



IUPUI

DIVISION OF DIVERSITY, EQUITY AND INCLUSION

**School/Unit
Diversity Strategic Planning
Resource Guide**

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School/Unit Diversity Strategic Planning Resource Guide

Introduction

Diversity is a core [value](#) of IUPUI and the IUPUI [strategic plan](#) make diversity and creating an inclusive climate key objectives. Using Daryl Smith's (2015) diversity model framework, the [IUPUI Diversity Plan](#) was developed in 2016 and encompassed four dimensions of diversity: (a) institutional viability and vitality; (b) education and scholarship; (c) climate and intergroup relations; and (d) access and success. Higher education institutions across the U.S. have used Smith's (2015) framework widely to guide their diversity efforts. This framework is both outward-facing, informed by the global and local context and trends, while also placing responsibility for diversity across all units and departments to transform the institution. Drawing from this framework allows institutions and units to better understand, monitor, coordinate, and guide their diversity-focused efforts.

Smith (2015) emphasized that diversity needs to be recognized as an institutional imperative and diversity needs to be engaged if institutions are to be successful in a society that is ever more pluralistic. Engaging in diversity strategic planning on the global and local level introduces an opportunity to fulfill higher education's mission and achieve institutional excellence. Smith stressed that framing diversity (e.g., through access, campus climate, curriculum) has often been reactive. However, there is a lot of power in proactively generating diversity-related goals since embracing and championing diversity should become a normal practice. Proactive, intentional diversity planning is not an easy task, but it is a valuable investment of time and efforts for the progress that can be made along the way towards advancing the values of diversity, equity, and inclusion at IUPUI for all, especially those who are part of marginalized communities.

Current events also demonstrate how inequities for underrepresented, minoritized, and marginalized communities have risen to public view given inequities stemming from the global pandemic and the overt racism and violence towards Black people nationally and locally. These inequities have existed for years and recent occurrences are the impact of decades, centuries of ongoing manifestations of racism, white supremacy, xenophobia, sexism, classism, heterosexism, cissexism, and more 'isms in society. On a local level, we know these inequities permeate into the higher education environment, the IUPUI campus, and disproportionately negatively impact the enrollment, retention, advancement, and promotion of underrepresented students, faculty, and staff. Answers to questions such as these (while not exhaustive) can offer insight into areas of opportunity to focus on for diversity planning efforts: (a) Who is/isn't present in leadership roles?, (b) Who is/isn't present in the classroom environment?, (c) Whose voices and knowledge is/isn't brought into the curriculum?, (d) Who does/doesn't have the power to leverage and allocate resources?, and (e) Whose perspectives are/aren't leveraged in decision-making processes? School/unit leaders have an opportunity to use their power and voice to launch the diversity strategic planning process as essential and a starting place for where you plan to focus your efforts for the foreseeable future – from discussions to action.

In addition, as the first iteration of the [IUPUI Diversity Plan](#) (2016-2021) prepares to begin its final year of implementation, this is an opportune time for schools/units to develop strategic plans that place diversity at the center and address the specific goals, strengths, needs, challenges, and aspirations on the local unit level. To further promote IUPUI's mission and values for diversity, equity, and inclusion, there is great strength and opportunity in utilizing a distributed approach to diversity strategic planning

given the rich diversity among schools and units. Conducting strategic diversity planning in the local unit environment also increases the diversity of individuals engaged in diversity-related discussions and plan development, which can foster a greater sense of collective insight and commitment across campus. School/unit diversity strategic plans can also play a central role in informing subsequent IUPUI university-wide diversity strategic plans. As such, each school/unit is being called upon to engage in and be responsible for a diversity strategic planning process that meets the needs and interests of your school/unit constituents. While this is the global **why** diversity strategic planning is important, we encourage you to think about **your why** on the school/unit-level to motivate your efforts. As you endeavor through the diversity strategic planning process you may also find there will be times when you and/or your colleagues are feeling uncomfortable, uncertain of how to proceed, or may be hesitant to speak up for a variety of reasons (e.g., concerns about saying the wrong thing, feeling powerless) – it is helpful to tease out and name these feelings to determine what needs to be done in order to proceed whether this is self-education on an individual level, open dialogue, or allocating resources. This is why it is critical to promote an inclusive environment of open dialogue during the plan development process.

The IUPUI Division of Diversity, Equity, and Inclusion (DEI) developed this guide to serve as a resource to school/unit-level leaders as you engage in the diversity strategic planning process. As school/unit-level personnel, you have rich, firsthand knowledge of your immediate context. As such, this guide offers a resource of tools and reflection points to consider throughout the diversity strategic plan development process and is not intended to be exhaustive. Given the array of approaches that a school/unit may take, it is important to affirm and approach this diversity strategic plan development and implementation process in a way that works best for your local context while including key individuals and decision-makers along the way.

Vision of the School/Unit Diversity Strategic Planning Process

- For schools/units to implement an engaged diversity strategic plan development process that can generate a collective commitment for plan implementation among school/unit colleagues
- For schools/units to identify diversity-related goals and strategies that meet the priorities, needs, context, and aspirations of each school/unit
- For schools/units to develop a strategic plan that places diversity at the center, complementing the IUPUI diversity plan and expanding upon existing goal setting/benchmarking processes that engage components of diversity to a degree (e.g., Strategic Plans, Office of Equal Opportunity Unit Action Plans)

What is a Diversity Strategic Plan?

A diversity strategic plan is an intentionally developed document that places diversity as central. A diversity strategic plan can include a variety of elements such as: a definition of diversity, the rationale and process behind plan development, goals, strategies, identification of responsible parties, timelines for implementation, accountability metrics, and more. At IUPUI, a centralized diversity plan was developed with a five-year implementation timeline (2016-2021). IUPUI will then develop another five-year diversity plan to continue to place diversity, equity, and inclusion efforts at the core of the institution. School/unit diversity strategic plans will be developed by drawing from Smith's (2015) framework to align with the IUPUI Diversity Plan.

Developing complementary diversity plans on the school/unit-level allows for an emphasis to be placed on school/unit priorities, needs, and goals as it relates to diversity. Diversity plans developed utilizing a common overarching framework on a local level allow for greater richness and progress in areas of diversity, equity, and inclusion across IUPUI, given the decentralized nature of the academy. There are no specific objectives that must be included in each school/unit’s plan; it is key to develop realistic goals and strategies that align with each dimension of Smith’s framework that your school/unit would like to focus on at this time. Later in this guide, we will provide an overview of SMART goal setting to offer guidance on how to make your goals achievable. Before providing an overview of Smith’s (2015) framework, which will guide the development of diversity-related goals, strategies, and metrics on the school/unit-level, it is helpful to enter with a common understanding of diversity, equity, and inclusion.

Defining Diversity, Equity, and Inclusion

There are a variety of definitions of diversity, equity, and inclusion. Below you will find additional context on how these three areas can be conceptualized and understood as well as sample reflection questions to take your learning further around these concepts. During the planning process it can also be helpful to define and conceptualize diversity, equity, and inclusion within the school/unit context:

	Definition	Reflection Questions
Diversity	Diversity is the presence of differences within any setting. A commitment to diversity involves the recognition that a diversity of people, perspectives, and experiences is essential to maximizing the learning, research, scholarship, and practices in the higher education environment. Diversity exists in a variety of forms including, but not limited to: race, ethnicity, sex, sexual orientation, gender identity, national origin, religion, (dis)ability status, veteran status, and more.	<ul style="list-style-type: none"> • Think about the diversity of your school/unit. What is it like? What comes to mind? • How would your reflection change if you were of a different race, sex, sexual orientation, or religion than you are? • To be considered a diverse group means that you have the presence of individuals of varying identities. However, a group can be diverse without being inclusive and/or equitable. Reactions?
Equity	Equity strives to ensure that everyone has access to the same opportunities. A commitment to equity involves the recognition that advantages and barriers exist that shape an individual’s (un)equal opportunity to participate in and fully benefit from programs, services, and activities. Although equity focuses on being fair and just, a focus on equity involves correcting and addressing imbalances to ensure that each constituent receives what they need to be successful, which can shape practices, policies, and approaches.	<ul style="list-style-type: none"> • Diversity and inclusion can be measured as outcomes (e.g., the group is diverse, the environment is inclusive), but equity involves a process. Think about a process within your school/unit (e.g., hiring, promotions, how you run a meeting, forming a team). What are the different touchpoints where individual decision-making can shape the process? • Where might your biases show up to shape that process? • Can you identify your biases?

		<ul style="list-style-type: none"> • What do you need to do to ensure that the process is equitable?
Inclusion	<p>Inclusion refers to the extent to which individuals feel valued in a given setting. A commitment to inclusion involves pursuing deliberate efforts to create and maintain an environment where everyone feels welcomed, respected, and supported to participate fully. An inclusive climate contributes to an individual's sense of belonging and embraces differences to strengthen the group or organization.</p>	<ul style="list-style-type: none"> • What words would you use to describe an inclusive environment? • What practices or approaches might negatively impact how someone with marginalized identities feels welcome? • How would you respond if someone asked you, "I know that working in higher education can be challenging for individuals with marginalized identities. What efforts is your school/unit making to ensure that all individuals feel included?"

Brief Overview of Smith's (2015) Diversity Framework

Dr. Daryl G. Smith is a senior research fellow and professor emerita of education and psychology at Claremont Graduate University, located in Southern California. Smith has dedicated her career to studying and fostering diversity in higher education. Smith has observed and urged the evolution of diversity as an issue addressed sporadically on college/university campuses to an institutional imperative if higher education institutions want to succeed. In *Diversity's Promise for Higher Education: Making it Work*, Smith addresses how an institution can know that it is making progress in its diversity-related efforts.

Through this text, Smith also analyzes how diversity is practiced today while offering new recommendations for campuses to make effecting lasting and meaningful change. Smith's (2015) text *Diversity's Promise for Higher Education: Making it Work* is 289 pages (exclusive of references). If you would like to view condensed notes of the entire text, you can visit [this link](#)

Smith contends that in the next generation of work on diversity, student population representation and performance alone will not be acceptable indicators of a college/university's diversity effectiveness. In order to become more relevant to society while remaining true to their core mission/vision, college campuses must begin to see diversity as central to teaching and research. By drawing on 40 years of diversity studies, Smith proposes a diversity framework for higher education that will help institutions embrace diversity as central to institutional success and develop sustainable diversity strategies. As previously mentioned, colleges and universities across the U.S. have adopted and adapted Smith's diversity framework to guide campus-wide diversity strategic planning efforts, including IUPUI.

In working with higher education institutions engaged in diversity work, Smith found that there are patterns in terms of institutional practices to assess progress. Some of these findings include:

- Institutional reviews of their diversity-related efforts are merely reviews of activities as opposed to a focus on fostering long-term institutional change
- Reviews of diversity-related efforts are often reactive, such as in response to an on-campus incident; there is an opportunity to be intentional and proactive

- There are few outlets where individuals convene to review progress and strategize
- Diversity work is commonly parallel, not central, to core institutional functions; there is an opportunity to be synergistic and place diversity as part of the core indicators of success

Smith's (2015) diversity framework can be conceptualized as a matrix of integrated goals and strategies that encompasses four dimensions that capture the work of diversity on-campus and help to provide a structure by which a campus can describe and monitor its efforts. See Appendix A for an adapted figure of Smith's (2015) diversity framework for understanding what institutional capacity for diversity might mean or look like within the context of campus efforts. The global and local context (e.g., state, region, institution) shapes these dimensions and the mission of an institution, school, and/or unit drives the goal identified for each area. Together, the four dimensions of diversity in Smith's framework offer indicators for what institutional capacity for diversity might mean and what it might look like in practice. These four dimensions combined offer a framework that can help institutions and units identify ways to engage more effectively around diversity, equity, and inclusion and monitor the progress of diversity, equity, and inclusion efforts to ensure that they remain integrated, intentional, sustainable, and central to the core mission and values of the institution and unit.

Excellence in an institution is defined by who succeeds, what is taught, what research is perceived to be valued, who feels they matter, and whether the campus has sufficient people, resources, ideas, and policies to function successfully in a diverse context. Smith's framework can provide a means to monitor progress in manageable ways that can facilitate organizational change. Since access and success of students is traditionally where diversity discussions start and remain, this is why Smith includes this as the final dimension of the diversity framework because while this is an important indicator to address, institutions also need to think beyond it. To ensure that diversity is centrally identified within the institution, this is why she discusses the institutional dimension first.

Below you will find a brief overview of each of the four indicators to provide context for examples of components and strategies that fall within each indicator.

Diversity Indicator I: Institutional Viability and Vitality

This dimension focuses on the institution's capacity and structure for diversity since building capacity involves developing and acquiring the human and institutional resources and expertise to fulfill the institution's internal mission and mission for impact on society. How well diverse populations thrive and succeed is important here as well as whether diversity is a core part of regular processes and plans. Institutions need to be diverse if they are to maintain their viability and vitality.

Building institutional capacity for diversity through the recruitment and retention of a diverse professoriate and staff; the level of diversity in university boards and the level of engagement of these boards in diversity matters; strategies for monitoring progress; as well as communications about inclusion and equity are among the components addressed in this indicator. Components of this indicator include:

- Diversity of faculty and staff by level
- Institutional and school/unit-level history on diversity issues and incidents
- Institutional and school/unit-level strategies and resources
- The centrality of diversity in the planning, mission statements, and program reviews

- Frameworks and indicators for monitoring diversity
- Public and constituency perceptions of institutional and school/unit-level commitment to diversity
- Board diversity and engagement

Diversity Indicator II: Education and Scholarship

This dimension focuses on the academic core of the institution: research and teaching. Faculty and academic leaders need to think about what does education look like if we are to prepare all students to be able to function effectively in a diverse society in terms of curriculum, pedagogy, research, faculty expertise, etc. Engagement of diversity is required of all academic/career fields. Thus, the curriculum should incorporate diversity in a myriad of ways.

Ensuring that every university constituent has access to the information, materials and experiences necessary to engage an increasingly diverse world competently is key to this indicator. Are we preparing students with the knowledge and skills to function across differences? How does the institution contribute to and create opportunities for faculty to enhance their capacity to engage students in coursework and research that will empower students to function in a pluralistic society? Does the university offer sufficient coursework to address these needs? Are students and faculty encouraged to pursue diversity in their research for capstone courses, advanced degrees and/or promotion and tenure? Components of this indicator include:

- Availability (presence of diversity-related courses and requirements, the degree to which courses include diversity issues and placement of such courses)
- Experience (course-taking patterns of students, research that engages society)
- Learning (quantity and substance of students learning about diversity, capstone and dissertations about diversity)
- Faculty capacity (level of faculty expertise on diversity-related matters, level and diversity of faculty participating in diversity efforts, research, publishing)

Diversity Indicator III: Climate and Intergroup Relations

This dimension focuses on the campus climate for students, staff, and faculty and the extent to which individuals are interacting across diverse groups. Climate impacts morale, satisfaction, and effectiveness. Building a sense of community and improving climate also requires the ability to engage in difficult dialogues.

Programmatic efforts designed to improve the campus climate for students at all levels, staff and faculty are essential to this indicator. Further, attention is paid to the level of engagement and perceptions and satisfaction with treatment and about the climate. Components of this indicator include:

- Type and quality of group interactions
- Perceptions of the institution and school/unit (climate, commitment, fairness)
- Quality of experience/engagement on campus, satisfaction

Diversity Indicator IV: Access and Success

This dimension focuses on students as an indicator of the institution and school/unit's success. Issues of access and success will continue to be pressing and warrant attention, especially when thinking about Black, Latino, Native American students across all fields and women in STEM fields. This dimension also benefits from expanding our focus to think about the success of additional student groups who are underrepresented (e.g., first-generation college students, LGBTQ+, (dis)ability, students who demonstrate financial need). Access and success should focus on identifying talent, promoting student achievement, and researching which students are thriving and why and how we can help all students thrive.

Traditionally this indicator has been limited to undergraduate success. While important, attention must also be given to graduate student enrollment and success as well. Additionally, the growing need for better representation in STEM fields makes participation by diverse students in these areas essential. Components of this indicator include:

- Undergraduate/graduate student population by fields and levels
- Success of students (graduation, persistence, honors, STEM fields, gateways)
- Transfer among fields (especially STEM)
- Pursuit of advanced degrees

After reading about Smith's (2015) diversity framework and through connecting with cross-campus colleagues, I would like to offer a modified adaptation to Smith's framework if it is helpful to school/unit colleagues engaged in the diversity planning process (see Appendix B). I conceptualize adapted framework as when placing diversity, equity, and inclusion at the center – what goals and strategies would your school/unit like to implement as it connects to: (a) building capacity and structure for diversity, (b) education and scholarship, (c) climate, and (d) students. These goals and strategies are then shaped by the school/unit context, needs, and aspirations.

Who Should be Involved in Diversity Strategic Plan Development?

Schools/units can have a variety of individuals engaged in the development of a school/unit diversity strategic plan. As a first step, the school/unit's senior leader (e.g., dean, vice chancellor) will need to identify **one or two individuals** who will take the lead in the diversity planning process. The school/unit's senior leader may choose to serve as a lead on this process themselves and/or identify another individual(s) within the school/unit to lead or co-lead this process. To set your school/unit up for optimum success, the individual(s) leading this process needs to have the power to make school/unit-level decisions, leverage resources to support the plan's implementation, and inspire others to get involved in centering diversity in their school/unit's goals. Passion and commitment alone for the values of diversity, equity, and inclusion are not enough to make strides, while these values are a critical component, the power to foster change, implement new strategies, and allocate resources is critical.

The school/unit's diversity plan lead(s) will help ensure that a diversity strategic plan is developed, collaborate with colleagues to ensure plan implementation, redirect any gatekeepers that may inhibit the school/unit's implementation of strategies, and monitor the progress of the school/unit's plan. Please note, it **cannot be the responsibility of one individual alone to develop and carry out all the**

strategies in a diversity strategic plan, as strategies are best carried out through collaborative efforts and collective support. For this reason, it is important to include **multiple perspectives** in the planning process as implementation will require commitment and engagement from multiple stakeholders across the school/unit. For transparency, the school/unit's senior leader should communicate to all faculty and staff that the school/unit will be developing a school/unit diversity strategic plan, this also shows that this is a priority for the school/unit. This open communication will assist your group since the development and implementation process will benefit from engagement and support from individuals of varying roles and responsibilities within the school/unit. As a school/unit leader, there are two approaches to consider in terms of determining who should be involved in diversity plan development: (a) utilizing an existing group or (b) creating a new group. It is essential to use the approach that you feel will work best for your school/unit to develop an intentional, relevant, and realistic diversity strategic plan that can garner collective commitment for implementation.

Reflecting on Utilizing an Existing Group to Engage in Diversity Plan Development

Before building a diversity plan development and implementation team, the dean/senior leader will want to look at the organizational structure of their school/unit and think about who the decision-makers, movers, and key players are on the school/unit-level who could develop a diversity strategic plan and assist with future implementation. Diversity-related efforts should not be compartmentalized or siloed to one person since acknowledgments about diversity, equity, and inclusion should be woven through all efforts (e.g., hiring, student retention, curriculum development). As such, depending on the organizational structure of your school/unit, it may be helpful to survey what councils/committees already exist within the school/unit to think about who should be engaged in the diversity plan development process.

For example, if there is a faculty council, dean's leadership group, student services group, etc. the chairs/members of these groups could have great insight to contribute to this process. As such, the dean/senior leader may decide to utilize existing groups to develop goals and strategies for a particular area(s) of the diversity framework and then bring the leads of each of these groups together to draft a diversity strategic plan. Then once a full draft of the diversity strategic plan is formed, your school/unit could, for example, share a draft of the plan in a future all-faculty and/or all-staff meeting (depending on the culture and structure of your unit), to request feedback. This feedback can then be utilized to inform the final version of the diversity strategic plan to provide an outlet for all faculty/staff to engage in this process.

Alternatively, your school/unit may have an existing diversity council or diversity committee that you may want to reach out to, to play a lead role in this diversity strategic plan development process. As a school/unit leader, you will want to determine if this group has a cross-sectional representation (e.g., faculty and staff of varying responsibilities) that the diversity plan development and implementation process benefits from. If the school/unit diversity council or diversity committee does not have cross-sectional representation, which includes a school/unit-level power player, **or** is already focused on other efforts, it may be best to create a new diversity plan development and implementation team to center this work.

Again, think about the current climate and organization of your school/unit to determine what will work best. Next, you will find information about building a team. No one is an expert on diversity, equity, and

inclusion initiatives, we are all in process, but it is key that the individuals on this team are committed to placing diversity as central to school/unit-related efforts. Below are suggestions to consider and adapt from to build a diversity plan development and implementation team.

Creating a School/Unit Diversity Plan Development and Implementation Team

Members of the diversity planning team should be committed to placing diversity as a central priority to the school/unit and represent different perspectives who have an understanding of the school/unit culture to help frame school/unit possibilities. The team can include individuals such as the: dean/vice chancellor/EAD, assistant/associate dean(s), fiscal officer, department chairs/heads, faculty or staff members-at-large, and an undergraduate and/or graduate student(s). Including faculty or staff members-at-large can offer insight, feedback, and share the vision. Student(s) involvement can provide important insight into student experiences and needs for the school/unit related to diversity.

Given the diverse components in Smith's (2015) diversity framework, an ideal diversity strategic plan development team can involve individuals whose knowledge base, role/responsibilities, and expertise aligns with areas of the framework, such as:

- Faculty and staff hiring
- Faculty and staff retention
- School/unit-level climate
- Curriculum/program development
- Community engagement efforts
- Pre-college or access programs
- Student recruitment
- Student retention
- Diversity-related initiatives on the school/unit level

The school/unit's diversity plan development and implementation team should include individuals who can: (a) provide insight to help develop the plan, (b) leverage constructive feedback from peers to finalize the plan, (c) serve as champions of the plan to build support and buy-in for implementation, and (d) channel and share necessary resources. The dean/senior leader of the school/unit should be involved in the plan's development throughout the process, regardless of whether they are leading this process or not, as it will be critical to have the dean/senior leader's commitment to implement the plan.

In the text *Strategic Diversity Leadership: Inspiring Change and Transformation in the Academy*, Williams (2013) offers some sample criteria that campus leaders can consider and adapt to identify members of a diversity plan development and implementation team (p. 347). Since larger groups and teams can get cumbersome, Williams (2013) recommends no more than 15 individuals to be a part of diversity planning teams. See Appendix C for a table adapted from Williams (2013) that you are welcome to modify and/or use as a resource when building your team.

Discussion Prompts to Consider with Diversity Plan Development and Implementation Team

Once individuals are identified to be a part of the diversity plan development and implementation team, the lead/co-leads of this group will want to schedule a meeting with the group to launch the process. In an initial group meeting, it will be important to have an understanding of the school/unit's conception of and vision for diversity, equity, and inclusion. This can be a topic for group discussion (e.g., How can values for diversity be carried out in the school/unit? Why is this important?) and/or may already rest in the mission/vision/goals statement of the school/unit for the group to revisit. Along with introductions, it will be helpful to provide an overview of Smith's (2015) diversity framework to share with the group

the lens that will guide the plan development. It will also be helpful to share the long-term goals of this group which include:

- (a) to submit a final diversity strategic plan that is intentional, specific, relevant, and achievable by June 30, 2021, to DEI for review
- (b) to begin plan implementation in fall 2021 for a two-year implementation period (2021-2023)

If diversity strategic planning conversations are new to your school/unit or it has been quite some time since your school/unit engaged in these type of discussions or planning, you may find it helpful to have all team members complete the “School/Unit Diversity Self-Assessment” to prompt dialogue or an adapted version of this self-assessment (see Appendix D). Once a team is formed and there is a common foundation of the goals you have as a group, there are a variety of approaches that can be taken to develop a plan. For example, the team can meet as a full group throughout the process or the full group can break off into sub-groups along the way (e.g., one group can focus on Diversity Indicator IV: Access and Success) and reconvene by a given date. You will want to think about what approach will work best given the individuals who are a part of your group; this will also help you determine the frequency and nature of meetings needed to get a full draft of the plan developed.

During the group’s meetings together, it may also be helpful to pose questions such as these below when discussing **each** of the four indicators in Smith’s (2015) framework as you dive into developing goals and strategies for each indicator:

- What is your perception of how the school/unit is doing in this area?
- What is the school/unit doing well in this dimension?
- What are the challenges that the school/unit is facing in this dimension?
- What does the ideal look like for this area?
- What does the school/unit need in order to realize the ideal?

Each school/unit is being asked to identify **at least one** goal for **each** of the four indicators in Smith’s (2015) diversity framework that they would like to focus on in the upcoming years. Then for each goal, you will want to identify strategies, timelines, responsible parties, and metrics. Below are additional questions that you can adapt to assist your group:

- When thinking about the upcoming 2-3 years ahead as well as your current school/unit goals, what is a goal you would like to focus on at this time for this indicator? Where do you want to focus your efforts?
- What strategies will need to be employed or actions would you like to take to achieve this goal?
- What would the timeline look like to achieve this goal?
- Who would need to be involved to successfully and intentionally implement the strategies you have identified?
- How will you know if you are making progress? What are the metrics and benchmarks that you can consider?

In Appendix E, you will locate a handout you can use and adapt from to brainstorm goals for each of the four diversity indicators in Smith’s (2015) framework. In the next section, you will find information on developing SMART goals, which may assist you and your colleagues as you develop goals for each of the four indicators in Smith’s (2015) diversity framework.

SMART/SMARTER Goal Setting

Setting SMART goals¹ can help individuals/groups clarify your ideas, intentionally focus your efforts, use your time and resources productively, and increase the likelihood of achieving your goals. The first known use of SMART goals as a term and concept was made by Dr. Robert Rubin, professor of industrial-organizational psychology, in 1981. Dr. Rubin asserted that SMART has come to mean different things to different people, but to make sure your goals are clear and reachable, each goal should be:

- **Specific**
 - Your goal should be clear and specific; otherwise, you will not be able to focus your efforts or feel fully motivated to achieve the goal.
- **Measurable**
 - It is essential to have measurable goals so that you can track your progress. Assessing progress can help you stay focused, meet your deadlines, and maintain motivation as you get closer to achieving your goal.
- **Achievable**
 - Your goal needs to be realistic and attainable to be successful. Your goal should stretch your abilities and current efforts but still remain possible.
- **Relevant**
 - The goal(s) that you or your group develop need to matter to you and your unit and align with other relevant goals to be able to take responsibility towards achieving your goals and driving your plans forward.
- **Time-bound**
 - Every goal needs a target date for implementation so that you have a deadline to focus on and work toward. Setting the target date(s) helps prevent daily tasks from taking priority over longer-term goals.

Dr. Rubin also noted that the definition of the SMART acronym might need updating to reflect the importance of efficacy and feedback. As such, some authors have expanded it to incorporate these other focus areas. For example, SMARTER, includes **E**valuated and **R**eadjust to ensure that individuals and groups evaluate their goals and readjust their approaches as needed to make progress.

A goal is a desired outcome that a person or a group of people envision, plan, and commit to achieving. After setting intentional, meaningful, and achievable goals, it will then be key to determine what resources and strategies need to be put in place to make your goals come true. SMART/SMARTER goal setting is one approach widely known and utilized in higher education to draw from to develop goals. In Appendix F you will find some questions that you can pose and adapt as a resource as you and your colleagues move towards developing goals and strategies grounded in Smith's (2015) diversity framework. While these are sample questions, it is important to draw from and leverage the rich knowledge and insight you and your school/unit colleagues bring to the process.

¹ Adapted from Mind Tools resource: <https://www.mindtools.com/pages/article/smart-goals.htm>

Potential Data Sources to Leverage in Future Goal Development

Below are also some examples of data sources you may consider and want to leverage to inform the goals developed:

- Historical documents or resources related to past and current diversity efforts since diversity strategic plans can include both continued and new efforts
- IUPUI campus climate data
- Internal feedback or data sources tracked within the school/unit
- Data or information you may find or be aware of from similar schools/units at IUPUI's [peer institutions](#) as you set goals and to benchmark against
- More!

Scaffolding in Goals and Strategies Developed for Other Deliverables

Schools, units, and IUPUI broadly should engage in diversity planning as an intentionally approached process focused on goal setting and action of what could be in the areas of diversity. While it will be important to monitor and track progress along the way, the school/unit diversity strategic plan you develop is not a log or report of your past accomplishments in the areas of diversity. However, your past accomplishments can be carried into future goals if you would like to make those goals a continued priority for your school/unit.

We recognize that as a school/unit leader, you create and submit reports on an annual basis for a variety of areas. Please do not hesitate to leverage existing work or goals you have developed for these other documents to scaffold this information into your school/unit diversity strategic plan to help streamline your goals. The school/unit diversity plan places diversity at the center of school/unit's goals in a variety of areas, but you and your colleagues may find it helpful to review and/or incorporate goals developed for other plans/reports as part of the diversity strategic plan development process, namely OEO Unit Action Plans and the IUPUI Annual Strategic Reports.

Below you will find information on how you might consider pulling in information from these other IUPUI plans or reports you have created, into your school/unit diversity strategic plan:

Office of Equal Opportunity (OEO) Unit Action Plans

- The deadline for the school/unit diversity strategic plan is intentionally aligned with the deadline for the OEO unit action plan deadline
- Focusing on diverse faculty/staff hiring and retention aligns with the first dimension of Smith's (2015) diversity framework, *Institutional Viability and Vitality*, as well as the mission of OEO
- In the OEO unit action plan template schools/units are asked to:
 - Identify one primary area of concern to focus on
 - Think about how you will work toward recruiting diverse pools based on the primary area of concern identified
 - Think about how you will work toward retaining employees based on the primary area of concern identified
- While there are a variety of goals that can be identified for the school/unit diversity strategic plan, this area of concern can also be included in the diversity strategic plan, and your responses

can be adapted to serve as goals and strategies if this is an area you would like to continue to prioritize in the coming years

Annual Strategic Plan Reports

- [Goal 9](#) of the IUPUI Campus Goals focuses on promoting an inclusive campus climate which entails: seeking, valuing, and cultivating diversity in all of its forms and creating an environment where all campus community members feel welcomed, supported, included, and valued.
- In the Annual Strategic Plan Reports schools/units are asked to respond to the following questions:
 1. Major accomplishments your unit has achieved in the past year in support of this goal, including providing evidence of quality/effectiveness
 2. Specific actions your unit plans to undertake next year toward supporting this goal including both new and continuing priorities
- Responses to these questions, specifically the second question, as it relates to Goal 9 may also provide a resource to your school/unit colleagues as they develop goals and strategies for each of the four dimensions of diversity in Smith's (2015) framework
 - This allows the opportunity to align the school/unit's diversity plan goals with the goals outlined in the school/unit's strategic plan submission

Timeline for Plan Development and Implementation

It is important to craft an intentionally designed plan with realistic goals. A school/unit's diversity strategic plan is not intended to be exhaustive of **every** goal and **every** strategy your school/unit would like to achieve at some point under Smith's (2015) diversity framework, focus your efforts on a three-year cycle (2020-2023) that includes a two-year implementation timeline (2021-2023) that can be revisited and adjusted on at least an annual basis as you monitor progress. When developing a decentralized diversity plan on the school/unit-level, Williams (2013) recommends adopting a three-year diversity planning and implementation model.

Three-year cycles allow enough time for the meaningful development and implementation of strategies while also not losing sight of the initial objectives and goals developed. Williams (2013) contends that there are 10 phases involved in diversity planning and implementation (see p. 341). On the next page, you will see a model, adapted from Williams' (2013) work, of how IUPUI envisions a sample timeline for school/unit-level diversity plan development and implementation processes.

We recognize that it may take a full year to develop your first diversity strategic plan and prepare to begin implementation. However, depending on the previous progress and discussions made related to diversity strategic plan development and the nature/frequency of engagement of the individuals involved in the plan development process, the plan development process may take less than a year.

To keep school/units focused on making progress towards a common implementation start of **fall 2021**, IUPUI DEI is requesting the following:

A ONE-PAGE SUMMARY FROM SCHOOL/UNIT DIVERSITY PLANNING LEAD(S)

- Please send Dr. Molly Morin (mfmorin@iu.edu) and Dr. Karen Dace (kdace@iupui.edu) a one-page summary to share about the school/unit's current status as it relates to the diversity strategic planning process by **Monday, November 2, 2020**
 - Do not hesitate to reach out for consultation at any point. You are also welcome to send a drafted plan for review at any time for feedback, no need to wait, as we recognize that schools/units are at varying stages of this process.
 - The goal of the status update is to check-in on the school/unit's progress toward developing a diversity strategic plan (e.g., identifying individuals in the school/unit to engage in the diversity plan development process, activities or discussions held, progress on the development of goals, identification of strategies, setting a goal timeline for a full first draft to be developed) and to better understand challenges and successes of the plan development process in order to support school/unit colleagues.

THE FINAL DRAFT OF YOUR SCHOOL/UNIT DIVERSITY PLAN

- To be submitted in Word document version to Dr. Molly Morin (mfmorin@iu.edu) and Dr. Karen Dace (kdace@iupui.edu) by **Wednesday, June 30, 2021**.
 - Feedback will be shared, if any, on this final version over summer 2021
- Once the final version is prepared, the senior leader of the school/unit should distribute a copy of the plan to all faculty/staff through normal communication channels and place it on the school/unit's website (see the section on "Next Steps: Post-Diversity Plan Development" on p. 24-25)
- Please also share the final version of the plan to Dr. Molly Morin (mfmorin@iu.edu) for each school/unit's goals and strategies to be placed on the DEI website in a centralized location as well as the name(s) of the school/unit diversity plan development lead(s).

Reviewing the School/Unit Diversity Strategic Planning Timeline

As your school/unit thinks of the bigger picture to this process – below is an example timeline for how the upcoming school/unit diversity strategic planning cycle can be envisioned to prepare for fall 2021 plan implementation:

2020-2021

- **July-August 2020:** prepare to launch the school/unit diversity strategic planning process
- **September 2020-February 2021:** collaborative engagement on the school/unit-level in diversity strategic plan development; produce the first draft of the plan to submit for review
- **March-April 2021:** obtain feedback from school/unit leader and colleagues to inform the final draft
- **May-June 2021:** prepare the final submission for DEI to review for clarity
- **July-August 2021:** address feedback from DEI (if any) and ensure resource readiness to prepare to begin plan implementation in fall 2021

2021-2023

- **September 2021:** school/unit-level diversity strategic plan implementation begins for 2021-2022
- **May-July 2022:** assess and report on the progress of the first year of plan implementation; readjust and refine the plan for continued diversity strategic plan implementation for 2022-2023
- **August 2022:** begin year two of school/unit-level diversity strategic plan implementation
- **May-June 2023:** assess and report on the progress of the second year of implementation and overall pilot of school/unit diversity strategic plan

Diversity Strategic Plan Development Guidelines

The diversity plan should be written in a way that all IUPUI stakeholders can understand. Please limit the use of jargon to make this plan accessible to readers. Again, a school/unit's diversity plan is not intended to be exhaustive of **every** goal and **every** objective your school/unit would like to achieve at some point, focus your efforts on a three-year implementation plan that can be revisited and adjusted on a regular basis as you monitor progress. As mentioned previously in this guide, it may take a full year in itself to develop an intentional, relevant, realistic, and measurable diversity plan. For consistency across school, unit, and the IUPUI diversity plans, please use the "Sample Diversity Strategic Plan Template" on pages 19-22 of this guide when developing your plan.

For each of the four diversity indicators in Smith's framework, you will want to identify **at least one goal**, but you may have more than one goal for each area. Under each goal, you will want to think about the **strategies** you will employ on the school/unit-level to meet that respective goal. These strategies are your school/unit's action items. What actions will you take to make your goals and objectives come to fruition?

In addition to developing goals and strategies, you will also want to answer the question: who needs to be involved to successfully implement your strategies and make progress toward your goals? These individuals can be called the **responsible party** or **unit champion(s)/partner(s)**. Unit champions are defined as the individuals internally within your school/unit that will play a role in carrying out each goal. Unit partners are defined as individuals/units/offices outside of the school/unit who will play a role in implementation. Documenting the "who/whom" will also assist your school/unit when beginning to launch the implementation phase by identifying who is accountable for supporting implementation.

Next, you will want to think about the **timeline** for implementation. Some strategies may take longer than others to implement, some strategies will need to be immediate and ongoing, and other strategies may need to wait to be implemented initially until progress in a particular area is made. Develop clear, realistic timelines for each strategy to keep your school/unit focused on progress while maintaining flexibility if your timeline starts to shift once implementation begins.

Lastly, you will want to identify **metrics** for each goal. The metrics you and your colleagues identify should help you address the question, "How will you know if you are making progress?" In the next section, you will find additional information about metrics.

In reviewing the [IUPUI Diversity Plan](#), you will find some examples of strategies for each of the four indicators in Smith's (2015) framework that are currently being implemented university-wide from 2016-2021. In Appendix H, you will find examples of promising practices for each of the diversity

indicators adapted from Oregon State University's (2012) research on equity, inclusion, and diversity. These are intended to serve as **examples only**. Your diversity plan and implementation team should think about...when putting diversity at the center: what goals, needs, and aspirations does your school/unit have at this time? This will then guide the goals and strategies you employ.

Metrics

Accountability is a key component of strategic planning processes, so it will be important to monitor and track progress along the way over time. In addition to monitoring the progress of whether strategies are: not started, in progress, or complete, you will also want to think about what are examples of metrics you can consider to determine whether progress was made.

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

- Change over time
 - Which allows for the assessment of progress toward goals over time
- Change in relation to specific goals or some criterion
 - Which allows for assessment against some particular measure(s)
- Change in comparison to national, state-wide, or peer institutional data
 - Which allows for comparisons to other institutions; however, do this cautiously since doing as well as a group of peers can lead an institution to remain static
- Change in comparison to outstanding performers
 - Which can encourage progress and offer rich insight into implementation strategies
- Change in comparison to groups or sectors within the campus
 - Which can show what can be done within a similar context (e.g., in comparison other IUPUI academic schools)

In addition, Smith (2015) emphasized that data should be disaggregated by race, ethnicity, and sex, in addition to other variables used by the institution. Disaggregation of data offers greater detail and insight into groups' progress, engagement, and experiences.

Metrics are **both** qualitative and quantitative in nature. While metrics are indicators of progress, this does not solely mean observing change through percentage increases, such as an increase in the retention of Black or Latino students, for example. It is important to also think about metrics broadly – as progress can be measured and understood in a myriad of ways. Below are some examples of metrics that can be monitored – the metrics you identify should align with your goals and strategies:

- Visible updates to a school/unit's website or mission statement
- The addition of language that reflects the school/unit's commitment to diversity and inclusion in faculty/staff hiring announcements
- The presence of diversity, equity, inclusion, and climate data in school/unit reports; dissemination of reports
- Participation rates (e.g., from a specific program or initiative)
- Participation outcomes (e.g., learning outcomes achieved through participation in a specific program or initiative)
- The frequency of and satisfaction with the implementation of a new program or initiative

- Demographic diversity of: students (undergraduate and graduate), faculty (of all levels), staff (of all levels), and school/unit leadership. Based on the group, more narrowed metrics can be monitored such as:
 - Retention rates, time to degree, and graduation rates for students
 - Hiring pools, retention, approval of tenure, promotion, and denials of tenure and promotion for faculty
 - Hiring pools, promotion, retention within the school/unit, and turnover for staff
- The number of:
 - Diversity-focused courses
 - Diversity-focused research projects
 - Diversity-related activities within the school/unit
 - Diversity-focused products (e.g., publications, awards, collaborations formed)
- Informal feedback from faculty, staff, and/or students regarding a specific program or initiative

Dismantling Deficit Thinking and Moving Towards Assets-Based Approaches

Given a diversity strategic plan’s focus on centering diversity and inclusion, it is key to acknowledge the importance of moving away from deficit ideologies. When developing goals and strategies, do not underestimate the power of language, and commit to moving away from deficit thinking and utilizing deficit-based language. Individuals who identify as low-income, Black, and Latina/o/x are historically the target of deficit thinking. Deficit thinking continues to pervade work in higher education and other industries by affirming the notion that individuals from minoritized backgrounds (e.g., Black, Latina/o/x, Native American, low-income) possess inherent deficits derived from their family structure, culture, community values, language, and more that inhibit their success rather than calling attention to the systemic barriers and oppression that persists which has led to inequitable access to resources, degree attainment, educational/career advancement, and other outcome inequalities (Valencia, 2010). There is great danger when differences are mistaken as deficits. This deficit thinking has led to these student populations being labeled “at-risk” and “not college-ready.” The term “at-risk” connotes that these students (primarily low-income, students of color) are inherently in danger of not succeeding as a result of the perceived deficits in these students’ personal backgrounds (Harper & Quaye, 2009). However, the shift needs to be made to think about how colleges and universities can become “student-ready.”

For example, educational research and practice show that students of color, low-income students, and first-generation college students benefit from additional support, resources, programs, and mentoring; this is one way to become “student-ready” by creating the conditions for these students to be successful (McNair, Albertine, Cooper, McDonald, & Major, 2016). Higher education institutions and schools/units need to think about: What are the current conditions, systems, and/or practices in place that may inhibit rather than promote the success, retention, selection, and advancement of marginalized students, faculty, and staff? Then schools/units can move forward to pilot new approaches or initiatives that create the conditions to help *everyone*, particularly minoritized and marginalized individuals thrive. Strategies and actions should be framed through an assets-based lens that affirms the strengths of these populations while implementing initiatives to foster their success.

Communities of color bring great strengths that are frequently overlooked in the higher education environment, many of which stem from their culture, family, and households. Prior scholars have developed assets-based and culturally affirming frameworks that strive to dismantle deficit thinking.

Some of these frameworks that you can learn more about include: *Pedagogies of the Home* (Bernal, 2010), *Funds of Knowledge* (González, Moll, & Amanti, 2005), and *Community Cultural Wealth* (Yosso, 2005). Moving away from deficit thinking involves affirming and leveraging these strengths.

As you and your colleagues develop goals and strategies that align with Smith's framework, you should move away from deficit-based language and place diversity, equity, and inclusion as central to your work. This also involves working towards identifying and addressing ways that white supremacy and systematic racism show up and is maintained in pedagogies, practices, and policies. There are different ways that white supremacy shows up in organizations – such as in: who is perceived as having institutional fit in hiring processes, who is considered for promotion opportunities, who is nominated for awards, whose knowledge is valued, what forms of scholarship is privileged, and more. Given a focus on diversity strategic planning, it is important to acknowledge and address the ways that deficit thinking and white supremacy can show up in the higher education environment and our work.

Sample Diversity Strategic Plan Template

NOTE: PLEASE FOLLOW THIS TEMPLATE FOR CONSISTENCY AND EASE IN READABILITY

INSERT NAME AND/OR LOGO OF SCHOOL OR UNIT

Diversity Strategic Plan 2021-2023: **insert date finalized for historical documentation**

Developed by: **insert names and titles of individuals who developed this plan (this helps with internal historical documentation and future planning/implementation)**

INSERT AN INTRODUCTION DESCRIBING: (A) AN OVERVIEW OF THE SCHOOL/UNIT'S CONTEXT AND PLAN TO FRAME THE IMPORTANCE OF DEI TO THE SCHOOL/UNIT AND (B) A DESCRIPTION OF THE PROCESS BY WHICH THIS DIVERSITY STRATEGIC PLAN WAS DEVELOPED.

THIS INTRODUCTION WILL FRAME THE LENS FROM WHICH THE PLAN'S GOALS WERE DEVELOPED BEFORE DIVING INTO THE PLAN ITSELF. INTERNALLY DOCUMENTING THE STEP-BY-STEP HISTORICAL KNOWLEDGE OF HOW THIS DIVERSITY STRATEGIC PLAN WAS DEVELOPED WILL ALSO HELP WITH FUTURE PLANNING CYCLES, IMPLEMENTATION, AND MONITORING OF PROGRESS.

Diversity Indicator I: Institutional Viability and Vitality

Goal #1: _____

Strategies:

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

Metrics:

- _____
- _____
- _____

Goal #n: _____

Strategies:

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

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

Metrics:

- _____
- _____
- _____

Diversity Indicator II: Education and Scholarship

Goal #1: _____

Strategies:

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

Metrics:

- _____
- _____
- _____

Goal #n: _____

Strategies:

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

Metrics:

- _____
- _____
- _____

Diversity Indicator III: Climate and Intergroup Relations

Goal #1: _____

Strategies:

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

Metrics:

- _____
- _____
- _____

Goal #n: _____

Strategies:

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

Metrics:

- _____
- _____
- _____

Diversity Indicator IV: Access and Success

Goal #1: _____

Strategies:

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

Metrics:

- _____
- _____
- _____

Goal #n: _____

Strategies:

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

Metrics:

- _____
- _____
- _____

Next Steps: Post-Diversity Strategic Plan Development

Once your diversity plan for 2021-2023 is finalized, your school/unit can make plans to prepare for and begin implementation. Keep the momentum going to implement your school/unit diversity plan.

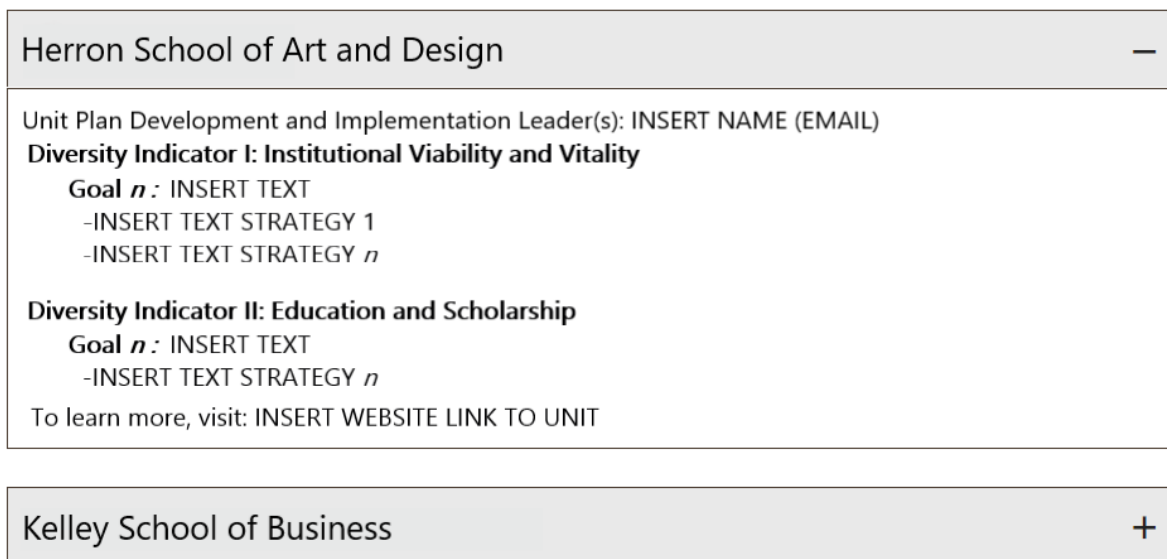
Below are items to complete and think about after the school/unit diversity strategic plan is finalized:

- **Place a copy of the diversity strategic plan on the school/unit website:**
 - Many schools/units have a “diversity” section of their website under “about” where a copy of the diversity plan can be placed for easy accessibility.
 - If your school/unit does not have a website section focused on diversity, equity, and inclusion, you are welcome to review existing school/unit diversity websites for examples of the range of content that can be included on a website of this nature. For consistency across schools/units, place this under the “about” section of your website:
 - IUPUI Graduate Office: <https://graduate.iupui.edu/about/diversity.html>
 - School of Business: <https://kelley.iupui.edu/community/diversity/index.html>
 - School of Health and Human Sciences: <https://shhs.iupui.edu/about/diversity.html>
 - School of Engineering and Technology: <https://et.iupui.edu/about/dei>
 - School of Informatics and Computing: <https://soic.iupui.edu/about/diversity/>
 - School of Medicine: <https://medicine.iu.edu/about/diversity>
 - School of Public and Environmental Affairs: <https://oneill.iupui.edu/student-life/diversity-program/index.html>
 - School of Public Health: <https://fsph.iupui.edu/about/diversity/index.html>
 - School of Science: <https://science.iupui.edu/diversity>
 - School/unit leaders can determine what they would like to post on their school/unit website. At a minimum, the goals and strategies should be posted. However, school/unit leaders may choose to share the full plan, including timelines, highlighting progress along the way as the plan gets implemented, etc.
- **Place a copy of the diversity strategic plan on the IUPUI DEI website:**
 - Send a Word Document copy of the final diversity strategic plan to IUPUI DEI so that the goals and strategies from the final version of the school/unit’s diversity plan can be placed on DEI website listed by school/unit (see below for sample website information)
- **Intentionally reflect upon and engage in discussions about the next steps to prepare for implementation, which can include, but is not limited to:**
 - Identifying, locating, and accessing resources or knowledge needed to implement school/unit goals and strategies
 - Determining the nature/frequency of future meetings for individuals involved in the school/unit’s diversity plan development and implementation process
 - Determining how and when you would like to measure progress internally to evaluate progress and make adjustments as needed

Please keep DEI updated about the progress made along the way so we can celebrate your highlights. Please also document internally and share with DEI what has/has not worked in developing and implementing school/unit-level diversity plans along the way to provide insight to share with internal and external colleagues. This insight can also help in setting future school/unit goals and can inform the development of the 2021-2026 IUPUI Diversity Plan.

Sample Website Information

In August 2021, a sub-section of the DEI website will be created to highlight the school/unit diversity strategic plans that were developed. Below is a sample image of what will appear on the DEI website:



Monitoring Progress

After each year of plan implementation, DEI will check-in with individual schools/units regarding the progress made, actions implemented, feedback on the implementation process, and any further consultation support DEI can provide to your respective school/unit. This data will be used to create an annual report of school/unit diversity strategic plans to share with the Chancellor and post online on the DEI website with the progress made on each goal and strategy, whether implementation is: (a) not started, (b) in progress, or (c) complete. See example below:

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

	Goal <i>n</i>	Strategy <i>n</i>	Complete
	Goal <i>n</i>	Strategy <i>n</i>	Not Started

Celebrating and Sharing Progress

In addition to sharing progress in an annual report, DEI plans to highlight strategies and action items implemented on the school/unit level that are advancing progress toward diversity, equity, and inclusion across IUPUI. It is important to celebrate success made along the way, so please share this progress with us for a monthly **IUPUI Diversity Spot-Light** throughout the academic year starting in spring 2022 after implementation begins (see example below).

Sharing of diversity strategic plans and progress made provides campus colleagues with insight, guidance, encouragement, and more as well as helps to inform future campus-wide diversity strategic plans. Sharing of progress can also provide ideas of stories to highlight in IUPUI DEI’s Embrace Magazine.



Campus Resources

Dr. Molly Morin, Director of Multicultural Academic Affairs, is the point of contact in DEI for schools/units engaged in diversity strategic planning. In addition to developing this resource guide, below are additional ways she can offer consultation support to schools/units:

- Brainstorming with school/unit lead(s) on who to include or how to launch diversity strategic planning in your respective school/unit
- Providing an overview of Smith's (2015) diversity framework to your school/unit diversity strategic plan development team
- Offering feedback on drafts of your school/unit diversity strategic plan for clarity, alignment with Smith's framework, vitality, and representation of key template components

Depending on the goals your school/unit develops – you may find it helpful to consult with these individuals or units below in addition to leveraging the knowledge and insight within your school/unit. You may also find it helpful to connect and consult with one another and additional units across the campus and/or explore potential collaboration opportunities.

Division of Diversity, Equity & Inclusion

- Dr. Karen Dace (kdace@iupui.edu): Vice Chancellor for Diversity, Equity and Inclusion
- Dr. Khalilah Shabazz (shabazzk@iupui.edu): Assistant Vice Chancellor for Student Diversity, Equity and Inclusion and Director of the [Multicultural Center](#)
- Dr. AJ Young (ajyoun@iupui.edu): Director of the [LGBTQ+ Center](#)
- Kevin McCracken (kjmccrac@iu.edu): Director of [Adaptive Educational Services](#)
- Dan Griffith (dgriffit@iupui.edu): Director of [Conflict Resolution and Dialogue Programs](#)

Faculty Diversity and Inclusion

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

Office of Equal Opportunity (OEO)

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

Education Resources

There is a wealth of education resources available online both within and beyond IUPUI, these resources below are just a few education resources you may want to explore during the diversity planning process. Please share with us (mfmorin@iu.edu) any resources, prompts, or activities that you found helpful to engage in throughout the diversity planning process to share with cross-campus colleagues and inform future work.

- IUPUI [DEI Education Resources](#) – resources on bias, stereotypes, inclusion, civil discourse, microaggressions, multicultural education, and more
- IUPUI [DUE DEI Education Resources](#) – resources on advancing and understanding racial justice, anti-racism, and more

- USC DEI [Background/Best Practices Resources](#) – resources for learning more about best practices to implement diversity, equity, and inclusion across a university campus
- Bennington College [Diversity and Inclusion Reading List](#) – readings and resources on the topics of ability, activism, race, higher education, class, religion, sexuality, and more
- [Sample Unit Diversity Plans](#) developed at the University of Michigan – for ideas and resources that can inform your goal setting and practices
- There are lots of great resources online from webinars, publications, reports, and more that can inform your work. Please share resources that you have found helpful to mfmorin@iu.edu to share with school/unit colleagues who are also engaged in diversity strategic planning

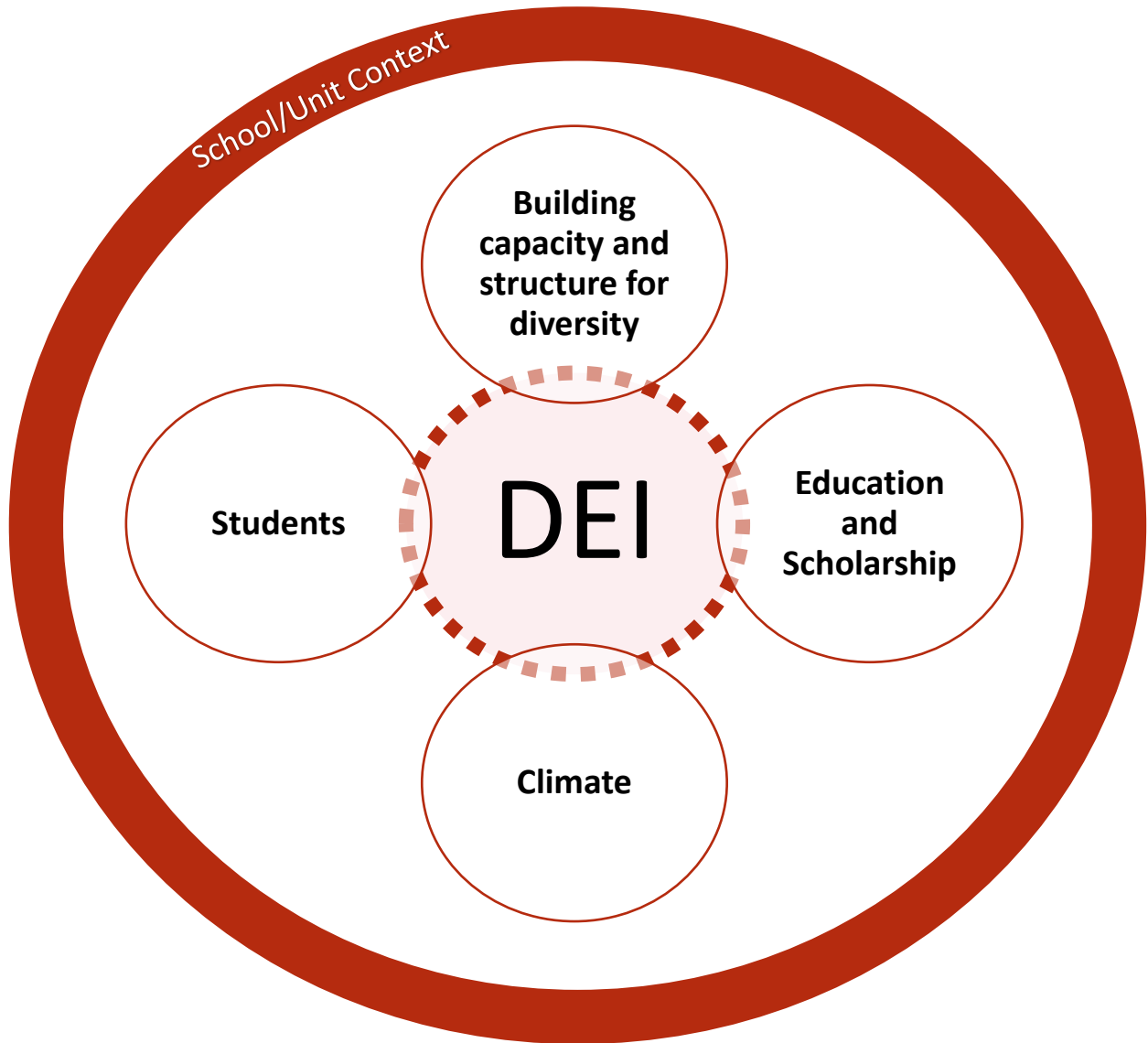
Appendix A

Adapted Figure of Smith’s (2015) Diversity Framework for Understanding what Institutional Capacity for Diversity Might Mean or Look Like



Appendix B

Adapted Figure of Smith's (2015) Diversity Framework for the IUPUI Diversity Planning Context



Appendix C

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

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

Appendix D
School/Unit Diversity Self-Assessment²

Introduction: This self-assessment can serve as a resource when seeking to develop a school/unit-level plan for diversity progress by offering a glimpse into the extent to which your current efforts embed diversity across the school/unit’s work. Please note that this self-assessment is not intended to be exhaustive of all dimensions of diversity a school/unit should consider, but rather, completing the self-assessment can prompt initial dialogue, follow-up discussions, and future plans by having a better understanding of the scope of your work. This self-assessment can also be adapted to suit your school/unit’s context and area of focus as new areas/dimensions can be added to this self-assessment.

Directions: Individuals on the school/unit-level who will be involved in the diversity planning process could benefit from completing this self-assessment as each individual stakeholder will offer unique perspectives. The lead on the school/unit-level could ask individuals to complete this self-assessment, or an adapted version of this self-assessment, before or during a group meeting to promote discussion. We would encourage you to respond honestly to this self-assessment, responding “no current efforts” does not mean you/your area is bad, any more than answering “sustained efforts” means there is not more that could be done. Use this self-assessment to gauge the extent to which diversity is incorporated in school/unit-level efforts by using the rating scale below:

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

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

² Adapted from Chun and Evans (2014) Chair Diversity Self-Assessment Profile (pp. 15-17)

Continued from the previous page

Area	Dimension	Self-Assessment Rating	Comments and Reactions
Climate (school/unit-level)	Providing day-to-day support for an inclusive work environment for all		
	Conducting inclusive meetings (e.g., faculty meetings, staff meetings)		
	Ensuring inclusion of diverse faculty and/or staff in key decision-making processes		
	Ensuring equitable workload among employees		
	Ensuring equitable resource distribution		
	Ensuring equitable promotion opportunities		
	Providing support for socialization and network formation for diverse faculty and staff		
Recruitment and hiring of diverse faculty and staff	Forming diverse search committees including the involvement of individuals who are key stakeholders connected to the position		
	Utilizing language in job postings that describe school/unit's commitment to diversity		
	Targeting outreach to diverse applicants		
	Following search and screen procedures when conducting searches to decrease implicit bias in the search and hiring process		

Continued on the following page

Area	Dimension	Self-Assessment Rating	Comments and Reactions
Retaining diverse faculty and staff	Promoting faculty development that strengthens promotion and tenure attainment for these groups		
	Providing informal and formal mentoring		
	Providing constructive and tangible feedback on faculty/staff evaluations		
	Support participation in leadership development programs on-campus, regionally, or nationally to support retention (e.g., Next Generation 2.0 at IUPUI, National Center for Faculty Development and Diversity)		
Student development	Offering educational and psychosocial support for diverse students on the school/unit-level to promote retention		
	Developing interest in academic majors offered in the school/unit through recruitment and outreach activities to diverse students		
	Promoting the availability of campus resources aimed at supporting diverse/underrepresented student populations (e.g., DEAP, SSS, MC, LGBTQ)		
Co-curricular activities	Offering inclusive co-curricular opportunities		
	Addressing diversity in symposia, forums, speaker series, etc.		
ADD AREA	ADD DIMENSION		
Overall Reactions and Final Reflections			

See the next page for sample follow-up questions and discussion prompts

School/Unit Diversity Self-Assessment Discussion Prompts

From Chuns and Evans (2014) – “Synopsis” (p. 17):

- In what domains have you made the most progress?
- In what domains have you made the least progress?
- For the areas of least progress, what are the principal barriers (e.g., resources, internal resistance, leadership support)
- What steps or factors could help you overcome these barriers?
- For the areas in which you have the greatest success, what factors helped you most?
 - How could you apply these factors to the areas in which you made the least progress?
- What thoughts or reactions do you have after completing this self-assessment?
- How can these thoughts or reactions inform your diversity strategic planning goals?

Appendix E

Worksheet to Brainstorm Goals for Each Diversity Indicator

WHICH DIVERSITY INDICATOR IS YOUR GROUP FOCUSED ON: _____

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

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

3. If you had to identify 1-3 main goals for this indicator over the next 2-3 years, what would they be? Where would you like to focus your school/unit efforts for this indicator?
 - a.
 - b.
 - c.
4. What questions do you have about this indicator? What hopes and/or needs do you have related to each goal?

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

Goal: _____

1. What **strategies** will need to be employed or actions would you need to take to achieve this goal?
2. What would the **timeline** look like to achieve this goal?
3. Who would need to be involved to successfully and intentionally implement the strategies you have identified? Who needs to be included as part of the **responsible party**?
4. How will you know if you are making progress? What are **metrics** and benchmarks that you can monitor?

Appendix F

Sample Questions to Adapt and Draw from When Developing SMARTER Goals

Specific	<ul style="list-style-type: none">•What do you want to accomplish?•Why is this goal important?•Who will need to be involved to make progress towards this goal?
Measurable	<ul style="list-style-type: none">•How will you know if you are making progress toward your goal?•How will you know when the goal is accomplished?•What metrics are you going to use to measure progress and success?
Achievable	<ul style="list-style-type: none">•How can I accomplish this goal?•What resources are needed to ensure that my goal is achievable?•How realistic is the goal based on your current context or constraints that may exist?
Relevant	<ul style="list-style-type: none">•Why is this goal relevant to your school/unit?•To what extent does this goal align with your other efforts and needs?•To what extent is this goal applicable in the current environment?
Time-bound	<ul style="list-style-type: none">•What is the anticipated time frame needed to accomplish your goal?•What deadlines need to be set up along the way to ensure progress?•What can you do in the next six months to make progress?
Evaluate	<ul style="list-style-type: none">•How often do you plan to evaluate progress toward your goals?•What will you do to evaluate progress?•How will you evaluate your performance once your goal is achieved in order to optimize your next goal setting process?
Readjust	<ul style="list-style-type: none">•How will you re-adjust if you are experiencing difficulties implementing or making progress toward your goal?•How will you navigate challenges that come your way?•What adjustments will you make to your approach to stay true to your initial goal?

Appendix G

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

Year 1: plan development and preparing for implementation

Phase 1

Launch the planning process, initiated by IUPUI DEI Vice Chancellor and the school/unit's senior leader (e.g., EAD, VC)

Phase 2

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

Phase 3

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

Phase 4

Gain exposure to and develop an understanding of Smith's (2015) diversity framework that your team will leverage in the diversity planning process

Phase 5

Develop the diversity strategic plan including goals, strategies, timelines, responsible parties, and metrics, obtaining feedback along the way to support collective commitment for future implementation; the plan can link current strategies and future aspirations

Phase 6

Diversity plan review by the school/unit's senior leader, followed by a review from DEI for clarity; once feedback is addressed, make plans to prepare for implementation and distribute the plan to school/unit constituents including placing goals and strategies on the school/unit and DEI website.

Year 2: implementation and quality review

Phase 7

Launch the implementation process; recognizing that implementation takes time, it is important to acknowledge the progress that is gained along the way sharing highlights with DEI

Phase 8

Engage in a quality review to guide further implementation which can include, but is not limited to: a status check of each strategy (as in progress, not started, completed), reviewing metrics for strategies implemented, obtaining quantitative and qualitative feedback on progress to date, identifying strengths towards implementation progress, identifying challenges or lessons learned associated with implementation, and reconvening with the diversity plan development and implementation team to adjust strategies, as needed, to make progress toward goals for further implementation

Year 3: cont'd implementation and accountability review

Phase 9

Continue to utilize feedback to adapt implementation efforts, if needed, to account for changes that may have occurred since the plan's launch

Phase 10

Towards the end of the three-year process, conduct an accountability review with an emphasis on implementation, outcomes, and progress made across the three-year period

Phase 11

Celebrate successes and progress made; this is critical and will help you prepare for a subsequent cycle where new goals, strategies, and accountability measures can be incorporated as well as goals that would benefit from continued implementation after helpful adjustments are made

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

Appendix H

Examples of Promising Practices³ for Each Indicator of Smith’s Diversity Framework Adapted from Oregon State University (2012)

Diversity Indicator I: Institutional Viability and Vitality
<ul style="list-style-type: none"> • Incorporate diversity, equity, and inclusion goals or values into mission statements, externally facing documents, job descriptions, etc. • Commit school/unit human, physical, and fiscal resources toward supporting the retention of underrepresented faculty/staff populations (e.g., Black faculty/staff, Latino faculty/staff) • Commit school/unit human, physical, and fiscal resources toward supporting the recruitment of underrepresented faculty/staff populations (e.g., Black faculty/staff, Latino faculty/staff) • Create and maintain a broad-based and cross-sectional group within the school/unit to oversee the implementation of and accountability for diversity-related efforts • Conduct a review of diversity across leadership on the school/unit level and address gaps in diversity in leadership and decision-making power • Engage with off-campus and community partners with a diversity focus to build authentic, mutually-beneficial relationships to support school/unit-level research, practice, and/or advisory board representation
Diversity Indicator II: Education and Scholarship
<ul style="list-style-type: none"> • Encourage curriculum development related to topics of diversity, equity, and inclusion • Encourage and reward (e.g., awards, funding support) research and scholarship the engages the topics of diversity, equity, and inclusion • Urge faculty to include texts and content that represent diverse voices in their courses • Pilot and/or continue faculty study groups to related to culturally responsive teaching or topics focused on diversity, equity, and inclusion • Build faculty and staff competence to serve a diverse student body through trainings and professional development opportunities
Diversity Indicator III: Climate and Intergroup Relations
<ul style="list-style-type: none"> • Develop and implement effective lines of inter- and intra-group communication • Foster community and a sense of belonging where people are noticed, their successes are celebrated, and their efforts are acknowledged • Ensure equity in compensation, resources, and/or workload among faculty/staff • Engage in community-building initiatives that span across the school/unit to allow for connection building • Develop and/or continue onboarding and welcoming program for new staff and faculty • Turn critical incidents into opportunities to improve school/unit climate and foster learning
Diversity Indicator IV: Access and Success
<ul style="list-style-type: none"> • Build and strengthen connections with local high schools with large representations of underrepresented students to support college access • Commit school/unit human, physical, and fiscal resources toward supporting the recruitment of underrepresented student populations (e.g., Black students, Latino students, LGBTQ+)

³ Note: practices were located by reviewing the literature and existing practices at various institutions and were identified as promising if they: fostered collaboration, were based on evidence-based practices, and established measurable and manageable action that could be sustained over time. Again, these are examples as you identify goals and strategies based on your local school/unit context.

- Monitor retention and GPA as well as additional indicators beyond basic indicators of success (e.g., job placement, engagement in internships) to inform practices aimed at supporting the success of underrepresented students
- Establish and/or continue to provide scholarships aimed at serving underrepresented and underserved populations (e.g., Black students, Latino students, women in STEM, students with financial need); make this a priority in development efforts
- Encourage and provide support to underrepresented student populations (e.g., Black students, Latino students, first-generation) to pursue graduate studies
- Effectively communicate about the availability of existing resources to support student success

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