Law School only
- Community College
- System Administration Office

3) How would you describe your institution?

- Public
- Private

4) Which if any of the following designations apply to your institution? Check all that apply.

- AANAPISI
- Faith-based
- HBCU
- HSI
- MSI
- PWI
- Tribal College
- Land-grant

5) Are you a land-grant institution?

- Yes
- No

6) If you are a land-grant institution, do you have a statement acknowledging Indigenous Peoples as original stewards of the land your school is on?

- Yes
- No

Comments:

7) If you are applying as a Baccalaureate-granting institution, what is your full-time enrollment for undergraduate and graduate students?

- Less than 5,000 students
- 5,000 - 9,999 students
- 10,000 - 14,999 students
- 15,000 - 29,999 students
- More than 30,000 students

8) If you are applying as a Law School only or Graduate School only, what is your full-time student enrollment?

- Less than 1,000 students
- 1,000 - 2,999 students
- 3,000 - 4,999 students
- More than 5,000 students

9) If you are applying as a Community College, what is your full-time student enrollment?

- Less than 5,000 students
- 5,000 - 9,999 students
- 10,000 - 14,999 students
- 15,000 - 29,999 students
- More than 30,000 students

10) What is the percentage of your full-time student enrollment by gender?

- _____ Male
- _____ Female
- _____ Non-binary
- _____ Transgender
- _____ Other

11) What is the percentage of your full-time student enrollment by race/ethnicity?

- _____ White
- _____ African American/Black
- _____ Hispanic/Latinx
- _____ Asian American
- _____ Native American/Alaska Native
- _____ Native Hawaiian/Pacific Islander
- _____ Multiracial
- _____ International
- _____ Unknown/other

Comments:

12) What percentage of your student body has identified as being in the following groups (if you don't collect this information, please leave blank)?

- LGBTQ: _____
- Veteran: _____
- Having a disability: _____
- Pell Grant eligible: _____
- First-generation: _____
- Transfer: _____

Comments:

13) What is the percentage of your administrative leadership (include positions your institution considers to be in this category) by gender?

_____ Male
_____ Female
_____ Non-binary
_____ Transgender
_____ Other

Comments:

14) What is the percentage of your full-time tenured and tenure-track faculty, or positions that your institution considers similar in title, by gender? if you don't have, please leave blank.

_____ Male
_____ Female
_____ Non-binary
_____ Transgender
_____ Other

Comments:

15) What is the percentage of your full-time non-tenure-track faculty, or positions your institution considers similar in title, by gender?

_____ Male
_____ Female
_____ Non-binary
_____ Transgender
_____ Other

Comments:

16) What is the percentage of your administrative leadership (include positions your institution considers to be in this category) by race/ethnicity?

- _____ White
- _____ African American/Black
- _____ Hispanic/Latinx
- _____ Asian American
- _____ Native American/Alaska Native
- _____ Native Hawaiian/Pacific Islander
- _____ Multiracial
- _____ International
- _____ Unknown/other

Comments:

17) What is the percentage of your full-time tenured and tenure-track faculty, or positions that your institution considers similar in title, by race/ethnicity? If you don't have these positions, please leave blank.

- _____ White
- _____ African American/Black
- _____ Hispanic/Latinx
- _____ Asian American
- _____ Native American/Alaska Native
- _____ Native Hawaiian/Pacific Islander
- _____ Multiracial
- _____ International
- _____ Unknown/other

Comments:

18) What is the percentage of your full-time non-tenure-track faculty, or positions your institution considers similar in title, by race/ethnicity?

- _____ White
- _____ African American/Black
- _____ Hispanic/Latinx
- _____ Asian American
- _____ Native American/Alaska Native
- _____ Native Hawaiian/Pacific Islander
- _____ Multiracial
- _____ International
- _____ Unknown/other

Comments:

24) Baccalaureate-granting institutions only: What are your six-year graduation rates for full-time undergraduate students in the following groups?

- Overall: _____
- White/Caucasian: _____
- African American/Black: _____
- Hispanic/Latinx: _____
- Asian American: _____
- Native American/Alaska Native: _____
- Native Hawaiian/Pacific Islander: _____
- Multiracial: _____
- International: _____

Comments:

25) Law Schools and Graduate Schools only: What are your three-year graduation rates for full-time students in the following groups?

Overall: _____

White/Caucasian: _____

African American/Black: _____

Hispanic/Latinx: _____

Asian American: _____

Native American/Alaska Native: _____

Native Hawaiian/Pacific Islander: _____

Multiracial: _____

International: _____

Comments:

26) If you are a Baccalaureate-granting institution, what are your current retention rates for full-time students in the following groups (i.e what percentage of your 2020 freshman returned in 2021 and what percentage of your 2020 sophomores returned in 2021)?

	Overall	White/Caucasian	African American/Black	Hispanic/Latinx	Asian American	Native American/Alaska native	Native Hawaiian/Pacific Islander	Multiracial	International	Transfer
Freshmen	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	-	-	-	-	-	-	-	-	-	-
S o p h o m o r e s	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

	-	-	-	-	-	-	-	-	-	-

Comments:

Marketing

39) Which of the following multicultural branding and communication techniques does your institution use?

	Yes	No
Social media used for multicultural marketing (YouTube, Facebook, Instagram, Twitter, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural communications specialist	<input type="checkbox"/>	<input type="checkbox"/>
Diversity-focused admissions materials and brochures	<input type="checkbox"/>	<input type="checkbox"/>
Marketing/advertising in diversity publications and websites	<input type="checkbox"/>	<input type="checkbox"/>
Student ambassadors communicate campus diversity to prospective students and parents	<input type="checkbox"/>	<input type="checkbox"/>
Display diversity awards on our website	<input type="checkbox"/>	<input type="checkbox"/>
Link to our diversity office on our website homepage	<input type="checkbox"/>	<input type="checkbox"/>
If your institution is a past INSIGHT Into Diversity HEED Award recipient, tell us how you have used this national honor to market your school (use of the HEED Award logo, marketing brochures, public announcements, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

41) Which of the following diversity-related information appears on your website?

	Yes	No
Every open job posting listed on our human resources page includes an AA/EEO statement	()	()
Our international office page includes information about groups, clubs, etc. for international students	()	()
Our human resources page includes information about diversity training	()	()
Our study abroad office page includes specific opportunities for underrepresented students (scholarships, etc.)	()	()
Our procurement/supplier diversity office page lists opportunities for minority- and women-owned businesses	()	()
Our disability services office page links to our career services page	()	()
Our human resources page includes information about affinity/employee resource groups	()	()
Our student demographics are posted on our website	()	()
Our faculty demographics are posted on our website	()	()

Comments:

42) If your institution has a managed endowment, tell us what efforts, if any, are there that fund managers are taking to invest in underrepresented and/or minority communities.

43) Tell us about any diversity-related awards/recognitions your institution has received over the past year.

STUDENTS

19) What efforts do you use to recruit historically underrepresented and first-generation students?

	Yes	No
Community outreach	<input type="checkbox"/>	<input type="checkbox"/>
Admissions officers with a diversity focus	<input type="checkbox"/>	<input type="checkbox"/>
On-campus diversity recruitment efforts	<input type="checkbox"/>	<input type="checkbox"/>
Community college bridge programs	<input type="checkbox"/>	<input type="checkbox"/>
Pre-college programs for K-12 students	<input type="checkbox"/>	<input type="checkbox"/>
Social media outreach	<input type="checkbox"/>	<input type="checkbox"/>
National strategic partnerships (Posse Foundation, Questbridge, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Race-conscious scholarships	<input type="checkbox"/>	<input type="checkbox"/>
Economic-conscious scholarships	<input type="checkbox"/>	<input type="checkbox"/>
Holistic admissions process	<input type="checkbox"/>	<input type="checkbox"/>
Recruiter attendance at underrepresented student conferences	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

20) What efforts do you use to improve retention and graduation rates for historically underrepresented and first-generation students?

	Yes	No
Free tutoring support	()	()
Academically themed diverse student organizations	()	()
First-year experience programs	()	()
Cohort-based academic success and leadership programs	()	()
Early warning systems	()	()
Institutional research on student success patterns	()	()
Summer bridge programs	()	()
Campus-wide strategic retention plan	()	()
Supplemental instruction	()	()
Culturally relevant advising	()	()

Comments:

21) Tell us about any programs and initiatives listed in questions #20 and #21 that your institution has launched within the last 24 months and their impact to date.

22) Do you have any of the following student clubs, organizations, and efforts on your campus?

	Yes	No
Clubs and/or organizations for LGBTQ students	()	()
Clubs and/or organizations for Students with disabilities	()	()
Clubs and/or organizations for first-generation students	()	()
Clubs and/or organizations for international students	()	()
Clubs and/or organizations for multicultural students	()	()
Clubs and/or organizations for student veterans	()	()
Targeted fundraising/donor opportunities for diversity-focused programs	()	()
Mentoring programs for underrepresented students	()	()
Food pantry for students facing food insecurity	()	()

Comments:

23) On a scale of one to ten, how selective do you feel your admissions process is?

1 _____ [] _____ 10

Comments:

45) How does your institution help students develop cultural competence?

	Yes	No
We have a general education diversity requirement	()	()
Faculty are requested to incorporate diversity into their curriculum, when applicable	()	()
We have diversity courses for students	()	()
We have multicultural events on campus	()	()
Issues of diversity are woven into the first-year experience program	()	()
We offer opportunities for low-income and Pell Grant-eligible students to study abroad	()	()

Comments:

51) Which of the following accommodations does your institution offer for students with disabilities?

	Yes	No
Instructional materials in accessible formats	()	()
Wheelchair-accessible curbs and building ramps	()	()
Wheelchair-accessible buildings (excluding certified historic ones)	()	()
Online learning systems accessible to all students	()	()
Sign language translators in the classroom	()	()

Elevators in all buildings (excluding certified historic ones)	()	()
Computer-assisted real-time captioning	()	()
Accessible online employment application	()	()
Textbooks in braille	()	()
Section 508 website compliance	()	()

Comments:

Faculty and staff

27) What strategies does your institution use to recruit diverse faculty?

	Yes	No
Advertise in diversity publications and/or job boards	<input type="checkbox"/>	<input type="checkbox"/>
Attend diversity-focused recruitment events such as SREB	<input type="checkbox"/>	<input type="checkbox"/>
Faculty diversity plan	<input type="checkbox"/>	<input type="checkbox"/>
Mentors for diverse faculty	<input type="checkbox"/>	<input type="checkbox"/>
Pipeline programs for future faculty	<input type="checkbox"/>	<input type="checkbox"/>
Host future faculty diversity symposiums on campus	<input type="checkbox"/>	<input type="checkbox"/>
Strategic funds being used to hire diverse candidates	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated faculty diversity recruitment specialist	<input type="checkbox"/>	<input type="checkbox"/>
Diversity-themed postdoctoral fellowships	<input type="checkbox"/>	<input type="checkbox"/>
Diverse faculty exchange programs with HBCUs, MSIs, etc.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

28) What strategies does your institution use to retain diverse faculty?

	Yes	No
Mentor programs for diverse faculty	<input type="checkbox"/>	<input type="checkbox"/>
Start-up research funds for new diverse faculty	<input type="checkbox"/>	<input type="checkbox"/>

Graduate research support for new diverse faculty	<input type="checkbox"/>	<input type="checkbox"/>
Support program for transgender faculty	<input type="checkbox"/>	<input type="checkbox"/>
Shorter tenure timelines	<input type="checkbox"/>	<input type="checkbox"/>
Grant-funded initiatives to increase retention (NSF Advance program, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

29) Tell us about any programs and initiatives listed in question #28 and #29 that your institution has launched in the last 24 months and their impact to date.

30) Tell us if you require any of the following regarding your search committees.

	Yes	No
We require our search committees to include at least one person from an underrepresented group	<input type="checkbox"/>	<input type="checkbox"/>
We require all applicants to include any diversity accomplishments in their CV	<input type="checkbox"/>	<input type="checkbox"/>
We require a diverse pool of applicants in the hiring process	<input type="checkbox"/>	<input type="checkbox"/>
We ensure that necessary accommodations are made for any applicant with a disability	<input type="checkbox"/>	<input type="checkbox"/>

We require search firms we use to include diverse candidates in the final pool of applicants	()	()
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Comments:

31) Tell us about any pipeline programs for future diverse faculty that your institution has created.

32) Which diversity publications and/or diversity job boards do you use to attract underrepresented job candidates? Limit your response to a maximum of the five largest.

46) Which of the following affinity/employee resource groups do you have or plan to create within the next year at your institution?

	Yes	No
African American	()	()
Hispanic/Latinx	()	()
Asian/Asian American	()	()
Native American/Alaska Native	()	()
Disability	()	()
Veterans	()	()
LGBTQ	()	()
Women	()	()
Religious	()	()
Multiracial	()	()

Comments:

University

33) Indicate the role the president/chancellor (or dean if you are a law school or graduate school) plays in your campus diversity policies.

Add any additional information about the president/chancellor/dean's role in ensuring the execution of campus diversity efforts. Include any explanations of your responses to this question that you feel are important.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Shows a visible commitment to diversity in speeches, written correspondence, and public appearances	()	()	()	()	()	()
Ensures that senior leadership is engaged in campus diversity strategies	()	()	()	()	()	()
Charges the campus-wide diversity committee	()	()	()	()	()	()
Ensures that resources (financial and staffing) are available to drive campus diversity efforts	()	()	()	()	()	()

Creates a culture of accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publicly addresses national/campus hate or bias incidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

34) What strategies does your institution have in place to ensure diversity planning and accountability?

	Yes	No
Our institution's official mission statement includes diversity and inclusion as one of its core values (do not include AA/EEO statement)	<input type="checkbox"/>	<input type="checkbox"/>
Our diversity and inclusion goals and plans are embedded in the campus-wide strategic plan	<input type="checkbox"/>	<input type="checkbox"/>
Our institution requires a diversity plan from each of our individual schools	<input type="checkbox"/>	<input type="checkbox"/>
Our campus has a centralized diversity plan	<input type="checkbox"/>	<input type="checkbox"/>
Our institution has a campus-wide diversity committee or task force	<input type="checkbox"/>	<input type="checkbox"/>
We use a diversity scorecard to measure our diversity progress	<input type="checkbox"/>	<input type="checkbox"/>
Our diversity office has the opportunity to formally report on campus diversity plans, successes, challenges, and opportunities at meetings of our governing board	<input type="checkbox"/>	<input type="checkbox"/>

Our diversity office submits and makes public an annual diversity report	()	()
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Comments:

35) Indicate the degree to which you agree or disagree with the following statements regarding the activation of your diversity plan.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Our chief diversity officer provides point leadership in the campus-wide implementation process	()	()	()	()	()	()
Our campus-wide diversity committee ensures that many different people are involved in shaping the campus diversity plan	()	()	()	()	()	()
Senior leadership ensures that diversity is prioritized in their respective schools,	()	()	()	()	()	()

colleges, and divisional units						
Student opinions play a key role in leading diversity-related change efforts on our campus	()	()	()	()	()	()
Campus diversity efforts are data-driven and evidence-based	()	()	()	()	()	()
Adequate financial resources exist to drive campus diversity efforts	()	()	()	()	()	()

Comments:

36) Identify any diversity-focused financial strategies that exist at your institution.

	Yes	No
Diversity goals are embedded in the overall budget process	()	()
We have an annual diversity fundraising campaign	()	()
We have campus-wide diversity incentive grants	()	()

We apply for federal diversity grants (NSF, NIH, Dept. of Education, etc.)	()	()
We have a dedicated development officer focused on diversity	()	()
We have a qualified diversity endowment fund	()	()
We have a diversity-themed alumni fundraising campaign	()	()
We have financial resources set aside for internal diversity and inclusion awards	()	()

Comments:

37) Does your institution offer any training programs for each of the following groups at your institution?

	Diversity Training	Unconscious Bias Training	N/A
Full-time non-tenured faculty	[]	[]	[]
Full-time staff	[]	[]	[]
Full-time students	[]	[]	[]
Senior leadership	[]	[]	[]
Search committee heads	[]	[]	[]
Search committee members	[]	[]	[]
Campus police force	[]	[]	[]
Governing board members	[]	[]	[]

Comments:

38) How did the COVID-19 pandemic and shutdown impact your DEI efforts (check all that apply)? Detail any additional efforts your campus made to support underrepresented students and employees during COVID-19 in the comments box.

- CDO was member of institution’s COVID-19 response and planning team
- Furloughs/layoff plan incorporated impact on underrepresented employees into decision-making
- Institutional budget cuts were proportionately made to our DEI office
- We offered additional mental health support for students in need
- Our campus ensured that food-insecure students received free food
- We ensured that all students had access to computers and internet access for online learning
- We ensured that online learning was accessible for students with disabilities
- We offered on-campus housing to homeless students

Comments:

40) Which of the following offices does your campus have?

	Yes	No
Diversity office	()	()
International office	()	()
Veterans' office	()	()

LGBTQ office	<input type="checkbox"/>	<input type="checkbox"/>
Supplier diversity office	<input type="checkbox"/>	<input type="checkbox"/>
Religious services office	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural affairs office	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

44) How is your chief diversity officer's (or similar title) role situated for success?

	Yes	No	N/A
Our chief diversity officer has input into the budget for their office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our chief diversity officer has their own budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our chief diversity officer position is an executive-level or cabinet position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our chief diversity officer can attend governing board meetings and present the case for campus diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our chief diversity officer reports to the president	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our chief diversity officer has a deciding vote on the diversity council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

47) Please respond to the following statements regarding your institution's diversity council (or similar title). Check all that apply.

	Yes	No	N/A
Our diversity council reports to the president	()	()	()
Our diversity council meets at least quarterly	()	()	()
Our diversity council members include administrators	()	()	()
Our diversity council members include faculty	()	()	()
Our diversity council members include staff	()	()	()
Our diversity council members include students	()	()	()
Our diversity council members include governing board members	()	()	()
Our diversity council has input on campus-wide diversity planning	()	()	()

Comments:

48) Identify which of the following your institution uses to understand issues of campus climate. Check all that apply.

Campus-wide climate survey (DO NOT include sexual assault or Title IX survey) for students - which instrument did you use and when was the last one you administered (month and year)?:

Campus-wide climate survey (DO NOT include Great Colleges to Work For application or employee satisfaction survey) for faculty/administrators - which instrument did you use and when was the last one you administered (month and year)?:

Campus-wide climate survey for staff - which instrument did you use and when was the last one you administered (month and year)?:

We have used the results from our campus climate report as a basis for creating or updating our institutional diversity plan

We used diversity benchmarking to assess how our campus climate compares to our peers

Comments:

49) If you administered a campus-wide climate survey in the past two years, what actions, if any, have you taken on campus based on the results of your survey(s)?

50) Does your institution offer the following?

	Yes	No
Gender-neutral bathrooms	()	()
Same-sex partner healthcare benefits for employees	()	()
Trans-inclusive health benefits	()	()
Safe spaces for all religious prayer	()	()
Religious holiday exemptions for students/employees of non-Christian faiths	()	()
Clear published guidelines differentiating free speech from hate speech	()	()
Mental health counselors specifically trained to assist people from underrepresented groups (LGBTQ, first generation, etc.)	()	()

Committee to address possible historical ties your institution may have to past injustices (building names, statues, etc.)	()	()
Maternity leave policy	()	()
Paternity leave policy	()	()
Adoption leave policy	()	()

Comments: