

July 30, 2018

EXAMPLES OF COLLEGE AND UNIVERSITY STRATEGIC DIVERSITY INITIATIVES

The following diversity plans are exemplars of the mission, vision and commitment to diversity of public and private colleges and universities from across the nation. Diversity is broadly defined for each of the institutions listed and is almost always linked to its educational mission and the preparation of future leaders. Many institutions also used equity and inclusion to underscore their work to leverage differences campuses to enrich the experiences of all members of the community and to prevent marginalization.

Antioch University Seattle: Inclusion & Diversity Statement of Commitment

<https://www.antioch.edu/seattle/why-au/mission-values/>

In radical recognition of our mission and purpose, we pledge to actively engage in ongoing development as a wholly inclusive community. To this end we will consistently, deliberately and systematically strive to be appropriately responsive to the myriad dimensions of human diversity, such that none are marginalized and all experience justice and empowerment. Moving beyond tolerance toward inclusion and the celebration of our differences, we will courageously embrace any resulting challenges as they arise, recognizing that the responsibility for this rests with each and every member of the community. We assert that we will move expeditiously toward our goals through an ongoing commitment to courageous self-examination and respectful and honest interactions, which will lead us to the creation of formal and informal structures, policies, programs, and services that will give life to these ideals on our campuses and as we touch the world around us.

City University of New York (CUNY) CUNY FACULTY DIVERSITY INITIATIVE

<http://www1.cuny.edu/sites/cfdi/>

With the generous support from the [Andrew W. Mellon Foundation](#), the Office of Recruitment and Diversity (ORD) launched an exciting initiative to support our diverse professoriate at CUNY. In the spring of 2017, the *CUNY Mellon Faculty Diversity Career Enhancement Initiative* (CFDI) initiated the program on the four Mellon Mays Undergraduate Fellow (MMUF)-serving institutions at The City University of New York, which are Queens College, Hunter College, Brooklyn College and City College of New York. The initiative develops and supports sustained mentorship via research/writing seminars and a series of professionalization workshops to increase the retention rate of our faculty.

By creating the intellectual spaces to further advance scholarship and creativity, we seek to enhance prospects for tenure and promotion and improve upon the overall University climate. Our objective is to anchor and support junior faculty cohorts as they build an intellectual

community, work toward a peer-reviewed publication for one year, and attend professionalization workshops over a year and a half. The initiative will support three consecutive cohorts of faculty from all four campuses. The third cohort will complete the program in December 2020.

The initiative is tied to University-wide efforts to increase diversity, equity, and inclusion as outlined in the Diversity Action Plan and in accordance with the mission of the University. Our goal is to supplement University-based initiatives such as the [Faculty Fellowship Publication Program \(FFPP\)](#) and the [Diversity Projects Development Fund \(DPDF\)](#) as well as campus-based faculty enhancement initiatives.

Columbia University Plan for Diversity

<https://provost.columbia.edu/content/office-vice-provost-faculty-diversity-and-inclusion>

<https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf>;

<https://provost.columbia.edu/sites/default/files/content/MentoringBestPractices.pdf>

In 2012, Columbia announced its commitment of \$30 million to enhance the diversity of its faculty through the recruitment of outstanding female and underrepresented minority scholars to more closely reflect the composition of the national pool of qualified candidates. Using a framework marked by collaboration with schools across campus, new investments were made in the recruitment of outstanding faculty and postdoctoral scholars from underrepresented groups to more closely reflect the composition of the national pool of qualified candidates. The effort included a small-grants program for junior faculty, designed to contribute to their career success and some cost-sharing support on select grant applications for undergraduates from underrepresented groups transitioning to PhD programs in the STEM fields.

In 2014, the University again redoubled its commitment to diversity, recruiting Professor [Dennis Mitchell](#) as vice provost for faculty diversity and inclusion. Under Vice Provost Mitchell's leadership, the University announced another continued commitment, this of [\\$33 million](#), to support faculty recruiting, pipeline-building, and climate initiatives.

Duke University - Duke's Commitment to Diversity and Inclusion

<https://provost.duke.edu/initiatives/commitment-to-diversity-and-inclusion>

Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values.

Excellence, Diversity and Inclusion

To achieve our mission and meet the needs of a rapidly changing world, Duke strives to create a climate of collaboration, creativity, and innovation within and across disciplines. Our success depends upon the robust exchange of ideas – an exchange that flourishes best when the rich diversity of human knowledge, perspectives, and experiences is heard. We nonetheless acknowledge that our policies and practices have often failed to ensure equality of participation within our community. Our renewed commitment and responsibility to one another is articulated in the following statement.

Duke University Community Commitment

Because diversity is essential to fulfilling the university's mission, Duke is committed to building an inclusive and diverse university community. Every student, faculty, and staff member – whatever their race, gender, age, ethnicity, cultural heritage or nationality; religious or political beliefs; sexual orientation or gender identity; or socioeconomic, veteran or ability status—has the right to inclusion, respect, agency and voice in the Duke community. Further, all members of the University community have a responsibility to uphold these values and actively foster full participation in university life.

Community Standard

Grinnell College Diversity

<https://www.grinnell.edu/news/developing-comprehensive-diversity-plan>

In 2009 the College decided that a campus climate survey to assess diversity and inclusion was necessary. The survey results and subsequent recommendations made by the Campus Climate Task Force helped the College take significant steps forward. Some of these steps included hiring an ombudsperson, creating the Staff Council, comprehensively revising the staff handbook, and creating the Council on Diversity and Inclusion (CDI). The CDI is composed of faculty, staff, and students and is responsible for reviewing, revising, and implementing the Grinnell College Diversity Plan.

Developing a comprehensive diversity plan is an iterative process that requires considerable time, attention, and care, especially when gathering and evaluating confidential feedback. Because of this, it has not been a quick process. In addition to the climate survey feedback, other efforts have been underway which will also inform the content of the diversity plan. In the fall of 2016, the CDI divided into working groups to examine curricular initiatives; co-curricular and residential initiatives; employment policies and practices; and admissions, financial aid, and alumni relations. Each group reviewed Grinnell's historical diversity initiatives related to its topic, met with relevant campus members, and presented a preliminary report to the entire CDI.

For example, the working group on employment policies and practices presented employment data and the challenges that the College faces as it seeks to recruit and retain a diverse group of employees. While the College has made some significant progress in terms of faculty hiring, diversity hiring procedures for staff still need to be developed. Topics that emerged for further consideration from this working group include demographic trends in student on-campus employment and the development of concrete diversity hiring goals, among others.

Next steps in diversity plan development

Recruiting, welcoming, including, and supporting lifelong Grinnellians is critical to the College's mission. This work requires a sustained institutional commitment to campus policies and practices that promote the goals of inclusion, equity, and social justice. This sustained and institutionalized commitment to action is vital; and as co-conveners of the CDI, we are confident that with the right amount of attention, accountability, and care, this work will have a lasting and positive impact.

James Madison University Diversity Position Statement

<https://www.jmu.edu/gened/DiversityStatement.shtml>

In 2005 the General Education Council established a Diversity Board in response to JMU's initiative to promote diversity on campus. To guide its work, the Board adopted a definition of diversity that reflected the philosophy of the current program, *General Education: The Human Community*. At the time, diversity broadly included attention to ability/disability, age, class, ethnicity, gender, nationality, race, religion, sexuality, or world view. Programmatically, it aspired to promote this diversity not through a specific course or "diversity requirement" but through engagement with diversity-related content and outcomes infused throughout the entire General Education Program.

In 2016 the General Education Program renews this commitment to diversity. We believe that a deliberate inclusion of diverse points of view and lived experiences enhances learning and understanding for all members of our *Human Community*.

The goal of JMU's General Education Program is to challenge students and faculty to engage in personal and collective reflection, development, and action through a diverse curriculum in the arts, sciences, and humanities. And we meet that goal as a *Human Community* consisting of students and teachers committed to exploring culture, knowledge, and the different orientations individuals develop to culture and knowledge. In this way, any general education course is as much an exploration of knowledge as it is an exploration of relationships students and teachers build with that knowledge. Whether encountered in a book or through interaction with the person sitting next to us, the voices and lived experiences of particular groups of individuals are important elements to any general education course subject.

The health of this *Human Community*, then, depends on diversity—of courses, disciplines, ways of knowing, and the voices and lived experiences of the people in our community. But we also

believe that, historically, certain voices or perspectives have dominated the learning and understanding of human communities in the past, silencing other perspectives that might otherwise inspire new vision and cultivate new growth. To ensure our *Human Community* evolves equitably so that learning and understanding enrich us all, the General Education Program aspires to cultivate diversity

1. as a process and an outcome of learning
2. in the kinds of information we study and ways used to frame that information
3. in the range/scope of Cluster learning objectives and the inquiry methods used to achieve the objectives
4. through a range of disciplinary lens used to examine academic subjects and of individual histories with those subjects.

Kansas State University 2025 Visionary Plan: Diversity Planning <https://www.k-state.edu/2025/initiatives/diversity/>

Diversity is not only one of the eight “common elements” that underlie our K-State 2025 vision and goals, but it is also a value we embrace as an institution that is critically important to the future of our students, our faculty and staff, and our university community. It is core to our mission and embedded in our principles of community.

Following the completion of the K-State 2025 university visionary plan, the President's Commission on Multicultural Affairs and the Office of Diversity were asked to recommend a university diversity strategic action plan aligned with K-State 2025. The Draft K-State 2025 Diversity Strategic Action Plan was shared with the K-State community for comment during Spring 2014. Based on the comments, an expanded planning group is being formed to revise the plan during the coming year with a broadened focus on inclusion for all.

Morgan State University Cultural Diversity Report

https://www.morgan.edu/finance_and_management/office_of_diversity_and_equal_employment_opportunity/diversity.html

By action of the 2017 Maryland Legislature, Morgan State University has been designated as Maryland’s Preeminent Public Urban Research University with the responsibility of addressing the needs of residents, schools, and organizations within the Baltimore Metropolitan Area. The University is located in a residential area of northeast Baltimore, a city with a population of 620,961. Demographics for Baltimore City include the following: 63% of the residents are African American; 28.0% are White; 4.2% are Hispanic, 2.3% are Asian, and 2.1% are two or more races, 0.4% are Native American or Native Hawaiian. For 150 years, Morgan State University has been an important part of the higher education system in Baltimore City, the State of Maryland, and the nation. Throughout its history, Morgan has served the community with distinction while meeting the educational needs of an increasingly diverse society

- I. Institutional Plan to Improve Cultural Diversity Morgan's motto, "Growing the Future, Leading the World," underlies the development of the University's 2011-2021 Strategic Plan. The strategic plan focuses on a core set of goals that will build a transformative educational environment enriched by diverse perspectives. Such an environment will ensure a supportive atmosphere that promotes student success, enhances Morgan's status as a doctoral research university, and facilitates the University's contribution to community development. Morgan State University serves as an intellectual and creative resource to the community, state, nation, and world, by supporting, empowering and preparing high-quality, diverse graduates to lead the world. A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society.
- II. Morgan State University embraces cultural diversity in its broadest sense. Morgan's diversity efforts focus attention to underrepresented racial and ethnic groups who have been marginalized. Additionally, diversity at Morgan also encompasses a commitment to enhancing the equity and inclusion of women, those who are economically disadvantaged, and those of different sexual orientations, religions, and abilities.
- III. In summary, Morgan's mission is to serve a multi-ethnic and multi-racial student body and to help ensure that the benefits of higher education are enjoyed by a broad segment of the population.

Pace University: Commitment to Diversity <https://www.pace.edu/provost/commitment-to-diversity>

The cornerstone of Pace University's commitment to diversity is *Opportunitas*—providing students, faculty and staff with the opportunity to achieve excellence. Since 1906, our dedication to *Opportunitas* has been reflected in the wealth of distinctive worldviews and voices that come from the Pace community's constellation of experiences. Embracing diversity of race, color, national origin, religion, age, disability, citizenship, socioeconomic status, sexual orientation, gender or gender identity, marital or domestic partnership status, is central to our mission. As a scholarly community, we recognize that diversity helps foster a strong and vibrant learning environment for our students. This environment is fundamental to the culture of our institution, and it is further enriched by diversity among faculty and staff who support the intellectual endeavors of our students. Pace University will continue to cultivate an environment that fosters educational excellence, innovation and leadership for all current and future members of our community.

Prairie View A & M University Diversity: How Great is it?

<https://www.collegefactual.com/colleges/prairie-view-a-and-m-university/student-life/diversity/>

Why Diversity Matters

Diversity can be somewhat of a buzzword among both college admissions officers and students alike. What does it mean to you? The root word of diversity is from the Latin, "diversus" which means "various." Today we use it to describe a mixture of peoples, traditions, cultures and ideas.

How does this translate to the college experience? Students who express that diversity in college is important to them are looking for institutions to offer a variety of curricular and non-curricular opportunities to learn from and learn with people of different ethnicities, races, ages, abilities, sexual identities, classes, and religions. In order to achieve the most benefit from a diverse campus, seek out institutions that are not only promoting diversity by actively recruiting students and hiring faculty from minority groups, but are also promoting an environment where there is positive interaction between different groups.

Princeton University Diversity Strategic Plans

<http://www.princeton.edu/userservices/us-together/>

Princeton University is committed to recruiting and empowering talented employees from every sector of society, and to embracing multiple perspectives in our pursuit of excellence and the public good. University Services supports our core teaching and research mission in critical ways, so our entire campus community will benefit greatly from your dedication to fostering a diverse and inclusive workplace." — Princeton University President Christopher L. Eisgruber '83

In 2013, under the leadership of President Christopher Eisgruber, the University launched initiatives in both academic and administrative areas to create a more inclusive and diverse environment. Chad Klaus then convened our group to develop a plan to foster a more inclusive working environment for all staff. With a division as large as University Services, we knew that this plan had to include specific goals in multiple areas for all levels of staff. Over the course of 2014 we met frequently and finally developed a plan which we truly believe will make University Services stronger and better. With your support, we are confident that we can make University Services a more inclusive and diverse workplace.

May 2015 Task Force Report on Diversity, Equity and Inclusion

In December 2014, President Eisgruber charged the Council of the Princeton University Community (CPUC) Executive Committee with developing recommendations for improving University policies, practices and programming regarding diversity, inclusion, and equity for the campus community. Once convened, The Special Task Force on Diversity, Equity and Inclusion and its supporting working groups focused on policy and transparency, academics and awareness and structure and support, put forth forty-one recommendations. The recommendations cover the following areas:

- The Student Experience
- Addressing Bias, Discrimination and Harassment
- Academics and Curricular Offerings
- Learning about Diversity and Equity Outside the Classroom
- Access to and Use of Data
- Public Programming

Rutgers University – Newark: Leveraging Our Diversity

<https://www.newark.rutgers.edu/leveraging-our-diversity>

An Important Announcement from Rutgers University - Newark Chancellor Nancy Cantor

As we have all gathered together in the recent weeks to emphasize our solidarity with the voices of reflection on questions of inclusion, inter-group relations, and the often frayed social fabric of our time, we have also turned to each other at Rutgers University-Newark, this specially diverse institution, and challenged ourselves to ever more intentionally and pointedly build on our legacy as a place of opportunity - a place where difference is given a human face through the many personal paths, passions, and possibilities that converge here. Running through all these conversations, and indeed throughout our year-long strategic planning process and in the strategic plan that emerged was a belief that we in this community could tackle in a thoughtful, but direct and honest way, the hard work of not only being diverse but, as John Dewey implored when he wrote about the need to "tend to democracy" in each successive generation, doing diversity - and doing it well.

What does doing diversity well include? That, it seems to me, is the question that we can commit ourselves as an institution, but more pointedly, as a community of scholars and citizens, friends and strangers, to discussing, reflecting upon, and taking steps to realize as both a legacy and a goal of this university in this city at this time in the evolution of our national dialogue.

So, today, I write to announce one next step growing directly out of the call to "leverage our diversity" emerging in our [strategic planning process](#) and in the [strategic plan](#) and

the study group that followed from it - and that is the appointment of a Chancellor's Commission on Diversity and Transformation, as I previewed in my earlier remarks. As the name implies, the RU-N Commission on Diversity and Transformation will serve as a dynamic and intentional action group focused on institutional change, however multi-faceted and challenging that may be. The Commission will aim to generate knowledge and suggest actions to create curriculum, scholarship, initiatives, places and spaces for both intragroup solidarity and inter-cultural engagement.

This is no small task, and clearly all of the talent and energy of our full community will need to be engaged, as the Commission reaches broadly and intensively to us to help inform what can often be heated but critical questions of access, opportunity, difference, dialogue, and connectedness.

While the Commission will need to be flexible and develop its own charge over time, it will be asked also to develop concrete plans in each of the following areas:

- Develop curricula focused on the broad and complex questions that surround both the opportunity and the obstacles of realizing the full benefits of diversity.
- Develop a dynamic inter-group dialogue initiative for students, faculty and staff.
- Increase the diversity of our faculty across academic areas and the university.
- Enhance professional development opportunities for faculty and staff to fully support them across their overlapping roles as scholars, teachers, and mentors engaged with our diverse student body and community.
- Enhance RU-N's climate outside and inside the classroom by realizing the potential for the intersectionality and interconnectedness of identities among students, faculty, and staff.
- Identify intersections between our diversity and our mission as an anchor institution with a tradition of excellence in publicly engaged scholarship.
- Approach all of the above with a goal to establish RU-N as a national leader in leveraging diversity.

This work that is vital both to us as we pursue our strategic priorities and to the nation as colleges and universities everywhere strive to model how to strengthen democracies through embracing difference is an outstanding group of faculty, staff, and students that is broadly and deeply representative of the multi-dimensional diversity of our university community; many of them, too, are nationally or internationally renowned in precisely the Commission's areas of focus.

Stanford University Diversity Initiatives <https://vpge.stanford.edu/diversity-initiatives/commitment>

Diversity is a fundamental part of excellence in education at Stanford. With over 9,400 students, our graduate schools draw from a wonderfully diverse mix of backgrounds, identities, and life experiences.

Stanford's Commitment to Diversity

A wide range of opinions, perspectives, and experiences is essential to educational excellence. Discover ways to participate in, contribute to, and celebrate Stanford's diversity. Diversity includes, but is not limited to, categories of culture, socioeconomic background, race, ethnicity, gender, gender identity, sexual orientation, disabilities, religion, and life experience. A diverse community of scholars asks unexpected questions and contributes divergent insights, pushing the forefront of knowledge further and faster.

VPGE Initiatives

The VPGE office works collaboratively within the University to broaden the participation and promote the academic success of graduate students from a variety of backgrounds, including those underrepresented within research universities. As a result, the Stanford community reaps the educational benefits of diversity, while preparing future generations of leaders for a global society.

State University of New York (SUNY) Albany: Diversity and Inclusion

<https://www.albany.edu/strategicplan/priority-diversity-and-inclusion.shtml>

UAlbany's diversity—in our people and our ideas— drives excellence in everything that we do.

- 1) **Recruit and retain faculty, staff, administrators and graduate students** who better reflect the strong multidimensional diversity of our undergraduate students.
- 2) **Foster an inclusive campus climate** through ongoing learning opportunities that celebrate individual differences, encourage the open and free exchange of diverse ideas, and provide opportunities to engage in constructive dialogue.
- 3) **Cultivate an inclusive learning environment** by incorporating diversity into curricular and co-curricular activities that use innovative pedagogy and discipline-specific applications—delivered in accessible, inclusive facilities.

Sample Diversity and Inclusion Metrics:

- Faculty, student, and staff diversity
- Retention rates of underrepresented minority faculty, staff, and students
- Perceptions of the campus climate
- Instruction and/or participation in diverse and inclusive activities

Swarthmore University Diversity and Inclusion Implementation Committee Report -

<https://www.swarthmore.edu/sites/default/files/assets/documents/strategic-directions/Final.DraftDIreport.pdf>

Strategic Directions calls for Swarthmore College to develop a “diversity, inclusivity, and engagement project that will transform the College into a model workplace and residential

learning community in an increasingly complex global world.” The ultimate goal is to build a community of students, faculty, staff, and alumni that is thoroughly diverse, engaged, and inclusive. We live in a world that requires interaction with cultures vastly different from our own. We strive to provide community members with the skills they need to lead diverse communities so that our graduates are prepared to embark on a wide variety of careers united by a deep commitment to create inclusive environments wherever they may be. The Diversity and Inclusion Implementation Committee was charged with the related tasks of (1) assessing the College’s current status in relation to diversity and inclusion and (2) making preliminary recommendations to assist the College in further cultivating a diverse and inclusive living and learning environment.

University of California (UCLA) Strategic Plans for Diversity

UCLA 2013 - <http://medschool.ucla.edu/workfiles/site-Diversity/Resources/DGSOM-Diversity-Strategic-Plan.pdf>

“DIVERSITY: A defining feature of California’s past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.” --From the University of California Statement on Diversity, approved by the UC Regents

Mission (Core Purpose) To foster institutional awareness and commitment toward equity and equal opportunity. Vision: (Long-term, Inspirational Future Direction) The David Geffen School of Medicine at UCLA will serve as a beacon for diversity and inclusion among schools of medicine across the country, reflecting the diversity of the State of California.

DGSOM DIVERSITY INITIATIVE: Aims for excellence in all tenets and missions of healthcare. ♣ Believes that the core values of diversity and inclusion are inseparable from our institutional goals. ♣ Is committed to fostering an environment that celebrates the unique backgrounds, contributions, and opinions of each individual. ♣ Through fair and deliberate recruitment, hiring practices, promotions, admissions, and education, will draw its talent from across the community and provide the highest quality of service to everyone. ♣ Believes in a system that supports outstanding faculty, fellows, residents, staff, and students with different perspectives and experiences. ♣ Is unwavering in its dedication to equality, communication, and respect, by continual reevaluation, reflection, and shared responsibility

UC Davis 2017 - <https://academicsenate.ucdavis.edu/rfc/view.cfm?or&id=1327>

UC Davis Principles of Community Adopted 1990, reaffirmed in 1996, 2001, 2008, 2010 and 2015
The University of California, Davis, is first and foremost an institution of learning, teaching, research and public service. UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multiplicity of identities. The university expects that every member of our community acknowledge, value, and practice the following guiding principles. We affirm the dignity inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by respect for one another. We acknowledge that our society carries within it historical and deep-rooted injustices and biases. Therefore, we endeavor to foster mutual understanding and respect among the many parts of our whole. We affirm the right of freedom of expression within our community. We affirm our commitment to non-violent exchange and the highest standards of conduct and decency toward all. Within this context we reject violence in all forms. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect. We further recognize the right of every individual to think, speak, express and debate any idea limited only by university regulations governing time, place and manner. We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people that have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in all our achievements, and we celebrate our differences. We recognize that each of us has an obligation to the UC Davis community of which we have chosen to be a part. We will strive to build and maintain a culture and climate based on mutual respect and caring.

University of Chicago Diversity and Inclusion Plan <https://cpb-us-w2.wpmucdn.com/voices.uchicago.edu/dist/1/709/files/2017/10/PRO3211.18.Diversity-and-Inclusion-Plan.101617-FINAL-1naij4q.pdf>

OUR APPROACH: Creating a more diverse and inclusive campus will rely upon the many assets already present in our community: the individuals who comprise our campus; the communities, in Chicago and around the world, in which we are situated; and our rich history and institutional culture. The Diversity and Inclusion Initiative will work alongside and in collaboration with campus entities that are already making great strides. College Admissions is a leader among peers in efforts to increase student diversity. The No Barriers initiative has broadened access to the College through an expansion of the scale and scope of financial aid and increased academic and career support, and has led to significantly greater economic, racial, and ethnic diversity of incoming undergraduates. The Office of Civic Engagement has developed a wide range of community initiatives and partnerships that significantly strengthen our commitment to and engagement with the communities of the South Side. For example, for eight years, the Office of Business Diversity has led a distinctive and emulated program that has greatly increased the

diversity of the University's professional service providers, forming long-term collaborations with minority- and women-owned firms on the South Side, across the city, and beyond. The University of Chicago Medicine and Biological Sciences Division is a leader in community engagement and improving the health of our local communities, including opening a Level 1 adult trauma center in 2018. UChicagoGRAD, Campus and Student Life, the Center for Identity + Inclusion, the Center for College Student Success, and numerous other divisions, schools, and departments demonstrate ambitious leadership in implementing a range of crucial programs and activities. The Diversity and Inclusion Initiative will further draw upon the expertise that exists at University centers creating scholarship and programming on issues such as race, ethnicity, gender, sexuality, religion, politics, socioeconomic diversity, ability, and veteran status. These are just some of the partnerships and collaborations that will propel this work. For this effort to succeed, we must go beyond existing efforts, deepening and broadening the network of individuals striving to make UChicago more richly diverse and fully inclusive. Diversity and inclusion is an ongoing process, not unlike scientific inquiry in its inherently iterative nature—one achievement leads to the next question as we pursue a process of continual discovery and improvement. Inquiry stands as a cornerstone of this effort. We will support our efforts with a scientific, scholarly process. Through this work, we will create a body of knowledge to support the development of new activities, processes, and skills for learning and living in complex communities. Assessment is inquiry's counterpart. We will evaluate our efforts through a variety of measurements—focus groups, surveys, reports, and opportunities for broad community input. Climate survey data will provide a baseline to measure our progress. We will document and communicate this progress to the University community. This assessment will allow us to benchmark our efforts and will hold us accountable to our commitments. Our approach will be targeted and agile, with a focus on developing solution-oriented strategies. We will advance this effort through working groups of stakeholders that will help identify concrete solutions that are feasible, impactful, and sustainable. If we do this work well, we will break new ground on diversity and inclusion, and create a body of evidence whose value will be felt far beyond our campus.

University of Maryland (2009) Blueprint for Diversity – Transforming Maryland: Expectations for Diversity and Inclusion

https://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf

The diversity plan presented here, Transforming Maryland: Expectations for Excellence in Diversity and Inclusion, is aligned with the university's strategic plan, which represents the aspirations of our community and calls for the University of Maryland to renew its efforts in diversity. The strategic plan articulates three principles for which we must strive as a preeminent research university: impact, leadership, and excellence. The diversity of our faculty, staff, and students is a fundamental component of each of those principles. Our 10-year diversity plan is visionary, inspirational, and inclusive, and calls on our university to serve as a leader for the next

generation of scholars. It clearly sets forth our aspiration and our determination to become a model diverse community of learning, exploration, and self-examination whose impact will be felt across the state of Maryland and the nation.

University of Michigan <https://diversity.umich.edu/strategic-plan/>

This initial year of plan implementation has seen significant progress, with new DEI initiatives being incorporated into many aspects of the university's mission and operations. That progress has been documented in the Strategic Plan for DEI: Year One Progress Report, which was shared with the campus community on November 8, 2017, as part of the U-M's annual Diversity Summit.

The Year One Progress Report provides detailed updates on each of the 34 major university actions, which range from the Campus wide Climate Survey on DEI to new first-generation student support initiatives, and from the creation of a K-12 outreach hub to the introduction of faculty workshops focused on inclusive teaching. It also includes a series of vignettes highlighting selected unit action items. In addition, the Unit-Based Strategic Objectives and Action Items document provides a summary report on the nearly 2,000 action items that constitute the initial 49 unit plans

University of New Mexico – Diversity Council Framework for Strategic Action Plan (2013)

<http://diverse.unm.edu/about-dei/diversity-council/diversity-council-final-report-diversity-council-framework-for-strategic-action-01282013.pdf>

Introduction The subject of diversity has for over a decade been part of an ongoing, nationwide conversation. It began in 1997 with Gratz and Hamacher v. The Regents of the University of Michigan and a U.S. Supreme Court decision affirming the use of race in admissions decisions at the University of Michigan Law School. As a result of the Court's decision, colleges nationwide were challenged to connect their educational quality and inclusion efforts more fundamentally and comprehensively. Today the talk concerns Abigail Fisher v. University of Texas, a case recently argued before and presently awaiting decision by the U.S. Supreme Court. Once again, the path of affirmative action will soon be altered. Irrespective of the Court's decision, however, UNM remains uniquely situated in the national debate. Where other campuses have struggled to become more diverse, UNM, because of its location in New Mexico, already is. According to the Fact Book (2011), UNM's student body is comprised of nearly equal numbers of Hispanics (37%) and Anglos (38%) and a representative number of Native Americans (10%), Asian Americans (3%), and African Americans (2%). Much to UNM's credit, these numbers mirror figures gathered by the U.S. Census Bureau for the same (2011) year, almost exactly. Also to its credit, UNM's educational mission embraces diversity at its core. 1 UNM's Mission, Vision, and Value Statements all emphasize diversity as the University's unique strength, and UNM is poised to be a leader in issues of diversity, equity, and inclusion in the national landscape. Six-year graduation rates for undergraduates, however, speak to long-term trends of inequitable graduation outcomes by race and ethnicity. The undergraduate cohort illustrates a profound race gap in graduation rates: underrepresented students simply don't have the support they need to graduate.

Recognizing the implications of an historic race and ethnicity gap in graduation rates, the current UNM administration seeks ways to address issues of inequity that impede student success. The concrete measures outlined herein proceed from a fundamental belief that student graduation rates are but one marker of a gap in student achievement, and that measures taken to ensure Diversity, Equity, and Inclusion at the University of New Mexico benefit all members of the UNM community as well as the people of the State of New Mexico. Thus, the task of UNM's Diversity Council is not so much to create diversity as it is to ensure inclusion of and accessibility for all members of its diverse community, and in doing so to examine the dynamics of inclusion and exclusion for groups of people that have experienced inequitable treatment over a long period of time.

Accessibility and inclusivity, as this report emphasizes, must be seen as a process. In a seminal study commissioned by the Association of American Colleges & Universities entitled Making 1 UNM's Mission Statement lists its first strategic priority as to "foster a vital climate of academic excellence that actively engages all elements of our community in an exciting, intellectual, social, and cultural life" (I). According to the Mission Statement UNM must strive to "Develop a sense of campus community that supports the success of all students, faculty, and staff by engaging them in an active and diverse intellectual life" (I.D.). 2 Excellence Inclusive, Jeffrey Milem (University of Maryland), Mitchell Chang (University of California at Los Angeles), and Anthony Antonio (University of Maryland) argue that the benefits of diversity are not automatic and do not simply occur from being on a diverse campus. Rather, educators must work in intentional ways to increase educational benefits for students and for the institution. This report will identify and analyze the function of various groups UNM has put in place to address issues of diversity, equity, and inclusion. With an eye to establishing organizational structures as well as heightening the effectiveness of those that already exist, the Diversity Council Report (DCR) will then make recommendations as to how a university-wide process of diversity, equity, and inclusion can be put into place and bolstered by UNM Leadership, and what Leadership should be looking at to gauge the success of its efforts.

University of North Carolina at Chapel Hill – Carolina's Diversity Plan

<http://diversity.web.unc.edu/files/2013/03/diversity-plan-report-2006-2010.pdf>

The necessity of an institutional diversity plan emerged from the findings and recommendations of the 2005 Chancellor's Task Force on Diversity. The Task Force assessment concluded that while diversity clearly resonated as an important value for Carolina, the University community did not actually share a common understanding of diversity across the campus or of diversity priorities. To address this concern, the Task Force recommended that the University adopt common diversity goals and develop a plan to ensure accountability for achieving these goals. Diversity and Multicultural Affairs was given the responsibility, in consultation with the campus community, of formulating a diversity plan that includes annual benchmarks and evaluation methods for implementation and review. This plan also establishes an annual reporting process for sharing campus-wide efforts to address common diversity goals. Institutional Commitment. The University's Diversity Plan was implemented in fall 2006. The plan is designed to strengthen Carolina's commitment to diversity by establishing a common set of goals for university leaders

and an avenue for sharing related strategies and outcomes. Endorsed by the Chancellor after thorough review by the University's senior leadership, the Diversity Plan is part of Carolina's ongoing commitment to be a leading public institution. Diversity is understood to be a key component of Carolina's academic plan and our pursuit of excellence as a leading educational institution. As a public institution with a mission to serve all the people of North Carolina, the University is committed to ongoing attention to diversity in its many dimensions. The Diversity Plan conveys the expectation that schools and units from across the institution are accountable for advancing university-wide diversity goals. The plan also establishes an annual process for Carolina academic and administrative units to report contributions to the institution's diversity goals. This plan requires units to establish specific objectives tied to university-wide diversity goals, identify benchmarks for these objectives, and evaluate the unit's accomplishments of these objectives.

Carolina's Diversity Goals Five goals serve as guides for Carolina's diversity efforts: **1.** Clearly define and publicize the University's commitment to diversity. **2.** Achieve the critical masses of underrepresented populations necessary to ensure the educational benefits of diversity in faculty, staff, students, and executive, administrative and managerial positions. **3.** Make high quality diversity education, orientation, and training available to all members of the university community. **4.** Create and sustain a climate in which respectful discussions of diversity are encouraged and take leadership in creating opportunities for interaction and cross group learning. **5.** Support further research to advance the University's commitment to diversity. These goals are intended to guide all graduate and professional schools, the College of Arts and Sciences, departments and other academic and administrative units in establishing their specific objectives for addressing Carolina's diversity goals and to develop specific strategies and assessment measures.

University of Pennsylvania (2011) Action Plan Faculty Diversity and Excellence -

University of Pennsylvania (2011) Action Plan Faculty Diversity and Excellence - http://provost.upenn.edu/uploads/media_items/diversity-plan-original.pdf

University of Pennsylvania (2014) Progress Report on Penn's Action Plan for Faculty Diversity and Excellence <https://almanac.upenn.edu/archive/volumes/v60/n21/pdf/fdap.pdf>

University of Pennsylvania (2017) Faculty Inclusion Report https://provost.upenn.edu/uploads/media_items/inclusion-report.original.pdf

On June 27, 2011, after broad consultation, Penn set forth the five-year *Action Plan for Faculty Diversity and Excellence*. The *Plan* included increased central and School-based support of faculty recruitment, stronger oversight of faculty searches, new Presidential Professorships for exceptional scholars who contribute to faculty diversity, enhanced support for faculty mentoring and retention, and greater support for diversity pipeline initiatives. The University pledged to provide \$100 million—with half coming from central resources and half from the Schools—to support the successful implementation of the *Action Plan*. A 2014 *Progress Report* on the action plan underscored that “[W]e draw our strength from a multitude of races, ethnicities, genders,

sexual orientation, historical traditions, ages, religions, disabilities, veterans statuses, interest, perspectives, and socioeconomic backgrounds” A 2017 *Faculty Inclusion Report* reports on Penn’s initiatives and provides data on the interval from fall 2011 to fall 2016. The *Action Plan* succeeded in increasing the eminence, diversity, and inclusiveness of the Penn faculty and administrative leadership. Future inclusion reports will be issued every four years. In order to promote transparency around faculty affairs, and capitalizing upon greater analytic capabilities, we will publish diversity data annually on the website of the Office of Institutional Research and Analysis.

University of Texas at Austin – Strategic Plan (2011-2016) Division of Diversity and Community Engagement <https://diversity.utexas.edu/strategic-plan/>

At the heart of the DDCE strategic plan are four goals, around which most of the content of this site is organized: **Campus Culture:** Advancing efforts to create an inclusive, accessible and welcoming culture on campus. **Community Engagement:** Cultivating mutually beneficial community-university partnerships that further the mission of UT to serve Texas and beyond, with an emphasis on historically and currently underserved communities. **Education pipeline:** Creating a successful pathway for first-generation and underrepresented students as they progress from pre-K through graduate and professional school. **Research:** Serving as a national model for the creation of knowledge about and best practices for diversity and community engagement through innovative scholarship, teaching, policy development, programs and services.

Truly a division-wide effort, this bold plan guides the division’s staff in the pursuit of their highest aspirations toward achieving academic diversity, campus diversity, and community engagement. Throughout the implementation of this five-year plan, DDCE will continue to foster a culture of excellence via its partnerships with UT’s academic colleges and schools, other university administrative divisions and units, and individuals and organizations across the state of Texas. The work of DDCE is central to the mission of The University of Texas at Austin. Read [the 4-page primer with the 2011 – 2012 priorities](#), or [the complete Strategic Plan](#). Visit the [2016 Strategic Plan](#) site for updates on implementation progress.

University of Wisconsin Forward Together: A Framework for Diversity and Inclusion Excellencehttps://diversity.wisc.edu/wp-content/uploads/2017/02/FrameworkforDiversityMay192014_2.pdf

For more than 30 years, the University of Wisconsin-Madison has made issues of diversity, equity and inclusion a high-level priority of institutional life. While much work remains to create an environment that is inclusive and excellent for all, progress toward this goal is happening daily. This report by the Ad Hoc Diversity Planning Committee gives a history of diversity efforts at UW-Madison and outlines our recommendations for actions to continue and strengthen our

efforts to make UW-Madison a leader among universities in fostering a diverse and inclusive community.