

# Universitywide Diversity Strategic Planning Toolkit

**CHARTING OUR INCLUSIVE PATH FORWARD**

“Rutgers can be a leader on the national stage by redefining how and where we find excellence. This work is born and bred out of a commitment to diversity in all of its forms.”

- President Jonathan Holloway



**RUTGERS**

Office of the Senior  
Vice President for Equity



## DIVERSITY

The variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender and gender identity, age, religion, language, disability status, sexual orientation, socioeconomic status, geographic region, and more.



## EQUITY

Actively working to identify and eliminate barriers that have prevented full participation across differences in culture and circumstance, specifically redressing the exclusion of historically underrepresented groups in higher education. Attention to equity involves ensuring access, opportunity, and advancement for all students, faculty, and staff in every stage of education and career development.



## INCLUSION

The act of creating environments in which individuals and groups feel welcomed, respected, supported, and valued by eliminating practices and behaviors that marginalize. An inclusive climate embraces differences and offers respect in words and actions so that all people can fully participate in the University's opportunities.

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# Strategic Planning At-A-Glance

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**1** Map Out Planning Process



Checklist for Organizational Unit (OU) Planning

**2** Gather Information and Conduct Self-Assessment



Information Gathering and Data Guide

**3** Develop Vision – Set Goals, Identify Metrics



Diversity Strategic Planning Assessment Survey

**4** Chancellor-led Units Adopt Diversity Strategic Plan



Stakeholder Engagement Models

**5** University Communicates Vision



Vision and Goal Setting Guide

**6** Implement Plan



Organizational Unit (OU) Action Plan Development Worksheet



Summary Sheet for Assessment of Organizational Unit (OU) Action Plan



Strategic Plan SMART Goals Template

## HOW SHOULD I USE THIS TOOLKIT?

- Understand the purpose and goals of the planning process.
- Draw on resources and supports available to create a diversity action plan.
- Evaluate unit action plans and ensure they accomplish aims.
- Track the institutional efforts used to create a diversity strategic plan.



## A Call to Action

Dear University Community,

During the racial reckoning of summer 2020, the question was posed, “What is the academic version of *thoughts and prayers*?” A wildly popular response was, “diversity and inclusion.” Thoughts and prayers, in and of themselves are not bad, but when they are only statements of support, when actions and help are needed, they are insufficient. The problem is not that higher education articulates a commitment to diversity and inclusion, the problem is oftentimes it ends there.

The challenges ahead of us are great, but we must meet this moment with action. The diversity strategic planning process is a mechanism for our university community to assess where we are and commit to what we will do to chart a more inclusive path forward at Rutgers. **We will not let perfect be the enemy of the good.** As an institution, we are committed to making progress, not just because this moment demands it, but because our future does.

Don't sit on the sidelines, help us [build an inclusive academy](#), a [beloved community](#) – the university of our aspirations.

In service,

Enobong (Anna) Branch  
Senior Vice President for Equity

# Strategic Direction

In order to build a more diverse, equitable and inclusive university community and enable the institutional pursuit of excellence, we need a mechanism to articulate Chancellor-led unit efforts and university strategic direction to enable alignment.

We have defined five priorities that encapsulate areas where the university needs to make progress.



While our priorities are shared, our planning process recognizes and values the unique attributes each Chancellor-led unit brings to the university. Individualized planning enables New Brunswick, Newark, Camden, and Rutgers Biomedical Health Sciences (RBHS) to run their own race building on existing efforts, defining their relationship to their local community with specificity, while connecting to the strategic direction of the university.

## **WE ARE PULLING IN THE SAME DIRECTION, BUT WE ARE NOT ALL IN THE SAME BOAT.**

Our university priorities reflect shared objectives, enabling us to define benchmarks for achievement and structural mechanisms for accountability to be a beloved community.

We will assess Chancellor-led unit and university initiatives against the national landscape to accomplish two aims:

1. Identify gaps and obstacles to achieving our goals.
2. Highlight initiatives that need to grow to move the university toward excellence.

# University Priorities

## **RECRUIT, RETAIN, AND DEVELOP A DIVERSE COMMUNITY**

Achieve a university population that more closely reflects the state of New Jersey, paying particular attention to historically underrepresented populations among students, faculty, and staff. Provide strategic support to build the capacity of individuals to engage across differences in identity and experience, attending to the difference between compositional diversity and an inclusive community. This dimension refers to community outreach efforts to build awareness of Rutgers as a destination of choice for students, faculty, and staff, professional development to support the development of multicultural competencies, and engagement opportunities to cultivate an inclusive culture promoting connection among groups that are underrepresented.

## **PROMOTE INCLUSIVE SCHOLARSHIP AND TEACHING**

Value and support research and teaching that advances an understanding of diversity, inclusion, equity, and access. This dimension refers to the centering of students' backgrounds, experiences, and cultural/linguistic frames of reference as well as the experiences of indigenous and other marginalized communities, reviewing and amending the curriculum to promote understanding of diversity and equity within academic disciplines, and promoting/supporting scholarly research on equity and social justice—as well as the scholars who produce it.

## **DEFINE SUSTAINABLE AND SUBSTANTIVE COMMUNITY ENGAGEMENT**

Leverage Rutgers' educational mission to improve outcomes and reduce disparities for historically underrepresented and underserved populations in the communities that surround our campuses and throughout New Jersey. This dimension refers to marshalling the universities' core activities of teaching, research, student and staff engagement in service of the public good promoting the institutional commitment to the community on and off campus. We must engage our publics, ensure community engagement is reflected in the curriculum, reward community engaged research and scholarship, and nurture reciprocal relationships with community institutions. Our aspiration is to serve as institutional anchors, moving beyond location "in" but being "of" and in partnership with the surrounding community.

## **BUILD THE CAPACITY OF LEADERS TO CREATE INCLUSIVE CLIMATES**

Equip leaders to address instances of systemic racism, homophobia, sexism, ableism, classism, xenophobia, etc. and promote inclusion in their areas of responsibility. This dimension refers to promoting an understanding of how bias and discrimination along visible and invisible identity is woven into the fabric of institutions of higher education that disrupts recruitment and retention efforts, highlighting how issues of institutional culture impact climate and unit culture, and build confidence in their ability to act in real time when instances of inequity appear.

## **DEVELOP AN INSTITUTIONAL INFRASTRUCTURE TO DRIVE CHANGE**

Create and sustain an infrastructure that supports accountability for institutional change. This dimension refers to the procedures, processes, policies, resources, organizational structures, recognition and rewards for progress, and the use of metrics and other evidence to drive intentional decision making around diversity, equity, and inclusion.



**Inclusive Excellence means an institution has adopted means for the cohesive, coherent, and collaborative integration of diversity and inclusion into the institutional pursuit of excellence.**

Strategic planning is the process through which we will assess and align efforts in service of this goal.



# The Need for Strategic Planning

Every organizational unit should complete a diversity action plan to align organizational unit goals with the university priorities. The diversity strategic planning process will help you to:

- Shape strategies for recruiting, retaining, and developing a diverse community of students, staff, and faculty.
- Expand curriculum to promote understanding of diversity and equity within academic disciplines and reflect community engagement.
- Adopt culturally inclusive teaching practices that center students' backgrounds, experiences, and cultural/linguistic frames of reference as well as the experiences of indigenous and other marginalized communities.
- Deepen relationships to the surrounding community through partnership development with existing organizations and creating opportunities for employee/student engagement.
- Hone leadership capacity to build and sustain an inclusive climate that actively mitigates inequity.

## WHO CAN I ASK FOR HELP?

The Office of Senior Vice President for Equity provides central support for the strategic planning process. We work closely with your Chancellor-led unit planning team to support their progress. Here are a few key people to know as well as the area they are responsible for.

- **Students and Community Engagement**  
Michell Tollinchi, Interim Assistant Vice President for Equity
- **Faculty**  
Corrine Castro, Senior Director for Faculty Diversity and Inclusion
- **Staff and Alumni**  
Joan Collier, Director of Institutional Equity and Strategic Initiatives

Contact us at [diversity@rutgers.edu](mailto:diversity@rutgers.edu).

Within each Chancellor-led unit there is a leader spearheading the planning process. Be in touch with them to ask clarifying questions as they arise and learn about adaptations to the process to serve local objectives.

- **Rutgers University – New Brunswick**  
Enobong (Anna) Branch, Senior Vice President for Equity
- **Rutgers University – Newark**  
Sherri-Ann P. Butterfield, Executive Vice Chancellor
- **Rutgers University – Camden**  
Nyeema Watson, Vice Chancellor for Diversity, Inclusion, and Civic Engagement
- **Rutgers Biomedical Health Sciences**  
Sangeeta Lamba, Vice Chancellor for Diversity and Inclusion

# Planning Process Overview

1

## **STEP ONE: MAP OUT PLANNING PROCESS**

Form a planning committee, organize, and launch planning process in organizational unit (OU).

2

## **STEP TWO: GATHER INFORMATION AND CONDUCT SELF-ASSESSMENT**

Gather/analyze data to understand the current state of your organizational unit and identify strengths/gaps/needs relevant to the university priorities.

3

## **STEP THREE: DEVELOP A VISION – SET GOALS, IDENTIFY METRICS**

Articulate organizational unit goals and develop an Organizational Unit Diversity Action Plan.

4

## **STEP FOUR: CHANCELLOR-LED UNITS ADOPT DIVERSITY STRATEGIC PLAN**

This step will help to describe how organizational units will work together to achieve the Chancellor-led unit's goals and advance the university priorities.

5

## **STEP FIVE: UNIVERSITY COMMUNICATES VISION**

University communicates vision and outlines overarching university strategies that will support the fulfillment of the Chancellor-led units diversity goals.

6

## **STEP SIX: IMPLEMENT PLAN**

Launch internal workplan with benchmarks, timelines, and institutional support.







### **KEY TERMS**

*Chancellor-led Unit* refers to New Brunswick, Newark, Camden, and Rutgers Biomedical Health Sciences.

*Organizational unit* refers to the range of administrative, academic, and hybrid units found across the university. In some instances, there are organizational units that sit outside of the Chancellor-led units, for example, units in central administration. In those cases, please substitute Chancellor-led unit for the Office of the Senior Vice President for Equity to get additional support or ask clarifying questions.

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# Planning Tools Overview

-  **CHECKLIST FOR ORGANIZATIONAL UNIT (OU) PLANNING**  
Ordered activities within each step to help guide the planning process.
-  **INFORMATION GATHERING AND DATA GUIDE**  
This tool provides a slew of resources to help your organizational unit approach the self-assessment processes, including review questions to prompt reflection.
-  **DIVERSITY STRATEGIC PLANNING ASSESSMENT SURVEY**  
Tool to enable stakeholder engagement informing both university and chancellor-led unit diversity planning (administered electronically through Qualtrics, visit [diversity.rutgers.edu](http://diversity.rutgers.edu)).
-  **STAKEHOLDER ENGAGEMENT MODELS**  
An overview of why engagement matters and models for gathering additional input to inform your organizational unit planning on diversity, equity, and inclusion.
-  **VISION AND GOAL SETTING GUIDE**  
Series of steps to guide the visioning and goal setting process. The aim is to create a shared understanding of the why of change so that your organizational unit can identify concretely what must change, which is the foundation of your organizational unit goals.
-  **ORGANIZATIONAL UNIT (OU) ACTION PLAN DEVELOPMENT WORKSHEET**  
An outline of action plan elements, the aim is to summarize how your organizational unit will work towards change.
-  **SUMMARY SHEET FOR ASSESSMENT OF UNIT ACTION PLAN**  
A tool to assist Chancellor-led units in reviewing organizational unit action plans, enabling consistency in evaluation and feedback.
-  **STRATEGIC PLAN SMART GOALS TEMPLATE**  
Outline and brief descriptions of strategic plan elements.

## STEP ONE

# Map Out Planning Process



Checklist for  
Organizational  
Unit Planning

**Estimated Time to Completion: 2-4 weeks** (*February*)

This step will help you to form a planning committee, organize, and launch planning process in coordination with the diversity strategic planning team within your Chancellor-led unit.

1. **Choose a chair (or co-chairs) who will guide the diversity strategic planning process** in your organizational unit and consult with your Chancellor-led planning lead. This conversation will provide an overview of the planning process, as well as information about timeline and available support.
2. **Create a planning committee to lead the diversity planning process in your organizational unit.** Your aim is to create a cross section of your organization and bring their collective insights to bear on issues of diversity, inclusion, and equity. When selecting members for the planning team, be sure to include key staff and faculty who work on diversity and equity efforts as well as students who are in your academic unit or are the target of the services offered by your administrative unit. Designate staff to provide administrative support and assist in organizing the strategic planning process within your organizational unit.
  - Academic units may want to consider organizing the committee into subcommittees focused on subpopulations within the school: undergraduate students, graduate students, staff, and faculty.
  - Administrative units may want to consider organizing themselves into subcommittees in order to focus on the two implicit components of their planning: 1) how they can support the university priorities through their work functions? and 2) assess their organizational unit and define goals that relate to the organizational climate, for example, how it can better recruit, retain, and develop staff.
3. **Review and discuss the University Equity Audit.** Read the executive summary, reflect on the findings from the central administration self-study and share which outcomes reflect issues found in your organization as well. Identify aspirations that overlap with areas in need of change in your organizational unit to keep in mind throughout the planning process. The full [University Equity Audit and the Executive Summary](#) can be found online.
4. **Develop a workplan to support the activities of the planning team.** Review the [Checklist for Organizational Unit Planning](#) to familiarize yourselves with the activities, develop a timeline for completing them, and have a preliminary discussion of key issues.

## STEP TWO

# Gather Information and Conduct Self-Assessment

**Estimated Time to Completion: 6 weeks** (February-March)

This step will help you to gather/analyze data to understand the current state of your organizational unit (OU) and identify strengths/gaps/needs relevant to the university priorities.

- 1. Create a shared understanding of the current state** of diversity, equity, and inclusion efforts in your organization using the **Information Gathering and Data Guide**. This includes, uncovering past reports and/or activities, previous diversity goals and accomplishments, etc. that demonstrate how your organization has been engaged in the work of diversity in the past to inform future efforts. Compile information on activities in your organizational unit at present that support, directly or indirectly, the achievement of university priorities.
- 2. Review the Equity Scorecard and Summary found in the University Equity Audit**, paying particular attention to areas of strength and opportunities for growth for your Chancellor-led unit. While this data provides a 10,000 foot view, it reflects the activities and challenges facing your organizational unit as well. Draw on it to identify metrics to track as measures of progress.
- 3. Encourage members of your organization to complete the Diversity Strategic Planning Assessment Survey**, the results will be disseminated at the Chancellor-led unit level and delineated by each organizational (academic and administrative) unit responsible for diversity strategic planning.
- 4. Engage your stakeholders** (students, staff, faculty, alumni, community). The goals and action plan you develop should not be a surprise to them. Take steps early in your planning process to capture their perspectives on what needs to change. The **Diversity Strategic Planning Assessment Survey** supports this aim for the entire university community, but you may benefit from additional methods of engagement. Use the **Stakeholder Engagement Guidelines** tool to review a variety of approaches, also consider whether a past mechanism used to engage your community can be drawn on for this purpose.
- 5. Develop a shared understanding of the ideal state** of your organization reflecting on the information gathered from your stakeholders. Identify concretely what needs to change to move your organizational unit towards the ideal. Your aim is to develop a shared understanding of your organizational unit's aspirations.



Information  
Gathering and  
Data Guide

Diversity  
Strategic  
Planning  
Assessment  
Survey

Stakeholder  
Engagement  
Guidelines

*NOTE: The self-assessment is an internal document that can take any format the planning team decides. It will inform the Organization Unit Diversity Action Plan, which will be shared.*

## STEP THREE

# Develop a Vision – Set Goals, Identify Metrics

**Estimated Time to Completion: 4 weeks** (April-May)

This step will help you to articulate organizational unit goals and develop an Organizational Unit Diversity Action Plan.



Vision and Goal Setting Guide  
Organizational Unit (OU)

Action Plan Development Worksheet

- 1. Develop goals and metrics.** Draw on the self-assessment completed in step two to craft organizational unit goals that support the achievement of the university priorities, which provide the foundation for Chancellor-led unit goals. Use the [Vision and Goal Setting Guide](#) to set specific goals that meaningfully respond to what you heard from your stakeholders.
- 2. Identify concrete strategies and supports needed to achieve each goal, along with metrics that can be used to assess progress.** Revisit existing activities in your organizational unit that support equity, diversity, and inclusion, and assess whether they need to be stopped, adapted, or strengthened to support achievement of your goals. In considering initiatives, especially new or expanded initiatives, articulate why it will substantially improve performance related to one or more of the priorities identified.
- 3. Draft your action plan.** Use the [Organizational Unit Diversity Action Plan Worksheet](#) to share how your organizational unit goals will work together to move your unit toward its ideal state, as well as methods to measure short- and long-term progress towards your goals in the next 3 to 5 years.
- 4. Share your plan with the Chancellor-led unit planning team.** Organizational unit plans will not be final until the Chancellor-led unit Diversity Strategic Plan is final. There will be an opportunity for discussion and modifications, as needed, to ensure alignment between organizational unit and Chancellor-led unit goals.

## STEP FOUR

# Chancellor-led Units Adopt Diversity Strategic Plan

**Estimated Time to Completion: 4 months** (*May-August*)

This step will help to describe how organizational units will work together to achieve the Chancellor-led unit's goals and advance the university priorities.



Summary Sheet for Assessment of Organizational Unit (OU) Diversity Action Plan

Strategic Plan SMART Goals Template

- 1. Review Organizational Unit Diversity Action Plans**, utilizing the **Summary Sheet for the Assessment of Organizational Unit Diversity Action Plans**. The aim is to ensure alignment with the strategic direction of the Chancellor-led unit, establish a floor that all organizational units meet to support the achievement of shared goals, and assess requests for new institutional support needed to achieve organizational unit goals.
- 2. Frame the importance of diversity, equity, and inclusion** for the Chancellor-led unit, connecting the diversity strategic plan to its mission and relationship to the surrounding community.
- 3. Define Goals** using the **Strategic Plan SMART Goals Template**. Shape Chancellor-led unit goals that, if achieved, would advance the university priorities and identify metrics or indicators for measuring progress towards those goals over the next 3 to 5 years.
- 4. Share goals with the Office of the Senior Vice President for Equity**. There will be a review and discussion of plans across the Chancellor-led units to identify overarching university strategies and resources needed to achieve goals. The President's Office will also weigh in on the whether the goals outlined sufficiently advance the university priorities.
- 5. Draft the Chancellor-led Unit Diversity Strategic Plan**. Develop a narrative that shares the strategic direction for the Chancellor-led unit, draw on the assessment of the organizational units, and describe how their goals relate to and will support the achievement of Chancellor-led unit goals and advance the university priorities. Share the concrete steps, responsibilities, and timelines for putting the goals and strategies outlined into practice, specifying how the activities of organizational units will be tracked.

## STEP FIVE

# University Communicates Vision

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**Estimated Time to Completion: 1 month (September), Ongoing**

- 1. Chancellor-led unit plans are finalized,** and communications plans are developed to share the new strategic goals.
- 2. Share Rutgers path forward with the university community and external stakeholders.** We will have developed a unified vision of Rutgers commitment to diversity, coupled with concrete strategic plans that outline how each of its parts contribute to the collective goal.

## STEP SIX

# Implement Plan

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**Estimated Time to Completion: 3 Months (October-December), Ongoing**

- 1. Develop an implementation plan at the Chancellor-led unit level.** Identify leaders for each area of work, as well as an estimated timeline for specific strategies. Ask each organizational unit to designate a point person to coordinate and monitor overall implementation within their unit.
- 2. Launch your work!**
- 3. Check-in regularly.** The Office of the Senior Vice President for Equity will provide ongoing monitoring of planned efforts. Expect to provide an annual update on unit progress as well as mid-year check-in to stay abreast of needs and provide support.
- 4. Share your progress often.** Your internal and external stakeholders need to know about your ongoing activities to achieve your goals. Please contact the Office of the Senior Vice President for Equity for ongoing support in communicating your commitment and successes.



The background features a series of overlapping, wavy, organic shapes in two colors: a vibrant red and a golden yellow. The shapes are layered, with some appearing in front of others, creating a sense of depth and movement. The overall composition is modern and minimalist.

Tools

# Checklist for Organizational Unit (OU) Planning

## **STEP ONE: MAP OUT PLANNING PROCESS**

- ❑ Choose a chair (or co-chairs) who will guide the diversity strategic planning process in your organizational unit and schedule a consultation meeting with your Chancellor-led unit planning lead.
- ❑ Create a planning committee (and subcommittees, if needed) to lead the planning process
- ❑ Hold initial planning committee meeting and develop a workplan, which identifies who is responsible for each step in the checklist and outlines a timeline for completion.

## **STEP TWO: GATHER INFORMATION AND CONDUCT SELF-ASSESSMENT**

- ❑ Review the Equity Scorecard and Summary of the University Equity Audit.
- ❑ Compile past reports and/or activities, previous diversity goals and accomplishments for your organizational unit.
- ❑ Review results from Diversity Strategic Planning Assessment Survey.
- ❑ Engage your stakeholders to support the planning process.

## **STEP THREE: DEVELOP VISION – SET GOALS, IDENTIFY METRICS**

- ❑ Develop goals and metrics drawing on your self-assessment.
- ❑ Identify concrete strategies and supports needed to achieve each goal.
- ❑ Draft your Organizational Unit Action Plan.
- ❑ Share your plan with the Chancellor-led unit planning team.

## **STEP FOUR: CHANCELLOR-LED UNIT (CLU) ADOPTS DIVERSITY STRATEGIC PLAN**

- ❑ Respond to feedback from the Chancellor-led unit. Make modifications as needed to finalize your plan.

## **STEP FIVE: UNIVERSITY COMMUNICATES VISION**

- ❑ Develop a communications plan for sharing your new strategic goals and priorities with members of your organizational unit, as well as external stakeholders.

## **STEP SIX: IMPLEMENT PLAN**

- ❑ Designate a point person to coordinate and monitor overall implementation within the Chancellor-led unit planning lead.
- ❑ Launch your work!

# Diversity Strategic Planning Assessment Survey

**This tool will be administered electronically through Qualtrics (visit [diversity.rutgers.edu](https://diversity.rutgers.edu) for more information), enabling stakeholder engagement informing both university and chancellor-led unit diversity planning.**

We anticipate the survey being in the field from late January through mid-February. Units can expect to receive initial results by March 1. Participation is confidential and strongly encouraged. Please encourage your organizational unit members to take advantage of the opportunity to shape the institutional path forward by reflecting on where we are now and what needs to change.

Not all questions will be asked of all participants so the listing below does not reflect the order in which it will appear for survey takers. We are providing the questions below so planning committees are familiar with the questions being asked, since they may be fruitful for engagement in other forums as well.

**This first set of questions is asked of all respondents: students (undergraduate and graduate), postgraduate learners and trainees, staff, and faculty.**

**Reflecting on your experiences at Rutgers University, respond to the prompts below assessing the vision, leadership, and messaging about diversity, equity, and inclusion.**

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. Rutgers is actively committed to issues of equity, inclusion, and diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Our mission and vision statements include references to our goals on diversity, equity, and inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. University leaders – including Chancellors, Executive/Senior Vice Presidents, Vice Chancellors, Deans, and others – help set the tone for creating an engaging and inclusive environment for all groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our equity and inclusion values are reflected in internal and external communications, such as program descriptions, outreach materials, website, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The university’s core activities of teaching, clinical service, research, student, trainee, and staff engagement is utilized in service of the public good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Respond to the prompts below reflecting on efforts to engage in sustainable and substantive community engagement within your organizational unit (school, division, or administrative department).** Community engagement is defined as the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the wellbeing of those people.

*Note: We welcome opinions and/or impressions from **all** members of the community, however, if you do not have a perspective to share, please select not applicable.*

	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>	<b>DON'T KNOW</b>	<b>NA</b>
1. Rutgers supports a research, teaching, clinical, and public service agenda that is responsive to the needs of our increasingly diverse local, state, national, and global context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The curriculum includes elements related to public and/or community engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. We provide <b>employees (faculty and staff)</b> with opportunities to engage in community-based learning and public service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. We provide <b>students (undergraduate and graduate)</b> with opportunities to engage in community-based learning and public service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Community engaged research is rewarded in evaluation metrics for faculty, such as promotion and tenure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Structures and resources exist to nurture and strengthen relationships with institutions in the surrounding community beyond individual outreach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**[Final question] Please share any additional information you would like us to know that is not captured above.**

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**This set of questions is asked only of faculty and staff.**

**Respond to the prompts below reflecting on efforts to recruit a diverse community within your organizational unit (school, division, or administrative department).** Diversity reflects differences in racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, ability/disability, and religious backgrounds.

*Note: We welcome opinions and/or impressions from **all** members of the community, however, if you do not have a perspective to share, please select not applicable (NA).*

	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>	<b>DON'T KNOW</b>	<b>NA</b>
1. Rutgers actively values and seeks to hire a diverse <b>staff</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. We employ best practices for the inclusive hiring of <b>staff</b> , such as: removing arbitrary qualifications, appointing diverse hiring committees, active outreach to underrepresented communities, using clear evaluation criteria, being open to candidates with non-traditional backgrounds, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Rutgers actively values and seeks to hire a diverse <b>faculty</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. We employ best practices for the inclusive hiring of <b>faculty</b> , such as: defining searches broadly, appointing diverse search committees, actively reaching out to scholars from underrepresented groups, using clear evaluation criteria, being open to candidates with non-traditional backgrounds, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Faculty</b> searches regularly attract a diverse pool of highly qualified candidates and/or attract a pool that represents the availability of PhD's in this field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Rutgers actively values and seeks to enroll diverse <b>undergraduate students</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Our outreach and recruitment processes for <b>undergraduate students</b> employ targeted practices for attracting diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Rutgers actively values and seeks to enroll diverse <b>graduate students</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Our outreach and recruitment processes for <b>graduate students</b> employ targeted practices for attracting diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Rutgers actively values and seeks to enroll diverse <b>postgraduate learners and trainees</b> (postdocs/residents/fellows).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Respond to the prompts below reflecting on efforts to retain and develop a diverse community within your organizational unit (school, division, administrative department, etc.).**

Note: We welcome opinions and/or impressions from **all** members of the community, however, if you do not have a perspective to share, please select not applicable (NA).

	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>	<b>DON'T KNOW</b>	<b>NA</b>
1. There are sufficient opportunities to support my cultural growth and development, such as dialogue about topics related to diversity, inclusion, and equity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All <b>staff</b> have support from leadership to continue their professional growth and career advancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. All <b>staff</b> in the unit (department, center, institute, school, office) are comfortable and knowledgeable about working with diverse <i>student and postgraduate</i> populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. We have a strong <b>faculty</b> mentoring system which is effective in supporting all faculty members in the tenure and advancement process, as well as in expanding their academic and professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The unit (department/center/institute/school) provides a supportive and welcoming environment for <i>all faculty</i> members to pursue their careers as teachers and scholars. Faculty from groups historically underrepresented in the field and/or in society are fully included in our intellectual life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. All <b>faculty</b> in the unit (department, center, institute, school) are comfortable and knowledgeable about working with diverse <i>student and postgraduate</i> populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. We have a strong advising system for <b>undergraduates</b> , which is effective in supporting all students both academically and professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	NA
8. Extra support is provided, where needed, to ensure the success of <b>undergraduate students</b> from underresourced backgrounds, students with disabilities, students whose first language is not English, students with limited financial resources, and those facing other academic or social challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Support for postgraduation success of <b>undergraduate students</b> reflects the diverse needs of our student body, including career assistance, grad school preparation, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. We have a strong mentoring system, which is effective in supporting all <b>graduate students</b> both academically and professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. We have a strong mentoring system, which is effective in supporting all <b>postgraduate learners and trainees</b> both academically and professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Respond to the prompts below reflecting on the role of leaders in shaping inclusive environments within your organizational unit (school, division, or administrative department).**

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. Leadership fosters a culture of respect and collaboration across differences in all levels and positions, creating an environment where all students, faculty, and staff feel welcome and are able to engage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Leaders are aware of how evaluation bias may negatively impact underrepresented staff and faculty creating inequities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Leadership encourages innovation that addresses equity and inclusion in our workplace, curriculum development, and teaching practices, where relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Leaders have the cross-cultural skills to address issues of insensitivity, exclusion, or disrespect when they arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Respond to the prompts below reflecting on the need to develop an institutional infrastructure to drive change at Rutgers broadly and within your organizational unit (school, division, or administrative department).**

*Note: We welcome opinions and/or impressions from **all** members of the community, however, if you do not have a perspective to share, please select not applicable (NA).*

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	NA
1. A commitment to diversity, equity, and inclusion is built into policies and plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There are structures to ensure ongoing efforts are made to increase diversity, ensure equity, and identify and remove all barriers to inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Faculty</b> members' contributions to equity, inclusion, and diversity are recognized and rewarded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>Staff</b> members' contributions to equity, inclusion, and diversity are recognized and rewarded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. We regularly and systematically collect and analyze data about equity, inclusion, and diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**This set of questions is asked only of students (undergraduate and graduate), postgraduate learners and trainees, and faculty.**

**Respond to the prompts below reflecting on efforts to promote inclusive scholarship and teaching within your academic department.**

	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>
1. Course offerings include explicit attention to issues of diversity, equity, and inclusion as they relate to our field(s) of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching practices throughout the department/school are culturally relevant (centering of students' backgrounds, experiences and cultural/linguistic frames of reference), accessible, and inclusive for all groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Faculty</b> research agendas address issues of equity, inclusion, and diversity as related to their field(s) of inquiry. Scholarly research on equity and social justice is supported and promoted by the department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. When the unit (department/center/institute/school) holds internal and external speaker events, lecture series, colloquia, and/or conferences, these events include speakers from diverse and underrepresented groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**This set of questions is asked only of graduate students.**

**Respond to the prompts below reflecting on efforts to recruit, retain, and develop a diverse community within your organizational unit (school, division, administrative department, etc.).**

	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>
1. Rutgers actively values and seeks to hire a diverse <b>staff</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Rutgers actively values and seeks to hire a diverse <b>faculty</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Rutgers actively values and seeks to enroll diverse <b>graduate students</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our outreach and recruitment processes <b>for graduate students</b> employ targeted practices for attracting diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. There are sufficient opportunities to support my cultural growth and development, such as dialogue about topics related to diversity, inclusion, and equity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Graduate students</b> of all identities and experiences are valued by <i>faculty</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Graduate students</b> of all identities and experiences are valued by <i>staff</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. We have a strong mentoring system, which is effective in supporting all <b>graduate students</b> both academically and professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The unit (department/center/institute/school) provides a supportive and welcoming environment for all <b>graduate students</b> to pursue their careers as teachers and scholars. Graduate students from groups historically underrepresented in the field and/or in society are fully included in our intellectual life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**This set of questions is asked only of undergraduate students.**

**Respond to the prompts below reflecting on efforts to recruit, retain, and develop a diverse community within your organizational unit (school, division, administrative department, etc.).**

	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>
1. Rutgers actively values and seeks to hire a diverse <b>staff</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Rutgers actively values and seeks to hire a diverse <b>faculty</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Rutgers actively values and seeks to enroll diverse <b>undergraduate students</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our outreach and recruitment processes for <b>undergraduate students</b> employ targeted practices for attracting diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. There are sufficient opportunities to support my cultural growth and development, such as dialogue about topics related to diversity, inclusion, and equity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Undergraduate students</b> of all identities and experiences are valued by <i>faculty</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Undergraduate students</b> of all identities and experiences are valued by <i>staff</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. We have a strong advising system for <b>undergraduates</b> , which is effective in supporting all students both academically and professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Extra support is provided, where needed, to ensure the success of <b>undergraduate students</b> from underresourced backgrounds, students with disabilities, students whose first language is not English, students with limited financial resources, and those facing other academic or social challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Support for postgraduation success of <b>undergraduate students</b> reflects the diverse needs of our student body, including career assistance, grad school preparation, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**This set of questions is asked only of postgraduate learners and trainees.**

**Respond to the prompts below reflecting on efforts to recruit, retain, and develop a diverse community within your organizational unit (school, division, administrative department, etc.).**

	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>
1. Rutgers actively values and seeks to hire a diverse <b>staff</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Rutgers actively values and seeks to hire a diverse <b>faculty</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Rutgers actively values and seeks to enroll diverse <b>postgraduate learners and trainees</b> (postdocs/residents/fellows).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There are sufficient opportunities to support my cultural growth and development, such as dialogue about topics related to diversity, inclusion, and equity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Postgraduate learners and trainees</b> of all identities and experiences are valued by <i>faculty</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Postgraduate learners and trainees</b> of all identities and experiences are valued by <i>staff</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. We have a strong mentoring system, which is effective in supporting <i>all postgraduate learners and trainees</i> both academically and professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The unit (department/center/institute/school) provides a supportive and welcoming environment for all postgraduate learners and trainees to pursue their careers as scholars and/or clinicians. <b>Postgraduate learners and trainees</b> from groups historically underrepresented in the field and/or in society are fully included in our intellectual life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**This set of questions is asked only of staff.**

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**Respond to the prompts below reflecting on efforts to promote an inclusive workforce within your organizational unit.**

	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>
1. Opportunities for staff to learn about topics related to equity, inclusion, and diversity are actively supported and valued by my unit (department/center/institute/school) and attention to these issues is included in our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My unit promotes an inclusive culture. Day-to-day interactions with my colleagues are informed by self-awareness and respect for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Leadership is attentive to the differing needs of students/staff/faculty and consistently works to provide support and meet the needs of staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Stakeholder Engagement Guidelines

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**This tool provides an overview of why stakeholder engagement matters and models for gathering additional input to inform your organizational unit planning on diversity, equity, and inclusion.**

Stakeholder engagement is integral in any strategic planning process because it broadens support and ownership of the path forward. Specifically, it enables the development of inclusive and equitable plans that are informed by insights and perspectives of the various constituent groups. By allowing you to:

- Identifying issues of concern early, targeting groups for input intentionally and gaining insight.
- Gain buy-in for changes to promote equitable access and outcomes resulting from consultation.
- Develop a shared vision for the future of the organizational unit informed by and representative of its diverse stakeholders.

Stakeholders are internal and external, they include faculty, staff, students, alumni, and community partners and more. Approach the process of strategic planning as opportunity to do purposeful stakeholder engagement, staying attuned to three areas.

## **1. Communication**

- Allow for open and inclusive dialogue.
- Provide clear guidelines, make sure your stakeholders know what to expect.
- Provide updates throughout the process.

## **2. Be Transparent**

- Share information with stakeholders that is relevant to their concerns and interest.
- Transparency enables trust building and strengthens relationships.
- It also provides a shared basis for assessment, identifying areas of strength and opportunities for growth.

## **3. Timeline**

- Provide deadlines to ensure timely completion of tasks.
- Provide schedule for planning updates to your community.

**Stakeholder engagement can take any form that meets your needs. Here are a few options to consider:**

- **Small group strategy meetings** are an effective structure for groups of constituents to discuss their needs and inform others of how they would want to see them addressed.
- **Focus groups** enable a structured, facilitated conversation organized around questions prepared in advance to get the group talking. Focus groups can target specific populations (women graduate students, faculty of color, etc.) or be focused on a specific topic (diversity in the curriculum or racial dynamics in the unit).
- A **Town Hall** is an open forum to allow for a larger conversation across constituent groups. They can be a good forum to share updates, process, and provide overall transparency about strategic planning process, serving as a vehicle for your community to meet leaders shepherding the process. However, they can be unwieldy and difficult to manage conversation. If your aim is to get feedback, or facilitate dialogue, consider another method.
- **Affinity groups** are any group of people that gather based on a shared identity. They often have a specific mission and purpose to provide support and combat isolation. They can be informative resources about the needs of a specific group and/or host targeted events to facilitate a conversation.

# Information Gathering and Data Guide

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**This tool provides a slew of resources to help your organizational unit approach the self-assessment processes, including review questions to prompt reflection.**

## **ACTIVITIES ASSESSMENT**

The aim of the questions below is to provide a framework for reviewing activities in your organizational unit that, directly or indirectly, support diversity, equity, and inclusion, both on and off campus. The framework is simplistic to afford you flexibility in summarizing the activities you have undertaken and outlining how they help to support the university diversity priorities. The aim in compiling your activities is to support your goal setting, enabling you to make the connection between activities you are engaged in and the outcomes you would like to see.

### **Reflection Questions**

- 1) What do we do?
- 2) Why do we do it?
- 3) Who does it serve? Primary audience(s)?
  - Staff
  - Students
  - Faculty
  - Community
  - Alumni
- 4) How much do we (department, division, school, etc.) spend on activities directly related to diversity, equity, and inclusion annually?
  - less than \$999
  - \$1000-\$2499
  - \$2500-\$4999
  - \$5000-\$9,999
  - \$10,000-\$15,000
- 5) Is it working?
  - 1= No, as determined by evidence (e.g.: assessment, unmet metrics, etc.)
  - 2= Not sure, no basis to determine
  - 3= Somewhat, anecdotal/informal evidence only (e.g.: a thank you note)
  - 4= Yes, as determined by evidence (e.g.: specific metrics and/or qualitative indicators of success)
- 6) Does this activity support any of the university diversity priorities? How?



# Reflect on Current and Ideal State

**What is your current state and ideal state in relation to each diversity priority, by population (where applicable)? What would your ideal state be?**

*Describe the **Current State**:* In what areas does the organizational unit need/want to improve? Aim to develop a statement of the challenges at present that serves as a guiding tenet providing a shared understanding of the “why” of change.

*Describe the **Ideal State**:* What would your ideal state be? If the organizational unit improved over time, what would change look like? Aim to develop a shared understanding of your unit’s aspirations. Remember you are not trying to define your concrete goals here; it is okay to think big even if it seems out of reach.

<b>DIVERSITY PRIORITIES</b>	<b>CURRENT STATE (Identify Challenges)</b>	<b>IDEAL STATE (Define Aspirations)</b>
Recruit, Retain, and Develop Diverse Community Populations to address: Undergraduate Students, Graduate Students, Postgraduate Learners, Faculty, Staff		
Promote Inclusive Scholarship and Teaching Populations to address: Undergraduate Students, Graduate Students, Faculty		
Define Sustainable and Substantive Community Engagement		
Build the Capacity of Leaders to Create Inclusive Climates		
Develop an Institutional Infrastructure to Drive Change		

## Identify Aspirational Peers and Practices

Who are your aspirational peers? Why? What are they doing in relation to the areas you have identified as in need of change that could be adopted?

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# Vision and Goal Setting Guide

**This tool contains a series of steps to guide the visioning and goal setting process.**

## WHAT NEEDS TO CHANGE

Identify the gap between your current state and the ideal state - these are areas in need of change. Substantial improvement in these areas will help in moving your organizational unit towards the ideal. For example: build cross-cultural skills to engage across difference; increased sense of belonging; change in policies and procedures; improved recruitment and retention of faculty, staff, and students; improved promotion and graduation rates; improved departmental culture. Feel free to draw on the language used in the priorities to identify what needs to change.

DIVERSITY PRIORITIES	WHAT NEEDS TO CHANGE?	WHAT SUPPORTS ARE NEEDED?
Recruit, Retain, and Develop Diverse Community		
Promote Inclusive Scholarship and Teaching		
Define Sustainable and Substantive Community Engagement		
Build the Capacity of Leaders to Create Inclusive Climates		
Develop an Institutional Infrastructure to Drive Change		

## MOVING TOWARD THE IDEAL, LINKING EFFORT TO INSTITUTIONAL CHANGE

Identify specific desired outcomes that can be shorter or longer term, that if achieved would indicate measurable process on the things that need to change. What supports and/or activities will support achievement of these outcomes? Revisit the list of activities compiled during your self-assessment. Identifying activities that need to be stopped (to create new resources), adapted, or strengthened to move the unit toward the ideal state

DIVERSITY PRIORITIES	DESIRED OUTCOME	WHAT SUPPORTS OR ACTIVITIES ARE NEEDED?
Recruit, Retain, and Develop Diverse Community		
Promote Inclusive Scholarship and Teaching		
Define Sustainable and Substantive Community Engagement		
Build the Capacity of Leaders to Create Inclusive Climates		
Develop an Institutional Infrastructure to Drive Change		

# Organizational Unit (OU) Action Plan Development Worksheet

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**An outline of action plan elements, the aim is to summarize how your organizational unit will work towards change.**

Draw on the desired outcomes and evaluate the availability of supports and activities to set goals for your organizational unit. Your Organizational Unit Diversity Action Plan is composed of:

- A brief introduction that frames the importance of diversity, equity, and inclusion to your organizational unit, describes the process for developing the goals, and identifies whether additional institutional support and/or resources are needed to achieve them.
- A Goal Development Worksheet for each priority. Note: Depending on the focus of your organizational unit, it may not be necessary to develop goals for each priority. If you are unsure, plan to check-in with the planning lead for your Chancellor-led unit.

## **PRIORITY YOU ARE TRYING TO ADDRESS**

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1. Recruit, Retain, and Develop a Diverse Community
2. Promote Inclusive Scholarship and Teaching
3. Define Sustainable and Substantive Community Engagement
4. Build the Capacity of Leaders to Create Inclusive Climates
5. Develop an Institutional Infrastructure to Drive Change

## **GOALS**

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What do you want to achieve or change regarding the above priority?

## **STRATEGIES**

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What general strategies or approaches, or activities will you use to accomplish your goals?

## **DELIVERABLES**

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For each strategy, list one or more specific actions or resources you will use or develop to implement it.

## **METRICS**

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What information will you track and review to measure both short- and long-term progress toward your goals?  
What source(s) will be used?

# Summary Sheet for Assessment of Organizational Unit (OU) Action Plan

**A tool to assist Chancellor-led unit in reviewing organizational units action plans enabling consistency in evaluation and feedback.**

**ORGANIZATIONAL UNIT:**

**CONTACT:**

<b>UNIVERSITY PRIORITY</b>	<b>PLAN QUALITY*</b> 1= Fair 2= Good 3= Excellent	<b>CHANCELLOR-LED UNIT ALIGNMENT LEVEL**</b> 1= Low 2= Moderate 3= High	<b>FEEDBACK TO ORGANIZATIONAL UNIT</b>
Recruit, Retain, and Develop a Diverse Community			
Promote Inclusive Scholarship and Teaching			
Define Sustainable and Substantive Community Engagement			
Build the Capacity of Leaders to Create Inclusive Climates			
Develop an Institutional Infrastructure to Drive Change			

## **\*Plan Quality**

### **Fair**

- Weak framing of the importance of diversity, equity, and inclusion to the organizational unit.
- No or little evidence of engagement across stakeholder groups.
- Weak connection to the university priorities.
- Moderate relationship between the goal specified and metrics identified to measure short- and long-term progress.

### **Good**

- Diversity, equity, and inclusion are framed as important to the organizational unit.
- Solid evidence of engagement across stakeholder groups.
- Marginally advances the university priorities.
- Strong relationship between the goal specified and metrics identified to measure short- and long-term progress.

### **Excellent**

- Excellent framing of the importance of diversity, equity, and inclusion to the organizational unit, connecting the action plan to the mission and purpose of the organizational unit.
- Extensive engagement across stakeholder groups.
- Advances the university priorities.
- Strong relationship between the goal specified and metrics identified to measure short- and long-term progress.

## **\*\*Chancellor-led Unit Alignment Level**

### **Low Alignment**

The unit's goals met the needs of the organizational unit but have a weak relationship to the strategic direction of the Chancellor-led unit.

### **Moderate Alignment**

The unit's goals have a moderate relationship to the strategic direction of the Chancellor-led unit but do not build on existing initiatives.

### **High Alignment**

The unit's goals have a strong relationship to the strategic direction of the Chancellor-led unit, build on the strengths of existing initiatives, and offer means for partnership across units.

# Strategic Plan SMART Goals Template

**The Chancellor-led Unit Diversity Strategic Plan will articulate goals and overarching strategies to guide the collective work to support institutional change.** These goals should guide investment and efforts in support of university priorities, outline benchmarks for achievement, and provide structural mechanisms for accountability. Note for some priorities you may need multiple goals to capture your aspirations for each population (students, postgraduate learners/trainees, staff, and faculty). Goals should be Specific, Measurable, Attainable, Relevant, and Time Bound (using one worksheet per goal).

SMART GOAL ELEMENT	ENVISIONING CHANGE
<p><b>Goal Description</b> Describe your unit goal here, detail how it meets SMART goal elements below</p>	
<p><b>S: Specific</b> Detail exactly what needs to be done (Who, What, Where and Why)</p>	
<p><b>M: Measurable</b> How will you measure progress towards the goal?</p>	
<p><b>A: Attainable</b> The best goals are a delicate balance between being challenging, yet achievable</p>	
<p><b>R: Relevant</b> How does this goal tie into your mission and key responsibilities? How is it aligned with universitywide diversity priorities?</p>	
<p><b>T: Time-Bound</b> Having a deadline is a key part of setting and achieving goals</p>	