

**Bloomsburg University of Pennsylvania**  
**President's Commission on Diversity, Equity, and Inclusion**

**Purpose**

The President's Commission on Diversity, Equity, and Inclusion is appointed by the president and charged with: 1) examining diversity, equity, and inclusion practices, 2) recommending a vision for diversity, equity, and inclusion to the president, 3) recommending high-impact action steps, and 4) coordinating the implementation and assessment of those action steps. The commission is made up of faculty, staff, administrators, students, and alumni.

**Members of the President's Commission on Diversity and Inclusion**

- Co-Chair: Dr. Shavonne Shorter, Special Assistant to the President for Diversity, Equity, and Inclusion and Associate Professor of Communication Studies
- Co-Chair: Ms. Madelyn Rodriguez, Director of the Multicultural Center
- Dr. Jung Kim, Associate Professor of Marketing
- Dr. Amy Eitzen, Associate Dean, College of Education
- Mr. Phillip Amarante, Assistant Director, Payroll, Benefits, Org. Management
- Dr. Carolyn Reid-Brown, Assistant Professor of Exceptionality Programs
- Dr. Angela Pang, Professor of Exceptionality Programs
- Ms. Albra Wheeler, Coordinator of the Women's Resource Center
- Ms. Lauren Polinski, Professional Development Manager, Alumni and Professional Engagement
- Mr. Asa Kelley, Video Production Specialist
- Dr. Heather Feldhaus, Dean of Graduate Studies, Interim Assistant Vice President
- Mr. Michael Hamlin, Assistant Men's Basketball Coach
- Ms. Michaela Maw, Undergraduate Student in Sociology
- Dr. Mahmoud Darwich, Assistant Professor of Computer Science

- Mrs. Adrienne Mael, Bloomsburg Alumna, CEO/President of the United Way of Columbia and Montour Counties
- Ms. Carolyn Taggart, Coordinator of Sexual & Gender Diversity
- Mr. Leo Sokoloski, Director, Law Enforcement/Police
- Mr. George Long, Interim Executive Director of Diversity, Equity & Multicultural Affairs
- Mr. Gibryl Livingston, CGA Representative
- Dr. Doreen Jowi, Associate Professor of Communication Studies
- Ms. Felicia Ellzy, Bloomsburg University Alumna, Director of Curriculum and Instruction, The Nativity School

**Recurring Guests:**

- Mr. Peter Kelly, Chief of Staff, Office of the President
- Dr. Erin Brummett, Associate Professor of Communication Studies
- Ms. Meaghan Fuhrman, Statistician 3, Office of Institutional Effectiveness

**Administrative Team:**

- Ms. Christa Lamoreaux, Administrative Support

**Past Members:**

- Mr. Wayne Whitaker, Assistant Director of Diversity and Retention and ACT 101 Advisor, Former Staff Co-Chair (Retired)
- Dr. Kristin Austin, Former Assistant Director, New Student & Family Orientation; Former Assistant Professor, Educational Leadership & College Student Affairs
- Ms. Krystal Garcia, College of Liberal Arts Student, Former CGA President

As the current Commission comprised our plan, we examined the previous Diversity and Inclusion strategic plan and used it as an exemplar to work from.

## **2020-2025 Diversity, Equity, and Inclusion Strategic Plan**

### **Introduction**

Bloomsburg University of Pennsylvania strives to ensure that all students, faculty, staff, administrators, and alumni are supported by university policies, systems, organizational structures, practices, and activities that promote diversity, equity, and inclusion.

*Diversity* is defined broadly and encompasses the multiple characteristics that comprise individuals' identities, including (but not limited to) race, ethnicity, sex, gender, national origin, color, identity/expression, sexual orientation, socio-economic status, age, ability, religious practice and belief, first generation distinction, political affiliation and belief, personal ideology, and intellectual pursuits.

*Equity* is the act of meeting each person where they are and equipping them with the resources needed to help them overcome barriers as they achieve personal and professional success.

*Inclusion* encompasses diversity and enhances it by ensuring that all individuals are heard, validated, feel a sense of belongingness, are respected, and are engaged. Inclusion is both active and aspirational.

In addition to authoring the Diversity, Equity, and Inclusion Strategic Plan, we have updated the university's Diversity, Equity, and Inclusion Vision Statement.

### **Diversity, Equity, and Inclusion Vision Statement**

*Inclusive excellence at Bloomsburg University of Pennsylvania requires fostering a strong culture of diversity, equity, and inclusion. As members of this community we will create an atmosphere that allows all members to embrace diversity, equity, and inclusion as we achieve success both in and out of the classroom, in our work responsibilities, and in our professional lives beyond Bloomsburg.*

Bloomsburg University of Pennsylvania is committed to promoting a strong culture of diversity, equity, and inclusion. They are the cornerstones upon which we build our success. In order to foster this culture, the university must interweave diversity, equity, into all areas of the institution. It is from this understanding that the Diversity, Equity, and Inclusion Strategic Plan was developed.

**Plan**

This Diversity, Equity, and Inclusion Strategic Plan offers a sustained, collaborative approach to making diversity, equity, and inclusion a way of life at Bloomsburg University of Pennsylvania. It offers specific directions, initiatives, and strategies with the goal of meeting the promise of the University's mission and values. The plan identifies five priorities that will each have a series of measurable outcomes which are explained in further detail within the plan. They are:

1. **Increase recruitment, retention, and graduation rates for students from diverse populations.**
2. **Improve recruitment and retention for a more diverse administration, faculty, and staff.**
3. **Incorporate diversity, equity, and inclusion in teaching, learning, and research.**
4. **Work on-campus, in local and regional communities, and with alumni and supporters to develop partnerships, establish programs, offer training, and plan events to foster an environment that supports diversity, equity, and inclusion.**
5. **Develop and maintain a permanent system of accountability and responsibility involving all campus entities to ensure a strong culture of diversity, equity, and inclusion.**

This plan outlines goals and objectives for 2020-2025 but is considered a living document that will be revisited and revised regularly.


**Key:**

In Progress



Complete

**Goal/Direction #1: Increase recruitment, retention, and graduation rates for students from diverse populations.****1. Increase the diversity of the student population.**

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  - a. Review the new University branding campaign materials to ensure they are inclusive and communicate BU's commitment to recruiting and retaining diverse students.
  - b. Assess admissions data and demographics to determine the geographical areas where Bloomsburg is currently successful in recruiting diverse students and expand efforts accordingly both domestically and abroad.
  - c. Review and expand strategies for increasing the number of diverse graduate students by 2%.

- ✓ d. Provide training at least once per semester for Admissions officers and staff members as well as those that recruit for The Graduate School, in the areas of diversity and inclusion.
- ✓ e. Increase the number of multicultural student recruiters in Admissions by at least 2.
- f. Review and develop new partnerships and outreach efforts with a greater range of middle, high school, and community colleges to foster a diverse and inclusive campus population. Work with at least 2 new partners in each category.
- ✓ g. Create a guide to help prospective diverse students locate services of interest in the Bloomsburg area. There should be information regarding aspects of culture (e.g. hairstyling services, religious services, restaurants, shopping). This should be made available via hard copy and online.
- ✓ h. Develop and promote financial resources that support educational access for diverse students.
  - i. e.g. identify scholarship money to attract better qualified diverse students, explore alternative strategies for lowering costs to students, provide preliminary financial award letters early in the recruitment process, and more.
  - i. Continue to enhance, connect, and expand programs that support diverse students (e.g., Access and Success, TRIO Student Services, Learning Communities, Board of Governors program, Multicultural Center, Disability Services, ESL Program).
  - i. Publicize the number of students that are involved in these programs and highlight the work that they are doing on a monthly basis.
  - j. Establish at least 2 “pipeline to professions” programs that focus on university recruitment, retention, graduation, and placement of diverse students in careers upon graduation.
  - k. Diversify student recruitment strategies.
    - ✓ i. Invite at least 2 student representatives from diverse student organizations to accompany university recruiters on recruitment trips.
    - ii. Invite at least 2 diverse alumni to participate in recruitment events both on and off campus.
    - ✓ iii. Engage diverse administration, faculty, and staff in the recruitment process.
    - ✓ iv. Host at least 2 on campus and off campus recruitment events for diverse students.
  - ✓ l. Promote the university’s commitment to diversity initiatives and services by highlighting the offices where this work is done during the recruitment and orientation processes (e.g., Offices that report to the Executive Director for Diversity, Inclusion and Multicultural Center, the Frederick Douglass Institute for Academic Excellence).

## 2. Retain student populations from diverse groups.

- ✓ a. Develop and enhance collaborative efforts between the Academic Affairs, Advancement, and Student Affairs divisions and assess essential programs (such as academic advising, tutoring, and testing) that directly impact diverse students, and lead to higher graduation rates.
- ✓ i. Utilize the assessment data to improve these programs and better serve the needs of the diverse student population.
- ✓ b. Promote and establish both peer-to-peer and professional-to-student mentoring opportunities for diverse students to help them navigate the pathway to graduation.
- ✓ c. Hire and retain at least 2 counseling staff that is trained in treating the mental health needs of diverse students.
- d. Increase opportunities, funding, and support of diverse student organizations.
  - ✓ i. Encourage these groups to meet collectively at least once per semester for program planning purposes.
  - ✓ ii. Create organizations that do not exist (e.g. nontraditional student group).
- ✓ e. Assist graduate students in creating a Multicultural Graduate Student Association and other diverse affinity organizations.
- ✓ f. Emphasize various leadership opportunities available to diverse students to increase involvement.
- ✓ g. Work with the town of Bloomsburg and surrounding towns to create opportunities for businesses that serve the needs of diverse individuals to open and thrive. Work to ensure that at least 2 new businesses open.
- ✓ h. Establish an ombudsperson that students can work with on issues of diversity and inclusion.
- ✓ i. Expand and implement programming and events that celebrate all heritage months across campus at the university, college, department, unit, and office levels.
- ✓ j. Continue to host listening sessions and other ways to connect with diverse students in order to learn of their needs and address them accordingly. Hold listening sessions at least once per semester.
- ✓ k. Implement an annual assessment of strategies used to retain students to evaluate their effectiveness and to be presented to the Cabinet for continued action.

**Goal/Direction #2: Improve recruitment and retention for a more diverse administration, faculty, and staff.**

**1. Recruit diverse administration, faculty, and staff.**

- a. Expand recruitment efforts at 3 diversity-focused conferences to attract diverse administrators, faculty, and staff.
  - i. Send a standing recruitment team to these conferences which would be comprised of at least 1 administrator/faculty and 1 staff.
  - ii. Allow the Frederick Douglass Teaching Scholars positions to be renewed annually for up to 3 years.
  - iii. Identify 3-4 publications where diverse candidates job search and post jobs there.
  - iv. Encourage Human Resources to develop a social media presence to post jobs. These jobs can then be shared by the university social media accounts.
- b. Provide at least 1 professional development opportunity for individuals responsible for hiring (e.g., directors and heads of searches, members of search committees) such as inviting a speaker to campus who can help educate on effective strategies for recruiting and retaining diverse administrators, faculty, and staff.
- c. In Progress Promote Bloomsburg University's commitment to diversity initiatives and services (e.g. Offices that report to the Executive Director for Diversity, Inclusion and Multicultural Center, the Frederick Douglass Institute for Academic Excellence) in orientation programs for new administration, faculty, and staff as well as through other university media outlets.
- d. Complete Create a guide to help prospective diverse employees locate services of interest in the Bloomsburg area including but not limited to information on the cost of living, crime statistics, and civic associations. There should also be information regarding aspects of culture (e.g. hairstyling services, religious services, restaurants, shopping). This should be made available via hard copy and online.
- e. Integrate affinity groups (Multicultural Council, University Disability Action Committee, Women's Consortium, LGBTQA Commission, and more) for diverse administration, faculty, and staff in the recruitment process.
  - i. Have Human Resources or the relevant office communicate these opportunities and arrange them.
- f. Share diverse hires with the Commission when they are hired for networking purposes.

**2. Retain a diverse administration, faculty, and staff.**

- a. Conduct exit interviews to understand reasons for departure of diverse administrators, faculty, and staff.

- i. Utilize information gathered in exit interviews to inform retention initiatives.
- ✓ b. Continue to organize at least 2 activities per semester to connect diverse administration, faculty, and staff to the University.
- ✓ c. Create a Multicultural Council which will serve as the voice of employees of diverse ethnic and racial heritage.
  - ✓ i. The Chair will meet regularly with the University President to share insights.
  - ✓ ii. The Council will provide mentoring opportunities for administration, faculty, staff, and students.
  - ✓ iii. The Council will also help carry out many of the initiatives within this document.
- ✓ d. Promote the Interfaith Council of faculty and staff to the university community.
  - i. Work with the Council to develop programming and events that celebrate major religious and cultural holidays across campus at the university, college, department, unit, and office levels.
- ✓ e. Work with existing affinity groups (i.e. LGBTQA Commission, Women's Caucus, and more) to develop programming and identify areas of concern and remedy.
- f. Create new affinity groups that address issues of diversity and inclusion as needed.
- ✓ g. Work with the town of Bloomsburg and surrounding towns to create opportunities for businesses that serve the needs of diverse individuals to open and thrive. Look to open at least 2 businesses per year.
- ✓ h. Establish an ombudsperson that administration, faculty, and staff can work with on issues of diversity, equity, and inclusion.
- ✓ i. Expand and implement programming and events that celebrate all heritage months across campus at the university, college, department, unit, and office levels.
- ✓ j. Honor the work of administrators, faculty and staff who go above and beyond in their work to make campus more diverse, equitable, and inclusive through awards.
- ✓ k. Continue to host listening sessions (at least 1 per semester) and other ways to connect with diverse administration, faculty, and staff in order to learn of their needs and address them accordingly.
- ✓ l. Implement an annual assessment of strategies used to retain administration, faculty, and staff to evaluate their effectiveness and to be presented to the Cabinet for continued action.

**3. Develop more professional development opportunities for diverse administrators, faculty and staff.**

- a. Create budget line items for diverse administration, faculty, and staff to attend conferences and/or professional development opportunities




centered around diversity. Have everyone who is interested attend at least 1.

- b. Develop at least 1 grant that encourages work on diversity, equity, and inclusion initiatives for administrators, faculty, and staff.
- c. Invite more scholars and high-profile professionals who engage with diversity to campus for professional development lectures and workshops.
- d. Provide professional development opportunities (at least 2 per semester) for administrators, faculty, and staff to increase their understanding of diversity.
  - i. Assist these groups in developing and implementing diversity, equity, and inclusion initiatives on campus.
- e. Create pathways for diverse administration, faculty, and staff to have professional “internships” in higher level offices (e.g. supervisory roles, Office of the Dean, Provost, President) to gain valuable experience and insight into future career opportunities. At all times there should be at least two internships taking place.









**Goal/Direction #3: Incorporate diversity, equity, and inclusion in teaching, learning, and research.**

**1. Improve the effectiveness of teaching to all students.**

- a. Provide ongoing training and professional development opportunities to faculty and students on how to create and sustain inclusive classroom environments.
  - i. Offer training and workshops on diversity and inclusion for teaching. This will be facilitated through partnerships with constituencies which include but are not limited to TALE, FDI, HR, Deans and department chairs, Academic Affairs, and Student Affairs. Presenters may be internal to or external to the university. Require attendance of at least 1 training session per academic year.
  - ii. Offer training and workshops on diversity and inclusion for curriculum design. This will be facilitated through partnerships with constituencies which include but are not limited to TALE, FDI, HR, Deans and department chairs, COE Equity Committee, Academic Affairs, and Student Affairs. Presenters may be internal to or external to the university. Require attendance of at least 1 training session per academic year.
- b. Expand English Language Learners (ELL) services.
- c. In collaboration with the COE Equity Committee, the Library Advisory Committee and the IMDC team, develop online resources to share successful inclusive teaching, curriculum, and assessment, strategies. These will be housed on BOLT for faculty access.
-  d. IN P Expand the Frederick Douglass Institute for Academic Excellence to build upon its history as a center of excellence on diversity initiatives in the curriculum and in faculty professional development through training and research opportunities.
- e. Form collaboration teams for faculty sharing/exchange of expertise in creating and delivering culturally responsive curriculum.
- f. Assess students' competencies as it pertains to diversity and inclusion within coursework.

**2. Ensure that each students' educational experience includes diversity, and inclusion content and opportunities to deepen student engagement in these areas.**

- a. In coursework:
  -  i. Ensure that the general education Cultures and Diversity requirement provides students with the tools to interact with diverse individuals. This requirement also should include significant content for instruction in cultural sensitivity and humility as well as understanding power and systematic oppression in all its manifestations.

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  - ii. Integrate diversity, equity, and inclusion across all colleges, departments, and programs, including majors and minors, course offerings, and university seminars.
  - iii. Provide expanded funding and support for existing majors and minors focused on areas relevant to diversity, equity, and inclusion (e.g., Ethnic Studies, Gender Studies, and Languages and Cultures majors and minors).
- b. Outside the classroom:
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    - i. Provide training in the areas of diversity, equity, and inclusion for all students.
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    - ii. Strengthen the amount of collaboration between the offices that report to the Executive Director for Diversity, Inclusion and Multicultural Center, Frederick Douglass Institute, Multicultural Affairs and Academic Affairs to promote programming on diversity, equity, and inclusion.
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    - iii. Develop clear pathways for funding to support experiences related to diversity programs and initiatives (e.g. heritage months, committees on diversity, equity, and inclusion.)
  - iv. Support a diverse body of first-year students across all the Learning Communities (LCs).
  - v. Integrate first-year courses in diversity into the first-year experience for all students.
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    - vi. Create college wide initiatives on diversity, equity, and inclusion.
    - vii. Create pathways for more students to be able to study abroad.
      - (a) Increase the number of diverse students that study abroad.
    - viii. Develop and encourage opportunities for students to learn more about cultures outside of their own domestically through opportunities such as field trips, alternative spring breaks, and more.

### **3. Support scholarly activity that broadens understandings of diversity and inclusion.**

- a. Foster a research community on campus for administrators, faculty, staff, and students who investigate issues relevant to diversity, equity, and inclusion.
  - i. Give targeted attention to creating more student-faculty research opportunities in this area.
- b. Establish a separate pool of competitive money for reassigned time and/or grants for research that centers on diversity, equity, and inclusion.
  - i. Provide funding for student research on diversity and research conducted by students from diverse backgrounds.
- c. Establish a committee to identify and promote areas of opportunity for faculty to engage in research relevant to diversity, equity, and inclusion.
- d. Encourage diversity research experiences for faculty sabbatical.

- e. Promote research collaborations with diverse faculty from domestic and international institutions.

**Goal/Direction #4: Work on-campus, in local and regional communities, and with alumni and supporters to develop partnerships, establish programs, offer training, and plan events to foster an environment that supports diversity, equity, and inclusion.**

**1. Develop and strengthen diversity initiatives on campus.**

- ✓ a. Develop and promote trainings on the experiences of diverse groups. Require that everyone attend at least 1 training per semester.
  - ✓ i. Offer trainings that are both general and that also speak to the roles that people occupy (such as administrator, faculty, staff, student). Work to provide curriculum and/or descriptive language so participants understand the learning goals and content with certificate/digital badge upon completion.
- ✓ b. Adopt the diversity, equity, and inclusion mission statement and disseminate it widely. Make it clear that membership in this campus community means that you are holding yourself to this standard.
  - i. Establish clear sanctions for those individuals who violate this community standard.
- ✓ c. Encourage critical dialogue about policies and practices to create an inclusive environment.
  - i. Map existing offices or events where these conversations take place to identify:
    - (a) Who is initiating conversations?
    - (b) What resources are directed at encouraging constructive dialogue?
    - (c) Are there any roadblocks hindering progress?
    - (d) Where does the information generated go?
    - (e) Does the information generated have a clear path to an office with enough influence to turn the dialogue into policy and practice?
  - ii. Assess all events designed to spark conversations (for students, faculty, staff, administrators, and the community) to determine strengths and gaps in current programming. Metrics should include:
    - (a) Topics covered
    - (b) Target audience
    - (c) Program effectiveness (audience reach, learning outcomes)
    - (d) Time and location
    - (e) Marketing methods used
- ✓ d. Develop an on-campus University and community-wide lecture series which can be supported by the BU Foundation, alumni and donors, and corporate sponsors and to include at least one speaker per semester. The broad themes for the speaker series each year would be diversity, equity and inclusion, but would have a more focused theme annually. Speakers should be secured well in advance so that faculty can incorporate the speaker series into their respective course curricula.
- ✓ e. Increase visibility of existing programs and events that support diverse populations on campus and within the community.

- i. Utilize the diversity assessment data described above to develop a plan to ensure programming that reflects the needs of all diverse groups.
- ✓ f. In P Work collectively across campus to document, promote, and develop diversity, equity, and inclusion initiatives.
  - i. Raise awareness of existing and new programs through targeted marketing and a shared calendar.
- ✓ g. In P Establish spaces, structures, and policies that expand opportunities for full campus inclusion.
  - i. i.e., ADA compliance, accessible dining options to meet various cultural and dietary needs.

## 2. Support a commitment to diversity initiatives within the region.

- a. Collaborate with regional communities on diversity initiatives.
  - i. Identify a list of potential for profit and nonprofit community partners and establish connections with 1-2 organizations that are leading efforts in each area of diversity that is a BU priority.
  - ii. Develop, implement, and review programs that support diversity initiatives in collaboration with partner institutions including the development of assessment measures for all initiatives that we partner on.
    - (a) Provide greater visibility of commitment to diversity initiatives with regional public school systems as well as other organizational partners including a minimum of one outreach effort to each regional school district per year.
  - ✓ iii. Create and support at least one professional development and/or training opportunity with community partners each year, increasing in subsequent years.
- ✓ b. Host and support conferences, training opportunities, and events concentrated on topics of diversity, equity, and inclusion with and for community members and partners.

## 3. Develop and maintain partnerships with alumni to support diversity, equity, and inclusion efforts.

- ✓ a. Communicate with, seek feedback from, and include diverse alumni in diversity, equity, and inclusion discussions, planning, and events including at least one effort specifically focused on alumni and diversity issues per semester.
- ✓ b. Invite and encourage alumni to support, plan, and participate in all diversity, equity, and inclusion programming on campus (e.g. Sankofa Conference, Mid-Atlantic LGBTQA Conference, Day of Dialogue, Beyond the Fountain, and more).
  - i. Provide training opportunities on a variety of diversity, equity, and inclusion topics to ensure alumni feel prepared to engage in diversity, equity, and inclusion programming.

- ✓ c. Encourage diverse alumni to support and provide professional development opportunities for diverse students.
    - i. This could include participating in programming, hosting student interns, attending the Diversity and Inclusion Career Expo, financially support students completing high impact experiences, and more.
  - ✓ d. Build and support sustainable mentoring programs and encourage diverse alumni to mentor diverse students.
    - i. Provide resources to facilitate relationships in a way that is beneficial to the student and engaging for the alumni mentor.
  - e. Encourage diverse alumni to connect with and foster relationships with fellow alumni and to engage in alumni-led programming.
    - i. Work with the Bloomsburg University Alumni Association to ensure alumni -led programming is diverse, equitable, inclusive, and engaging for diverse alumni.
    - ii. Invite diverse alumni to create and lead alumni programming.
    - iii. Share success stories and experiences of diverse alumni through social media and other platforms.
  - ✓ f. Continue to host annual listening sessions and other ways to connect with diverse alumni in order to learn of their needs and address them accordingly.
  - g. Implement an annual assessment of strategies used to connect with diverse alumni to evaluate their effectiveness and to be presented to the Cabinet for continued action.
- 4. Develop partnerships with supporters.**
- ✓ a. Communicate with supporters about diversity, equity, and inclusion efforts at BU and provide opportunities to receive feedback and suggestions to improve the experience for their students.
    - i. Begin hosting annual listening session for supporters to learn of their needs and address them accordingly.
  - ✓ b. Work with supporters to ensure that they and their student feel that our university is diverse, equitable, inclusive, and authentic.

**Goal/Direction #5: Develop and maintain a permanent system of accountability and responsibility involving all campus entities to ensure a strong culture of diversity, equity, and inclusion.**

**1. Establish a reporting and accountability structure to examine equitability, inclusivity, and diversity practices.**

- ✓ a. Identify an executive staff position responsible for actively advocating for diverse constituencies and the critical issues that impact them.
- ✓ b. Complete Sustain and support the President's Commission on Diversity, Equity, and Inclusion with the mission of sharing ideas, reporting progress, and setting broad goals.
  - ✓ i. Schedule regular meetings for the full commission.
  - ✓ ii. Sustain subcommittees to address each goal of this plan.
  - ✓ iii. Establish a community response team for diversity, equity, and inclusion situations.
  - ✓ iv. Promote and utilize the website to report critical situations.
  - ✓ v. Clarify lines of communication for commission members to bring pressing issues to the attention of the executive staff including but not limited to the Chief Diversity Officer, Title IV Coordinator, Chief of Staff, and/or University President.
- c. Assess the culture of diversity, equity, and inclusion as often as needed through listening sessions, surveys, and other measures.
- d. Assist each university division in developing a structure to meet the goals of this plan through prioritizing needs, implementing practices, evaluating progress, and reporting outcomes within the structure established by the Strategic Plan. At least two needs should be met each year.
  - i. Create an annual report of all diversity, equity, and inclusion trainings and professional development activities completed by faculty and staff.
  - ii. Require that departmental five-year reviews include assessment of diversity, equity, and inclusion.
    - (a) The review should include the following questions among others:
      - (i) Did employees attend diversity, equity, and inclusion trainings or other professional development opportunities?
      - (ii) Did the department implement policies and procedures to support diversity, equity, and inclusion initiatives?

**2. Charge the strategic planning committee with completion of this plan as part of their planning and assessment process.**

- ✓ a. The Commission will lead the way on implementing this plan.