School/Unit Diversity Strategic Planning Information Session

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Our Current Context

Objectives of this Information Session

Why

Vision and purpose of diversity strategic planning

What

What is a diversity strategic plan

Who

Who is involved in diversity strategic planning

How

How to approach diversity strategic planning

When

Timelines

Vision and Purpose

- For schools/units to implement an engaged diversity strategic plan development process that can generate a collective commitment for plan implementation among school/unit colleagues

- For schools/units to identify diversity-related goals and strategies that meet the priorities, needs, context, and aspirations of each school/unit

- For schools/units to develop a strategic plan that places diversity at the center, complementing the IUPUI diversity plan and expanding upon existing goal setting/benchmarking processes that engage components of diversity to a degree (e.g., Strategic Plans, Office of Equal Opportunity Unit Action Plans)
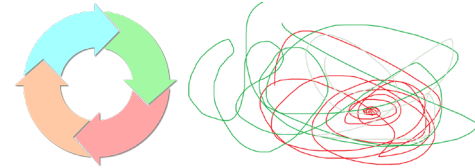
The Time is Now

If not now, when?

What is your why?

School/unit-level

The process matters

Learning/unlearning

Open inclusive dialogue

More

What is a unit diversity strategic plan?

- It is **NOT** a report to document diversity-related efforts to date

- It is a forward and future thinking, intentionally developed document that places diversity, equity, and inclusion goals within the school/unit context

Smith's Diversity Framework

Process of plan development

Metrics

Goals

School/Unit Context

Timeline

Strategies

Responsible Parties

Defining DEI

| Diversity	Equity	Inclusion
Presence of differences within any setting	Strives to ensure that everyone has access to the same opportunities	Extent to which individuals feel valued, respected, included in a given setting

As you think about the concepts of diversity, equity, and inclusion within the context of your school/unit, what practices, programs, or efforts come to mind?

Drawing from a Common Diversity Framework
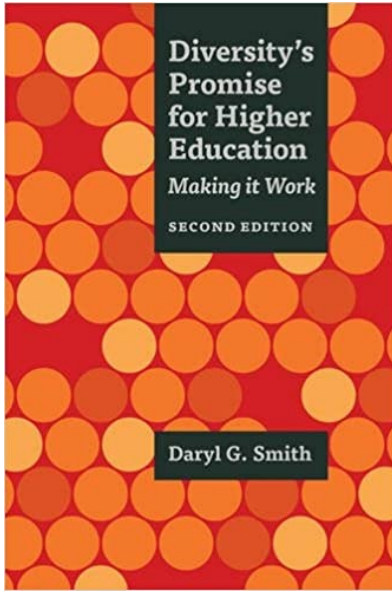
Diversity Indicator I:
Institutional Viability and Vitality

- Diversity of faculty and staff by level

- School/unit-level history on diversity issues and incidents

- School/unit-level strategies and resources

- The centrality of diversity in the planning, mission statements, and program reviews

- Frameworks and indicators for monitoring diversity

- Public and constituency perceptions of school/unit-level commitment to diversity

- Board diversity and engagement

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Diversity Indicator I: Example Strategies Institutional Viability and Vitality

- Committing human, physical, and fiscal resources toward supporting the recruitment and retention of underrepresented faculty and/or staff populations (e.g., Black faculty/staff, Latinx faculty/staff)

- Incorporating DEI goals or values in mission statements, externally facing reports, hiring calls, etc.

- Diversifying your school's advisory council

- Documenting and addressing school/unit-level DEI-related issues/opportunities

- Collaborating with external partners (e.g., alumni, community partners) to build authentic, mutually-beneficial relationships to support school/unit-capacity for DEI-related efforts

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Diversity Indicator II: Education and Scholarship

- Availability (presence of diversity-related courses and requirements, the degree to which courses include diversity issues and placement of such courses)

- Experience (course-taking patterns of students, research that engages society)

- Learning (quantity and substance of students learning about diversity, capstone and dissertations about diversity)

- Faculty capacity (level of faculty expertise on diversity-related matters, level and diversity of faculty participating in diversity efforts, research, publishing)

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Diversity Indicator II: Example Strategies Education and Scholarship

- Infusing DEI into the curriculum; moving towards decolonizing the curriculum

- Promoting and rewarding research and scholarship that engages DEI-focused topics

- Engaging DEI-focused topics in education programs, workshops, grant applications, etc.

- Creating diversity-focused learning communities

- Ensuring that your constituents have access to the information, programs, or materials provided by your unit

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Diversity Indicator III:
Climate and Intergroup Relations

- Type and quality of group interactions

- Perceptions of the institution and school/unit (climate, commitment, fairness)

- Quality of experience/engagement on campus and within the school/unit, satisfaction

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Diversity Indicator III: Example Strategies Climate and Intergroup Relations

- Ensuring equity in compensation, resources, and/or workload among faculty/staff

- Developing and/or maintaining effective lines of inter- and intra-group communication

- Creating and/or continuing an inclusive, welcoming onboarding process for new faculty/staff

- Continuing and/or creating a sense of belonging where people are noticed, their successes are celebrated, and their efforts are acknowledged

- Implementing and/or continuing initiatives that offer a welcoming climate to your clients

Diversity Indicator IV:
Access and Success

- Undergraduate/graduate student population by fields and levels

- Success of students (graduation, persistence, honors, STEM fields, gateways)

- Transfer among fields (especially STEM)

- Pursuit of advanced degrees

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Diversity Indicator IV: Example Strategies Access and Success

- Building and/or strengthening collaborations with K-12 partners to increase college access for underrepresented students (e.g., Black students, Latinx students)

- Implementing programs or practices aimed at increasing the retention of underrepresented students (e.g., high impact practices)

- Increasing school/unit-level involvement in activities aimed at increasing and supporting the recruitment of underrepresented student populations

- Increasing the diversity of students involved in particular initiatives (e.g., honors, leadership opportunities, research labs)

- Establishing and/or continuing to provide financial support (e.g., scholarships, fellowships) aimed at serving underrepresented student populations

Adapting Smith's Framework
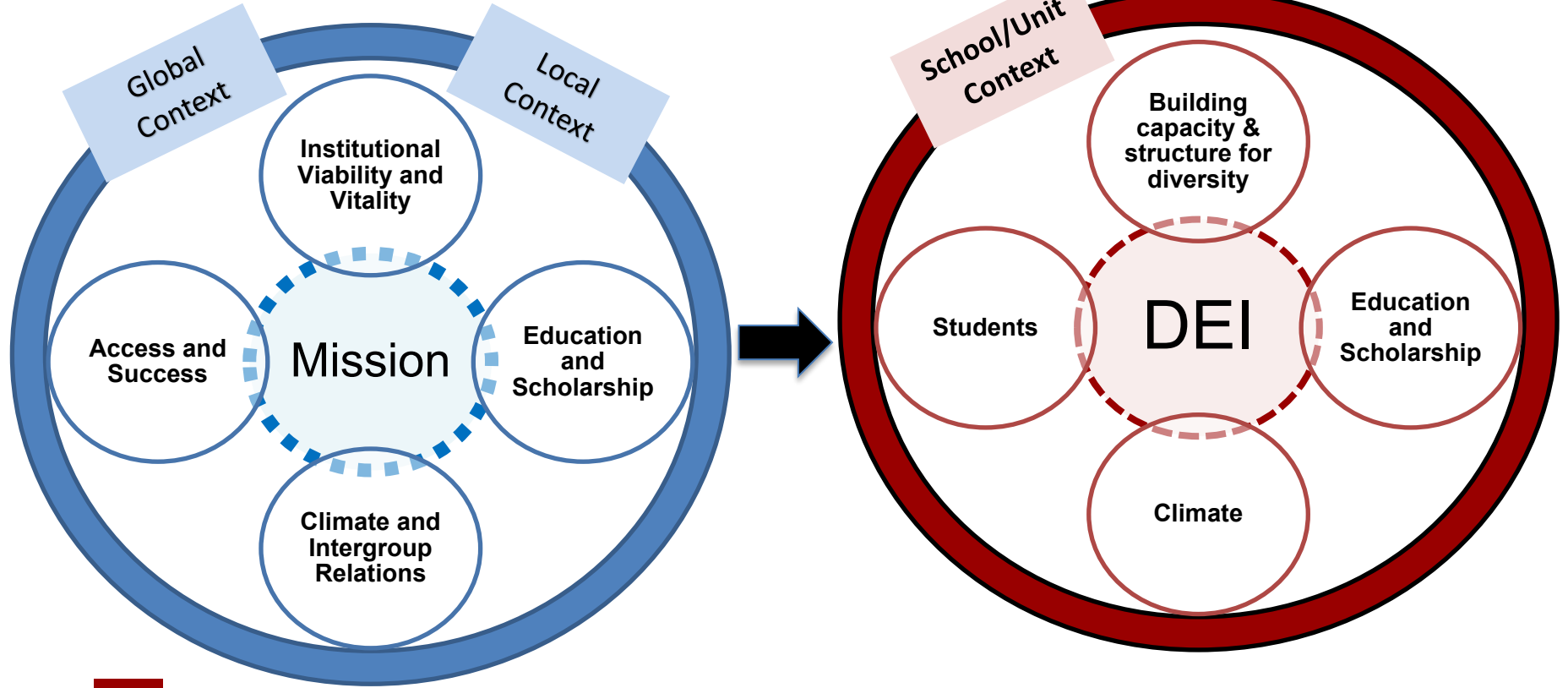
As you think about your school/unit context, what is a current strategy you would like to continue _or_ start as it relates to centering DEI in your goals?

Who Should be Involved in Diversity Strategic Planning

Identify Unit Lead(s)

Collaborative efforts

Reflecting on your approach

School/Unit Diversity Strategic Planning and Implementation Team Role

Take the lead in plan development – discussions, researching, writing, and more

Obtain and leverage constructive feedback to finalize the plan

Channel and share necessary resources to support plan development and implementation

Serve as champions of the plan for implementation

More – TBD as the process unfolds

Bringing Varying Perspectives into the School/Unit Diversity Strategic Planning Process

The school/unit diversity planning team can include individuals such as:

- **Dean/vice chancellor/EAD**
- **Assistant/associate dean(s)**
- **Fiscal officer**

- **Department chairs**
- **Faculty and/or staff members-at-large**
- **Undergraduate and/or graduate student(s)**

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Creating a School/Unit Diversity Strategic Plan Development and Implementation Team

You can also consider involving individuals whose knowledge base, role/scope, and expertise align with areas of the diversity framework, such as:

- **Faculty and staff hiring**
- **Faculty and staff retention**
- **School/unit-level climate**
- **Curriculum/program development**
- **Community engagement efforts**

- **Pre-college or access programs**
- **Student recruitment**
- **Student retention**
- **Diversity-related initiatives on the school/unit level**

Keep your school/unit context in mind

Sample Criteria to Consider when Building a Diversity Plan Development and Implementation Team

1 = strongly agree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree				
Criteria	**Candidates/Prospective Team Members**			
	Person #1	Person #2	Person #3	Person #n
Able to provide executive-level support				
Has an in-depth understanding of diversity issues				
Is viewed as a committed advocate for diversity				
Has an in-depth understanding of the culture of the school/unit				
Has the ability to motivate and inspire others to get involved with diversity implementation				
Able to secure resources (e.g., fiscal, human) needed to successfully implement the diversity plan				
Has experience leading and/or contributing to strategic planning and implementation processes				
Other criteria:				
Other criteria:				
Comments				

As you think about *who* to involve in the diversity strategic planning process, who comes to mind as individuals who need to be involved in this process within your school/unit? Why?

Prompts to Consider with Diversity Strategic Plan Development and Implementation Team

- School/unit's conception of and vision for diversity, equity, and inclusion

- Discussing school/unit's history and current status related to DEI

- Overview of Smith's diversity framework as the guide for plan development

- Frequency and nature of meetings

- More!

School/Unit Diversity Self-Assessment Sample Activity to Adapt

0 = not applicable
1 = no current efforts
2 = developing efforts (e.g., in the initial stages, pilot program, incipient plans)
3 = occasional efforts (e.g., infrequent occurrence, sporadic implementation)
4 = sustained efforts (e.g., embedded in regular practices, intentionally addressed on a regular basis)

Area	Dimension	Self-Assessment Rating	Comments and Reactions
Classroom and the Curriculum	Promoting the use of inclusive pedagogies		
	Initiating conversations about curricular revisions to include diverse perspectives, research methods, and/or other aspects of diversity		
	Incorporating diversity into curricular offerings		
Research agenda	Encouraging and affirming research on diversity-related topics		
	Providing support for diversity-related and cross-cultural research for all faculty, including tenure-track faculty		

Area	Dimension	Self-Assessment Rating	Comments and Reactions
Climate (school/unit-level)	Providing day-to-day support for an inclusive work environment for all		
	Conducting inclusive meetings (e.g., faculty meetings, staff meetings)		
	Ensuring inclusion of diverse faculty and/or staff in key decision-making processes		
	Ensuring equitable workload among employees		
	Ensuring equitable resource distribution		
	Ensuring equitable promotion opportunities		

School/Unit DEI Self-Assessment Sample Activity to Adapt from UC Berkeley

D. How We Expand Pathways for Access and Success for Our Clients (students, faculty, staff)

Circle your response:
Y=Yes, N=No, S=Somewhat, DK=Don't Know, N/A=Not Applicable

	Y	N	S	DK	N/A
1. Our division or department values and seeks to support our students, faculty, and/or staff clients with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, disabilities/abilities, and religious backgrounds in our programs and services.	Y	N	S	DK	N/A
2. Direct support is provided, where needed, to ensure the needs of our clients from of all backgrounds are met.	Y	N	S	DK	N/A
3. We provide support for critical transitions for students, faculty, and staff (for example, first year of college, assistant to associate professor, non-manager to manager) that is based on best practices in the field, and we track and measure our success.	Y	N	S	DK	N/A
4. We talk regularly with our clients about equity, inclusion, and diversity issues such as cross-cultural understanding, and provide resources to them for support.	Y	N	S	DK	N/A

POSSIBLE ADDITIONS

	Y	N	S	DK	N/A
5. We employ advising and mentoring practices and partnerships to our student clients to provide greater impact to their graduation and retention rates.	Y	N	S	DK	N/A
6. We employ mentoring practices and partnerships with our staff/faculty to provide greater impact to their hiring and advancement rates.	Y	N	S	DK	N/A
7. We engage in study and dialogue with the students/staff/faculty we serve about topics related to equity, inclusion, and diversity. This kind of learning is actively supported and valued by our division or department.	Y	N	S	DK	N/A
8. We regularly provide our clients with information on family-friendly policies.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

F. Departmental Climate

Circle your response:
Y=Yes, N=No, S=Somewhat, DK=Don't Know, N/A=Not Applicable

	Y	N	S	DK	N/A
1. Visible images and materials throughout the department are welcoming and inclusive to diverse groups – for example, they include positive multicultural images, reflect the experiences of multiple communities, and/or showcase the department's equity efforts.	Y	N	S	DK	N/A
2. All department-sponsored events and activities are physically accessible to participants with disabilities.	Y	N	S	DK	N/A
3. There is a clear culture of respect, collegiality, intergroup dialogue, and collaboration across differences in all levels and positions of the department.	Y	N	S	DK	N/A
4. The department provides opportunities for students, faculty, and staff from underrepresented or marginalized groups to connect with others who share their backgrounds and affiliations.	Y	N	S	DK	N/A
5. If issues of insensitivity, exclusion, disrespect, or harassment arise, they are addressed directly and in a timely fashion.	Y	N	S	DK	N/A
6. The department provides a comfortable environment for discussion of personal and academic topics related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, ability/disability, nationality, and other areas of diversity.	Y	N	S	DK	N/A
7. Departmental services, courses, meetings, and administrative practices reflect sensitivity to all groups and are conducted in culturally competent ways.	Y	N	S	DK	N/A
8. In my opinion, all students, faculty, and staff feel comfortable and welcome to be their full selves within the department.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

Reflection Questions – When Centering DEI

- What is your perception of how the school/unit is doing in this area? (e.g., viability and vitality)

- What is the school/unit doing well in this dimension?

- What are the challenges that the school/unit is facing in this dimension?

- What does the ideal look like for this area?

- What does the school/unit need in order to realize the ideal?

Worksheet to Brainstorm Goals for Each Diversity Indicator

WHICH DIVERSITY INDICATOR IS YOUR GROUP FOCUSED ON: _____

1. Why does this indicator matter to you and your school/unit?

2. From your perception of the school/unit, what are the greatest strengths and struggles related to this diversity indicator?

Strengths	Struggles
1.	1.
2.	2.
3.	3.
n.	*n.*

3. If you had to identify 1-3 main goals for this indicator over the next 2-3 years, what would they be? Where would you like to focus your school/unit efforts for this indicator?
   a.
   b.
   c.

4. What questions do you have about this indicator? What hopes and/or needs do you have related to each goal?

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SMART
Goal Setting

GOAL SETTING

S — SPECIFIC
M — MEASURABLE
A — ATTAINABLE
R — RELEVANT
T — TIME-BOUND

SMARTER Goal Setting

Specific

Measurable

Achievable

Relevant

Time-bound

Evaluated

Readjust

Potential Data Sources to Leverage in Future Goal Development

- Historical documents or resources related to past and current diversity efforts

- IUPUI campus climate data

- Other internal feedback or data sources available within the school/unit

- Information you may find or be aware of from similar schools/units at IUPUI's peer institutions or other institutions

- More!

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Scaffolding in Goals and Strategies Developed for Other Deliverables

- OEO Unit Action Plans

  - Diverse faculty/staff hiring

- Annual Strategic Plan Reports for the Chancellor

  - Promoting an inclusive campus climate

- Other documents for internal/external purposes

Goals Give Meaning to Actions

A school/unit's diversity strategic plan is not intended to be exhaustive of **every goal** and **every strategy** your school/unit would like to implement
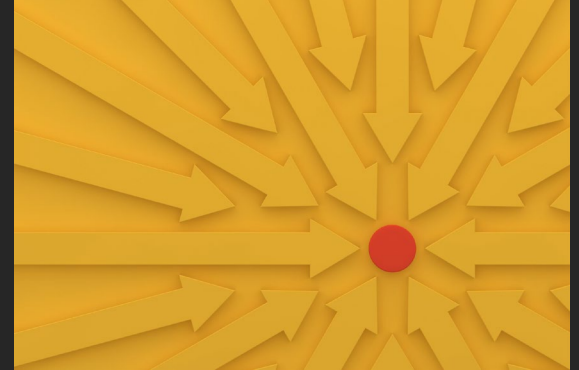
What are current needs or areas of opportunity within the school/unit?

Where might you like to see your school/unit focus their efforts?

Sample School/Unit-Level Diversity Planning and Implementation Model Timeline 2020-2023

Year 1: plan development and preparing for implementation

Year 2: implementation and quality review

Year 3: cont'd implementation and accountability review

Year One 2020-2021: Plan Development & Preparing for Implementation

Phase 1

- Launch the planning process, initiated by IUPUI DEI Vice Chancellor and the school/unit's senior leader

Phase 2

- Identify the unit lead/co-lead(s) for diversity plan development and implementation as well as team members comprised of individuals with varied perspectives and responsibilities

Phase 3

- Establish psychological, behavioral, and resource readiness to develop a diversity strategic plan

Year One 2020-2021: Plan Development & Preparing for Implementation

Phase 4

- Develop an understanding of Smith's (2015) diversity framework that your team will leverage in the diversity strategic planning process

Phase 5

- Develop the diversity strategic plan including goals, strategies, timelines, responsible parties, and metrics; obtaining feedback along the way from internal stakeholders

Phase 6

- Diversity plan review by the school/unit's senior leader, followed by a review from DEI for clarity; once feedback is addressed, make plans to begin implementation and distribute the plan to school/unit constituents

Year Two 2021-2022:
Implementation & Quality Review

Phase 7

- Launch the implementation process

Phase 8

- Engage in a **quality review** to guide further implementation which can include: a status check of each strategy, reviewing metrics for strategies implemented, identifying strengths towards implementation progress, identifying challenges or lessons learned, and reconvening with the diversity plan development and implementation team to adjust strategies, as needed, to make progress toward goals for further implementation

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Year Three 2022-2023:
Continued Implementation & Accountability Review

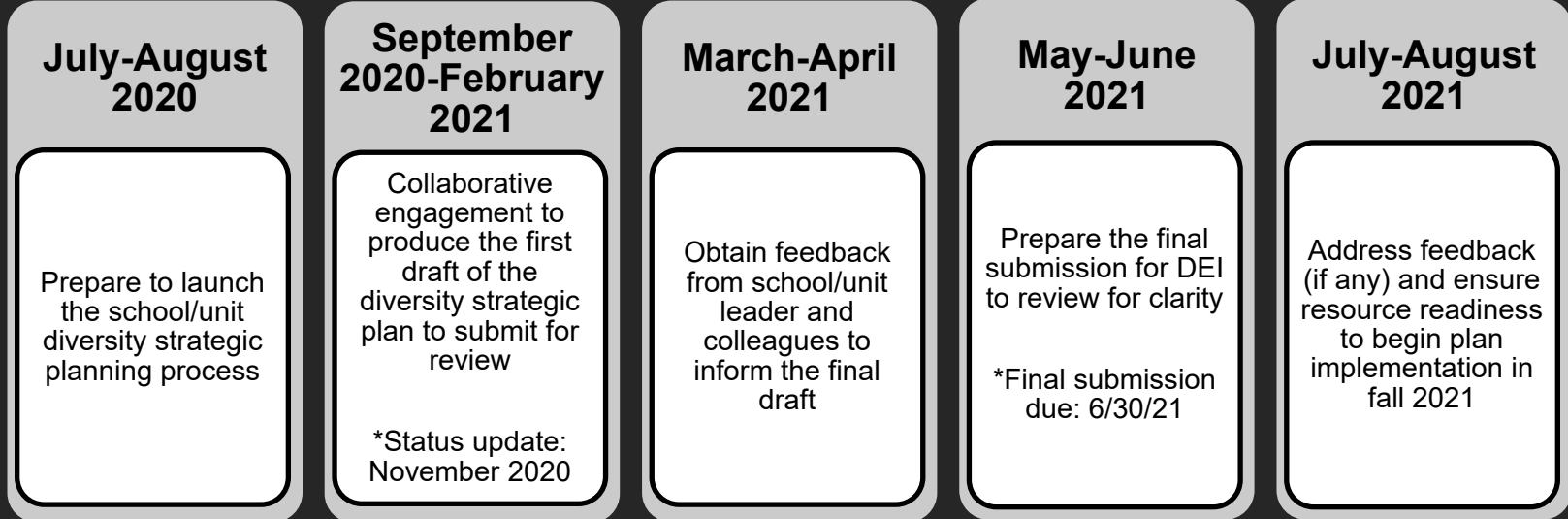| Phase 9	Phase 10	Phase 11
• Continue to utilize feedback to adapt implementation efforts, if needed, to account for changes that may have occurred since the plan's launch	• Towards the end of the three-year process, conduct an accountability review	• Celebrate successes and progress made as you look toward the future

This model is intended to serve as a guide – please make notes of additional phases or steps along the way that you engaged in throughout the planning and implementation process to continue to adapt and add to this model to assist others engaging in this work.

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Sample Timeline for Year One

July-August 2020	September 2020-February 2021	March-April 2021	May-June 2021	July-August 2021
Prepare to launch the school/unit diversity strategic planning process	Collaborative engagement to produce the first draft of the diversity strategic plan to submit for review *Status update: November 2020	Obtain feedback from school/unit leader and colleagues to inform the final draft	Prepare the final submission for DEI to review for clarity *Final submission due: 6/30/21	Address feedback (if any) and ensure resource readiness to begin plan implementation in fall 2021

Happy to offer feedback on drafts of your school/unit diversity strategic plan at any time

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Dismantling Deficit Thinking

- Moving away from deficit ideologies

- Language matters – moving away from "at-risk" and "not college-ready"; moving towards "student-ready"

- What are the current conditions, systems, and/or practices in place that may inhibit rather than promote the success, retention, selection, and advancement of marginalized students, faculty, and staff?

- How does white supremacy show up?

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Diversity Strategic Plan Template

Include the following:

- Who was involved in the diversity strategic plan development
- What was the process taken and steps involved in developing school/unit diversity strategic plan
- Introduction sharing the school/unit's context to frame the plan's goals

For each goal identified by the group that you would like to focus on – tease out responses to these questions to help you fill in the diversity strategic plan template in the future:

Goal: _____

1. What **strategies** will need to be employed or actions would you need to take to achieve this goal?

2. What would the **timeline** look like to achieve this goal?

3. Who would need to be involved to successfully and intentionally implement the strategies you have identified? Who needs to be included as part of the **responsible party**?

4. How will you know if you are making progress? What are **metrics** and benchmarks that you can monitor?

Diversity Strategic Planning Template

Responsible party:
- Unit champion(s) – within unit
- Unit partner(s) – external to unit

Timeline:
- Once strategies are solidified, start brainstorming the *when*

Diversity Indicator I: Institutional Viability and Vitality

Goal #1: _____

Strategies:

- _____
  Responsible party: _____; _____; _____; _____ ...
  Timeline: _____
- _____
  Responsible party: _____; _____; _____; _____ ...
  Timeline: _____
- _____
  Responsible party: _____; _____; _____; _____ ...
  Timeline: _____

Metrics:

- _____
- _____
- _____

Goal #*n*: _____

Strategies:

- _____
  Responsible party: _____; _____; _____; _____ ...
  Timeline: _____
- _____
  Responsible party: _____; _____; _____; _____ ...
  Timeline: _____

Metrics:

- _____
- _____
- _____

Metrics – Linking Actions to Outcomes

Smith (2015) recommends the following metrics for assessing progress:

- Change over time

- Change in relation to specific goals or some criterion

- Change in comparison to national, state-wide, or peer institutional data

- Change in comparison to outstanding performers

- Change in comparison to groups or sectors within the campus

Additional Examples of Metrics to Monitor Progress – which will vary based on your goals

- Visible updates to a school/unit's website or mission statement

- The addition of language that reflects the school/unit's commitment to diversity, equity, and inclusion in faculty/staff hiring announcements

- Participation rates or outcomes achieved (e.g., from a specific program or initiative)

- Satisfaction with the implementation of a new program or initiative

- Informal feedback from faculty, staff, and/or students regarding a specific program or initiative

- More!

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As you think about launching the diversity strategic planning process within your school/unit, what comes to mind as next steps to pursue after today?

Website Updates for Transparency
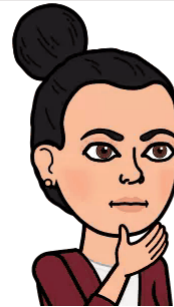
Sample – DEI
Website Updates

Next Steps: Post-Plan Development

- Creating or updating a diversity website for the school/unit under the "about" section for consistency to post the school/unit diversity plan and other info

Intentionally reflect upon and engage in discussions related to implementation

- Future steps
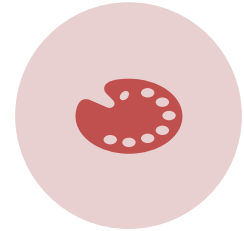
Requirements for Implementation

Resources

Discipline

Commitment

Creative, flexible approach

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Next Steps:
Monitoring Progress

Sample –
Creation of Annual
Report to Share
School/Unit
Diversity Strategic
Plan Progress

School or Unit Name			
Indicator	Goals	Strategies	Status
Diversity Indicator I	Goal 1	Strategy 1	Complete
	Goal 1	Strategy 2	In Progress
	Goal 1	Strategy 3	Not Started
	Goal 1	Strategy 4	Not Started
	Goal 2	Strategy 1	Complete
	Goal 2	Strategy 2	In Progress
	Goal 2	Strategy 3	Not Started
Diversity Indicator N	Goal n	Strategy n	In Progress
	Goal n	Strategy n	Not Started
	Goal n	Strategy n	Complete
	Goal n	Strategy n	Not Started

Next Steps: Celebrating and Sharing of Progress

Sample – spotlight(s) once implementation begins
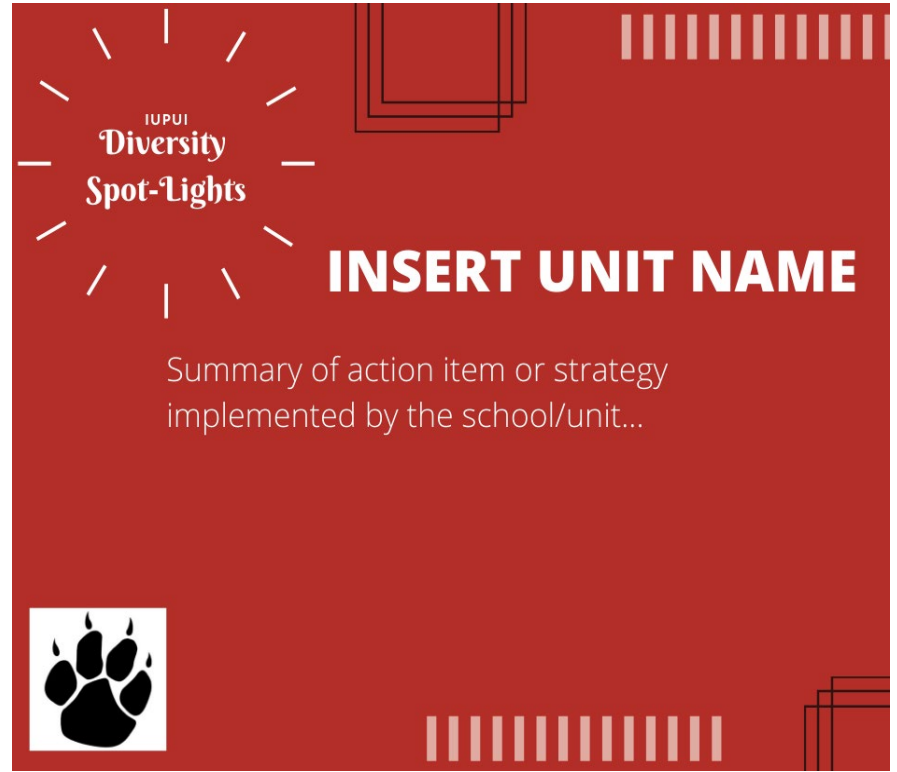
Future Support After Today

- Serving as a sounding board to school/unit lead(s) on who to include or how to launch diversity strategic planning in your respective school/unit

- Providing an overview of Smith's (2015) diversity framework to your school/unit diversity strategic plan development team

- Offering feedback on drafts of your school/unit diversity strategic plan for clarity, alignment with Smith's framework, vitality, and representation of key template components

- Piloting diversity strategic planning leads working group

  - Audience for membership: School/unit-level faculty and staff who are serving as the lead/co-lead(s) in guiding their school/unit's diversity strategic plan development and implementation efforts.

  - 2020-2021 Zoom meeting dates/times – during the initial meeting, will discuss the frequency and nature of meetings among the group): Thurs. September 10th: 2-3:30 p.m., Thurs. November 12th: 2-3:30 p.m., Thurs. February 11th: 2-3:30 p.m., Thurs. April 8th: 2-3:30 p.m.

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Campus Resources

- Dr. Karen Dace (kdace@iupui.edu): Vice Chancellor for Diversity, Equity and Inclusion

- Dr. Khalilah Shabazz (shabazzk@iupui.edu): Assistant Vice Chancellor for Student Diversity, Equity and Inclusion and Director of the Multicultural Center

- Kevin McCracken (kjmccrac@iu.edu): Director of Adaptive Educational Services

- Dan Griffith (dgriffit@iupui.edu): Director of Conflict Resolution and Dialogue Programs

- Dr. Gina Sánchez Gibau (gsanchez@iupui.edu): Associate Vice Chancellor for Faculty Diversity and Inclusion

- Anne Mitchell (amitch29@iupui.edu): Director and Title IX Coordinator, OEO

- One another and more!

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Education Resources

- IUPUI DEI and DUE Education Resources – resources on anti-racism, bias, stereotypes, inclusion, civil discourse, microaggressions, multicultural education, and more

- USC DEI Background/Best Practices Resources – resources for learning more about best practices to implement diversity, equity, and inclusion across a university campus

- Sample Unit Diversity Plans developed at the University of Michigan – for ideas and resources that can inform your goal setting and practices

- More – webinars, publications, +

Conclusion

- Individuals must be engaged if they are to become invested in the outcome

- Soliciting feedback may be difficult and require a greater investment in time, but leveraging feedback can pay-off later with greater reward

- Affirm and approach the diversity strategic planning process in a way that aligns with your local unit context

- Next steps – framing your approach

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Thank you!

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