

Best Practices to Enhance Diversity in an Institutional Setting

Based on 48 Diversity Reports and Action Plans from Universities
and Organizations in Europe and the United States

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I. Institutional Commitment to Diversity

i. Structural Support for Diversity

Leadership & Promotion

- Diversity Officer in place, but ultimately deans and others with decision-making powers are also responsible for diversity policy
- Symposia and other events on diversity and best practices, the results of which will be embedded in diversity policy
- Promote diversity and inclusiveness in key university groups and in customer and/or community partnerships
- Hire and develop leadership committed to university diversity goals
- Provide leadership to develop and advance diversity and inclusion as integral components of institutional excellence and to ensure coherence in the University's academic and programmatic diversity and inclusion efforts
- Research leadership: harness the school's research centers, student and faculty research endeavors to create and innovate in support of diversity, including partnerships between the university and minority serving institutions
- Publicly celebrating diversity: develop a public image for the university that conveys a message of diversity
- Benchmark for diversity in ways that the University benchmarks for other areas of excellence. Use diversity statistics from institutions with the best diversity records as a yardstick by which to measure our diversity efforts
- Establish structure, policies, and processes that hold all units accountable and reward units or individuals; accountability occurs on individual level, interpersonal level, group level, and institutional level
- Incorporate diversity into the strategic planning for each academic and each support unit
- Visible commitment (staff, money, time)
- Broaden membership of diversity commission
- Establish Advisory Council to provide a forum for open and honest discussion on diversity-related issues:
 - From the membership of the Advisory Council for Diversity, establish a task force. Its main objective is to develop specific objectives, action steps, and

	<p style="text-align: center;">timelines for each of the major goals</p> <ul style="list-style-type: none"> ● Define and refine goals, propose strategies and indicators, and continually hold ourselves accountable ● Revise compliance education and training tools and integrate into campus wide education and training activities ● Infuse diversity commitment into University mission, vision, and core values ● University leadership enforces new policies regarding mandatory diversity training, and mandatory diversity presence in search committees ● Implement new regulatory requirements in a timely and efficient manner ● Develop a University-wide code of behavior to create an environment that is open and respectful and apply that code to all operations ● Ensure that all annual faculty reviews include assessment of each faculty member's efforts and progress ● Develop a diversity related theme each year which will bring together various units across campus in a dialogue that will increase understanding of the importance of cross-cultural communication and engagement. Initiative could include: a common read, guest speakers, panel discussions, community service, awards and incentives seeking, establishing and sustaining relationships with organizations, institutions and community partners who value diversity ● Broaden definition of diversity (i.e. beyond male to female ratio) ● Establish a common set of goals for University leaders and an avenue for sharing related strategies and outcomes ● Promote curricular and co-curricular transformation that recognizes the educational advantages of diversity ● Promote inclusive excellence across the University
<p><i>Engagement of University Community</i></p>	<ul style="list-style-type: none"> ● Maintain and strengthen the role of diversity committees in leading and supporting efforts to produce results in unit-level diversity by ensuring diversity committees are part of the unit's formal governance structure ● Develop and disseminate a 'best practices tool'. ● Support and strengthen mentoring, tutoring and student support programs ● Support research and/or service projects to develop diversity expertise ● Council member or diversity staff member present to employee meetings twice per year

	<ul style="list-style-type: none"> ● Provide a variety of opportunities for all members of community to participate in diversity enhancement on many levels ● Foster faculty-to-faculty mentorship programs ● Foster collaboration with and across all units ● Include staff (as opposed to merely faculty) members in diversity planning ● Engage with students and staff in the implementation of equity priorities → students and staff make contribution to diversity development ● Promote and provide incentives to faculty and student involvement in diversity initiatives at the faculty and university level ● Support existing and develop additional organizations and advisory groups which encourage and monitor the success of the goals ● Foster cooperation, collaboration, coordination, and consulting with stakeholders ● Create networks throughout university to advance issues of diversity and/or inclusion ● Establish guidelines and provide a framework through which students, faculty and staff can submit proposals for community-building, educational and/or professional events, forums, or workshops founded on the principles of diversity and inclusion ● Identify current student organizations that promote diversity, awareness, and engagement across diverse groups and issues
<i>External Collaboration</i>	<ul style="list-style-type: none"> ● Invite members of civic organizations to monthly staff meetings as guest speakers ● Work with media and public relations to ensure that the naming of buildings and the use of photographs increases the visual representation of diversity ● Interdisciplinary hubs, in which interdisciplinary teams work together with national and international partners in solving large societal issues

ii. Communication and Language

<p><i>Website</i></p>	<ul style="list-style-type: none"> ● Development of a comprehensive university website to provide information on diversity values, programs and initiatives ● Website should highlight diversity initiatives and accomplishments throughout the year <ul style="list-style-type: none"> ○ Highlight diversity and/ or equity initiatives, activities, development, programs ● Web-based option open to community members to give feedback and make recommendations for improvements, website for hosting feedback and criticism ● Support a dynamic and interactive diversity page, useful to students, staff and faculty ● Improve website navigation ● Make website accessible to community members with disabilities
<p><i>Communication Strategy & Information Provision</i></p>	<ul style="list-style-type: none"> ● Issue annual reports of diversity committee activities and outcomes ● Develop a communication plan to communicate consistently and broadly the University's commitment and actions to promote and integrate diversity, inclusion, equity, and multiculturalism within the University and the different departments ● Take proactive measures to inform students and staff about existent options through which they might make their voices heard if abuse had occurred ● Provide opportunities for new students and employees to learn about current campus diversity initiatives and programs available to them ● Enhance visual communication of diversity: i.e. posters, displays, website ● Identify effective communication channels to distribute information on multicultural activities and events to all district stakeholders (incl. website presence) ● Establish and communicate clear goals at all levels ● Create regular newsletter ● Communicate plan for diversity and inclusion to internal and external stakeholders in a way that is accessible and easily understood, i.e. on an annual basis ● Identify the most appropriate avenues for sharing relevant information on diversity initiatives ● Use of social media (Facebook, Twitter) ● Use of external communication channel ● Develop mechanisms to ensure that all University web-based materials are available to all who attempt to access them (i.e. disabilities)

<p><i>Formulations & Language</i></p>	<ul style="list-style-type: none"> ● Include diversity language in admissions materials as well as student, staff, and faculty orientation packets ● Develop and adopt universitywide statements on issues such as - but not limited to- civility and civil discourse ● Issue clear leadership messages on values pertaining to diversity, inclusion and equity ● Incorporate ‘inclusive excellence’ language ● Avoid stereotypical ‘perpetrator’ and ‘victim’ models and language
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iii. Funding

<p><i>Internal Funding Strategy</i></p>	<ul style="list-style-type: none"> ● Sponsoring of a conference related to ‘best practices for enhancing diversity’ ● Design and implement effective and transparent budgeting ● Fund partially a position in every faculty for a Diversity Officer (faculty specific but still coordinated) ● Ensure funding and resource support for sustainability of the plan <ul style="list-style-type: none"> ○ New resources should include dedicated staff as needed, databases, tracking systems, training, feedback mechanisms, case studies, templates, and seed funds to encourage new departmental efforts ● Assign graduate assistant time to support diversity and/or multicultural initiatives ● Funding initiative for diversity research ● Fund activities for non-direct members of the community ● Robust University budget which includes line items requested by the Diversity Council such as: <ul style="list-style-type: none"> ○ Diversity Officer (or funded role as part of another position) ○ Funds for release time for faculty and staff on Diversity Council and/or stipends ○ Ombudsman ○ Training and education (workshops, professional development, etc.) ○ On-going University-wide events (Diversity Week, forums, etc.) ○ Support for multicultural hiring ○ Grants for diversity-based initiatives and research ○ Scholarships for diverse students
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	<ul style="list-style-type: none">○ Diversity Graduate Fellowships
<i>External Funds & Collaborations</i>	<ul style="list-style-type: none">● Focus on and time commitment to grant identification and writing● Seek funding for a diversity program and/or speaker series for faculty staff, and students each year● Collaboration with local community regarding funding● Attraction of funding through the value of diversity● Seek alternative and creative sources for additional funding● Increase grant-funded support related to diversity by adding personnel to the Office of Diversity● Taking the gender factor into account in research proposals, both in the formation of teams as well as in the content - may lead to higher success chances with regard to European funds

II. Recruitment and Retainment of a Diverse Faculty, Staff and Student Body

i. Attraction and Recruitment of a More Diverse Student Body

<i>Recruitment Practices</i>	<ul style="list-style-type: none">● Build best practices and efficient models for recruitment and retention of students from underrepresented groups● Clarify the ways in which underrepresented students have contributed to the University and its success● Include student leaders, current students and alumnae in recruitment efforts, especially those directed toward prospective students from underrepresented populations● Provide diverse range of alternative entry pathways and access arrangements● Provide access to a suite of tools to assist students prepare and transition to university study:<ul style="list-style-type: none">○ Provide for summer bridge and/or transition programs○ Develop plan to provide financial and infrastructure support for summer transition programs for students with disabilities○ Develop plan that helps bridge the gap for transitioning to college for underrepresented students and students with varying levels of academic preparation● Analyze the recruitment and/or retention and support strategies currently in place, and create a checklist of procedures for supporting inclusiveness and diversity● Identify and add a variety of activities to the recruitment calendar● Refine recruitment materials to highlight financial aid opportunities and focus on having campus tour guides that are representative of the diverse campus community● Include multicultural enrollment strategies in University marketing and enrollment plans (branding, marketing and recruitment conducted with a goal of increasing diversity)● Establish enrollment goals based on international, national, and regional demographics data
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	<ul style="list-style-type: none"> ● Provide consulting and assistance for admissions committee for graduate and undergraduate students ● Provide individualized search support and resources ● Develop and implement special access program for culturally and linguistically diverse students
<i>Outreach</i>	<ul style="list-style-type: none"> ● Invite guidance counselors from high schools, in particular those from (racially and ethnically) diverse schools, to the University for an orientation so as to know what would make attending the University attractive to their students ● Install 'active search' programs and actively recruit local minority students → direct appeals (i.e. why attending the UvA in particular might benefit the prospective students) <ul style="list-style-type: none"> ○ Intervening at the application process: personalized faculty outreach to undergraduate students ○ Identify locations that contain a significant population of minorities ● Enhance and strengthen strategic partnerships with local organizations to help underrepresented students identify pathways into the university ● Identify obstacles to the attraction of diverse student populations
<i>Scholarship & Funding</i>	<ul style="list-style-type: none"> ● Increase the number and value of scholarships to recruit and retain diverse students with demonstrated service to underrepresented groups and a commitment to the educational benefits of inclusive excellence by: <ul style="list-style-type: none"> a. Including diversity scholarships in unit fundraising goals and tracking progress towards those goals b. Ensuring that scholarships are both needs-based and merit-based c. Providing scholarships to both undergraduate and graduate students d. Provide more scholarships and work collaboratively across campus to provide the best financial aid packages possible for the most students ● Facilitate and (if necessary) subsidize housing and transportation ● Lower socio-economic backgrounds: address issues regarding financial, cultural and social thresholds; offer of scholarships

ii. Attraction and Employment of Diverse Staff

<p><i>Recruitment Practices</i></p>	<ul style="list-style-type: none"> ● Provide consulting and assistance for hiring committees ● Maintain database of potential board members from diverse groups ● Crafting position announcements to attract a broad base of excellent and diverse applicants ● Requiring systematic best-practice search committee training prior to searches ● Implementing a post-hire evaluation of the search process ● Develop plan within each faculty and division to increase number and percentage of underrepresented faculty, employees, and administrators ● Develop more specific selection committee procedures designed to ensure full and close consideration of all known or identifiable minority applicants at each stage of the selection ● Developing a standard set of interview questions that address cultural competence ● Incorporate implicit bias awareness concepts in the mandatory training for members of search committees. ● Ensure that faculty from underrepresented groups are involved in recruitment efforts ● Develop and refine faculty hiring, advancement, and reward structure to incorporate policies and best practices in equity, inclusion, and diversity ● Establishing a process of 'cluster' hiring to recruit diverse candidates with interdisciplinary backgrounds ● Design job announcements to attract and embrace diversity ● All searches for applicants must be reviewed for availability of diverse applicants. When there are no diverse applicants, strategies using community and professional organizations will be utilized aggressively to seek diverse applicants ● Establish college & library guidelines for the recruitment and retention for a diverse staff. Special consideration should be given to those groups that are identified as historically underrepresented ● Diversity expert in application commissions ● Open procedures: job vacancies have an open procedure, meaning the description is as broad as possible ● Utilize core value language in interview process to foster faculty who embrace civil discourse and articulation for diversity within their scope of responsibility
<p><i>Funding and Support</i></p>	<ul style="list-style-type: none"> ● Address housing issues, issues related to spouse and children of immigrating staff ● Provide funds for minority faculty hiring and retention

	<ul style="list-style-type: none">● Create a budget line in the Office of Diversity to assist with the hiring of faculty and staff with a demonstrated commitment to diversity● Provide individualized search support and sources
<i>Outreach</i>	<ul style="list-style-type: none">● Conduct national searches for all key administrative positions● Review annually the applicant pool summaries and make recommendations for additions/ changes to the current advertising media● Identify effective application websites, correspondances, contacts, listservers, and publications that target and result in greater diversity of applicants for open positions● Have announcements of vacancies automatically routed through the Office of Diversity to expand the specific dissemination of position openings to minority prospects● Search committees to identify individuals, organizations and agencies that might provide community links for potential faculty members● Establish a faculty exchange program with other colleges and universities● Promote job announcements in professional organizations that focus on diversity● Seeking commission: prior to the application procedure for a high position, a commission will search for candidates outside of the expected profile

iii. Retention and equal success chances of students and faculty

<p><i>Advice & Support</i></p>	<ul style="list-style-type: none"> ● Enhance the support system for minority faculty and staff <ul style="list-style-type: none"> ○ Increase academic as well as non-academic support for students ● Hire an ombudsman to handle grievances ● Focus on regional and remote students, particularly those studying at a distance from the campuses: increase opportunities for students to study at a different place (those who cannot attend university building) Investigate software that converts text into audio format and translates into multiple languages to increase comprehension and access for all students. Example: Kurzweill 3000 – Firefly Institutional License ● Create student IT literacy assessment to identify student technology training needs prior to first semester ● Design and deliver a model for increasing participation in faculty- led study abroad programs for traditionally underrepresented groups ● Hire more faculty, staff and administration from underrepresented population to serve as role models ● Have information on scholarships easily available on the website, copies of which will be distributed at student orientations ● Identify and increase strategic initiatives that support historically underrepresented student access and success ● Increase the number of courses offered in English ● Immigrant and/or refugee students: individual guidance by tutors or coaching; co-operation with mediating organisations regarding integration ● Explore other critical language and/or translation needs and develop plan for implementation <ul style="list-style-type: none"> ○ i.e. include a sign-language translator for all major school of x events
<p><i>Inclusion & Mobilization</i></p>	<ul style="list-style-type: none"> ● Increased commitment to regular advising from faculty adviser for each student ● Implement peer advising and mentoring for all students including degree audit ● Staff learner- trainer program ● Involve faculty in minority student advising (this could include relief from other aspects of faculty workload)

	<ul style="list-style-type: none"> ● Increase participation of diverse students in educational learning communities, student organizations, and themed housing options ● Establish social networking groups both virtually and in person, to provide support, collaboration, and peer mentoring among students ● Increase faculty involvement with undergraduate retention efforts
<i>Monitoring</i>	<ul style="list-style-type: none"> ● Develop procedures for tracking progress and retention of undergraduate and graduate students ● Conduct bi-annual community surveys regarding: degree needs and expectations, student interest, industry demand, regional workforce needs ● Review numbers in each group in terms of diversity and set goals for increases, to be reviewed every 3 years

III. Campus Climate & Awareness Raising

i. Enhancing Cultural Competency

<i>Training & Curriculum</i>	<ul style="list-style-type: none"> ● Develop measurable and sustainable professional development training to educate faculty, staff and students on cultural competency ● Conduct at least one employee training per year ● Develop program to be incorporated into the leadership training for prominent student leader positions ● Improve multicultural training opportunities in an effort to enhance cross-cultural competency for students, faculty, staff and members of the community ● Encourage the development of greater intercultural competency as part of employees' and students' professional development ● Integrate cultural competency knowledge and practices into the design and delivery of programs and curriculum ● Cultural sensitivity training to opening weekend curriculum ● Student dialogue programs: to engage students in directed, sustained conversations related to individual diverse group membership and community issues; staff should
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	participate
<i>Events & Intercultural Experiences</i>	<ul style="list-style-type: none"> ● Establish an annual multicultural symposium for students and faculty ● Increase off-campus student engagement with and immersion in a variety of intercultural communities ● Expand definitions of, and outreach to, new off-campus sites ● Establish and develop a Multicultural Center <ul style="list-style-type: none"> ○ Develop a plan to strengthen the office infrastructure of the Multicultural Center by adding additional recruitment and retention specialists as well as event programming specialist ○ Develop policy and funding ● Increase number of, and access to, short-term domestic multicultural experiences, international internships, exchanges, etc. ● Assist learners in investigating their own cultural experiences, i.e.: <ul style="list-style-type: none"> ○ Develop reflective journals on students' cultural experiences and share with each other
<i>Assessment & Support</i>	<ul style="list-style-type: none"> ● Assess the cultural competency of students and employees and compare results with possible prior assessments and other institutions ● Recognize and support current and future culturally specific affinity groups ● Coordinate and support current student-focused diversity initiatives and student groups through the Multicultural Center ● Incentivize positive cross-cultural interaction ● Develop a definition of cultural competence

ii. Raising Awareness

<i>Events & Training</i>	<ul style="list-style-type: none"> ● Develop diversity lectures and events for students, in coordination with Student Affairs ● Provide events, forums and symposia to further dialogue and understanding of diversity leadership ● Implement a comprehensive and mandatory supervisory training program for all employees with direct reports on policies, procedures and expectations regarding
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diversity and inclusion

- Develop a voluntary training program for faculty and staff members who seek to become leaders on diversity issues; the training will focus on preparing participants with the skills and abilities to promote and advocate more effectively for diversity on campus, to increase their knowledge, and to become more multiculturally competent
- Implement a required multicultural-competency or respectful-workplace training program for all employees
- Mandatory diversity internship for (prospective) staff
- Include an overview of diversity/inclusion initiatives during new employee orientations
- Encourage employee participation in multicultural events
- Every staff member will have a mentor with diversity expertise
- Offer a wide array of diverse types of activities concerning the discussion of diversity and campus climate
- Provide monthly symposia on diversity issues and best practices
- Workplace equity and diversity principles are incorporated into university leadership development training
- Regular forums addressing diversity, inclusion, and acceptance
- Hold diversity exhibitions
- Training of faculty, staff, and students in areas of community building, diversity, discrimination and harassment

*Visibility &
Communication*

- Provide people with learning opportunities about the issues of inclusion, equity, and diversity
- Ensure that all new students, staff, and faculty are aware of, support, and demonstrate adherence to internal policies, procedures and protocols relating to diversity issues
- Launch campus-wide “Diversity Awareness Campaign” to promote multicultural awareness and sensitivity and to increase visibility of Diversity Committee
- Raise awareness about concrete equity and diversity programs, policies, and initiatives
- Promote and affirm the benefits of diversity through workshops, promotional and educational materials, celebrations, and events on campus
- Courses and activities designed to introduce students to the culture and vision of the university

iii. Create Environment Conducive to Success of all People

*Support Inclusive
Campus Climate*

- Engage the campus community in a conversation about how we collectively define diversity, designed to attract as wide a variety of the community members as possible
- Developing programs which involve and interrelate majority with minority students from under-represented groups
- Monthly strategic campus-wide facilitated dialogues
- Faculty will have students develop and practice esteem enhancing activities
- Provide social gathering that include faculty, staff, and candidates from the diversity commission and all departments of the university
- Programs and curriculum which promotes an integrative classroom climate
 - Explore availability of or develop training pertaining to implicit bias and cultural sensitivity, race, religion, disability, and sexual orientation for students and employees
- Media campaigns to create a welcoming campus
- Diversity Fellows Program consisting of trained volunteers from the campus who act as a team of neutral facilitators during events and lead discussions after activities, lectures or symposia
- Annual meetings for employees on campus climate
- Encourage the participation of other race alumni and community leaders in developing a network of support
- Members of the faculty must work together to promote a climate of inclusiveness among themselves to foster interdisciplinary scholarship collaboration; faculty must be welcoming to staff and to students, inside and outside of the classroom
- Strengthen faculty advising
- Create a system to support sharing of student ideas, concerns and opinions regarding campus climate
- Develop a research pool of advocates, scholars, researchers, leaders, and practitioners in the area of multiculturalism, diversity, and social justice and will agree to serve as resources and provide leadership, expertise, knowledge, and support of training and orientation programs to the campus community
- Encourage all student organizations to advance diversity, inclusion, equity, and multiculturalism in their programs and activities

	<ul style="list-style-type: none"> ● Recognize, encourage, and support individual and group contributions to create and sustain dialogue on issues of diversity, inclusion, and equity through academic and culturally based activities ● Support social networks of diverse faculty, staff, and student groups
<p><i>Discriminatory Incidents</i></p>	<ul style="list-style-type: none"> ● Develop a reporting process for bias-motivated incidents, and ensure that the institution is prompt and proactive when possible, in addressing bias incidents involving students, faculty, and staff ● Support and protect students who face discrimination and harassment ● Improve complaint procedures and their visibility ● Review current policies and strategies pertaining to hate incidents; develop and communicate clear policies, protocol and strategies ● Campus safety for LGBTQ+ liaisons (as well as others) ● Ensure administrators and supervisors act swiftly, definitively, and appropriately in addressing problems, offensive interpersonal behavior, and critical incidents as they arise by: <ul style="list-style-type: none"> ○ Making training required for administrators and supervisors ○ Ensuring procedures for appeal, grievances, and dispute resolution are known to all faculty, staff, and students ○ Holding administrators and supervisors accountable for resolving problems ● Annually track the number of grievances and discrimination suits brought by historically underrepresented faculty and staff, and their outcomes
<p><i>Assessment</i></p>	<ul style="list-style-type: none"> ● Develop and implement a method for assessing campus climate, deliver the instrument campuswide, and then share its results with the community ● Assess and/or evaluate the climate for diversity across the university by: <ul style="list-style-type: none"> ○ Developing and administering regular campus climate surveys ○ Using the results to guide training/implement actions to address climate issues and to recognize successes ○ Publicize findings ● Conduct a salary equity study based on gender and race and/ or ethnicity and/or culture → make salary adjustments, as appropriate ● Develop reflection journals on effects of expectations on student performance
<p><i>Structural/ Institutional Changes</i></p>	<ul style="list-style-type: none"> ● Policies that relate to campus environment and that define standards about community respect and civility; the diversity committee will assess these policies to

	<p>ensure consistency in language</p> <ul style="list-style-type: none"> ● Dietary requirements of our diverse community and the food offered at various campus venues ● Designating spaces in the university including a multicultural centre, for activities and dialogues about equity, inclusion, and diversity ● → Create centres such as multicultural center and an LGBTQ centre; involve relevant stakeholders in planning and designing in all phases. ● Identify and implement the necessary processes to allow students, faculty and staff the ability to use their preferred name, pronoun and gender identities in all areas and systems on campus ● Enhancing the infrastructure such that everyone can access the academic building, examples: <ul style="list-style-type: none"> ○ New and renovated buildings on campus should have conveniently located, multi-use all-gender restrooms included in construction that are accessible for persons with disabilities ○ Pursue the inclusion of at least one all-gender restroom in each existing campus building that accessible for persons with disabilities
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IV. Educational and Academic Diversity

i. Incorporate in the Curriculum Issues of Diversity and Inclusiveness, as well as Non-dominant Perspectives

<p><i>Resources & Access</i></p>	<ul style="list-style-type: none"> ● Build a diversity resource and referral library ● Strengthen library holdings of diversity materials <ul style="list-style-type: none"> ○ Technologized library with ebooks, access to databases, journals, inclusion and diversity resources, printers and digital collections ○ E-learning tutorials ○ Text available on political, socio-economic, historical, and cultural aspects of countries and regions around the globe ● Invest in visiting scholars and consultants that hold scholarly dialogue on the topic
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	<p>of diversity</p> <ul style="list-style-type: none"> ● Provide more sources of diverse knowledge on all levels ● Acquire and make available to the University community learning materials and modules pertaining to anti-racist theory and practice, including those pertaining to multicultural organizational development <ul style="list-style-type: none"> ○ Provide opportunities to learn about such practices in professional development programs for staff and students ● Develop and implement a comprehensive program of education available to students, faculty, and staff related to recognizing, valuing, and managing diversity ● Develop and strengthen the scholarly resources to support the highest level of research, teaching and public service in diversity, inclusion equity, and multiculturalism
<p><i>Curriculum</i></p>	<ul style="list-style-type: none"> ● Identify current courses and classroom pedagogy that promotes diversity, awareness, and engagement ● Broaden the curriculum to include more courses that expand the diversity of ideas and perspectives within disciplines → thereby attract more diverse and talented faculty and students ● Promote interdisciplinary study of inclusion and diversity ● Matrix of core diversity and multicultural curriculum that are integrated across programs ranging from introductory to advanced coursework and experiences ● Explore new programs and curricular pathways ● Develop and offer strong guest speaker and other programs that advance diversity, inclusion, equity and multiculturalism and provide the opportunity for respectful dialogue on these and related issues ● All disciplines add required segment in a course that highlights the rich diversity of that discipline ● Develop an equity and diversity paraprofessional program in which student cohorts complete foundational coursework on equity and diversity topic and also perform related work activities as part of their learning experience ● Expand the university's academic programs and course offerings to include programs and courses in diversity ● Assess the degree to which our current undergraduate and graduate curriculum includes multicultural courses and content ● Curricular and cocurricular transformation: the integration of diversity and inclusion

	<p>into structural materials, classroom discussion, and student assignments, activities, and events at university</p> <ul style="list-style-type: none"> ● Institute a requirement for a diversity awareness course ● Broaden the curriculum to include more courses that expand the diversity of ideas and perspectives within disciplines ● Medical faculty: ensure a curriculum and educational environment that reflects the diversity of our patients and acknowledges the disparities in health and health care, nationally and internationally ● Require all new students to attend a one-hour course on diversity and a one-hour course on gender during opening weekend (=introduction) ● The theme of diversity should be embedded in each course taught ● Support women studies and black studies programs (a.o.t.) ● Increase transcultural and interdisciplinary studies and programs ● Ensure that all academic programs include global awareness and understanding ● Analyze and use the review of course descriptions and syllabi to identify needs and action steps ● Include diversity/ cultural competencies in program review and assessment processes (i.e. course evaluations) ● Research programs for graduates and undergraduates that focus on multicultural issues
<p><i>Involvement of University Community</i></p>	<ul style="list-style-type: none"> ● Include diversity related questions in student evaluations of courses ● Involve students in curriculum development initiatives ● Work with curriculum leaders to assess the culture content within curriculum ● Work with educational deans to identify and increase the participation of underrepresented minority faculty in student core coursework

iii. Tools for Faculty to Teach in a Diverse and Responsive Manner

<p><i>Faculty Support</i></p>	<ul style="list-style-type: none"> ● Develop a teaching handbook to support faculty development in diversity issues, strategies, etc. ● Support innovative and inclusive scholarship and teaching; reflect this in staff evaluations ● Assist faculty in their effort to identify diverse examples & illustrations of course content
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	<ul style="list-style-type: none"> ● Send key faculty to diversity training focused on curriculum design ● Wide range of programs and curriculum which promotes an integrative classroom climate
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iii. Educate Global Leaders

<p><i>Stimulation & Opportunities</i></p>	<ul style="list-style-type: none"> ● Explore creation of a certificate of diversity and/or multicultural education for students who complete a determined amount of courses focusing on diversity and multicultural study ● Implement a career development and/or succession planning program to provide leadership development opportunities <ul style="list-style-type: none"> ○ Include multicultural competence as core content ○ Promote student engagement through these leadership development programs ● Increase duration and/or quality of time spent at study abroad destinations <ul style="list-style-type: none"> ○ Provide clearer guidelines and consistent expectations for pre-departure and post-return experience ○ Sustain and/or expand offering of a comprehensive information session on programs abroad and funding opportunities available to students ○ Strengthen relations with academic programs abroad strategically to improve and expand exchange programs ○ Improve curricular coordination with study abroad programs and partner international institutions ● All students will have the option to work in field practices in more than one demographic (i.e. socio-economic background, multilingual, exceptionalities etc.)
<p><i>Foster Leadership & Understanding</i></p>	<ul style="list-style-type: none"> ● Foster an alumni community that values diversity ● All programs will have a plan in place for educating their students about working with a diverse student population, including English/ Dutch language learners and students with disabilities ● Develop a set of multicultural competences and diversity outcomes that students should demonstrate as a result of completing degrees at the University ● Promote engaged learning strategies to connect students to real world experiences ● Develop culturally competent leadership, such as developing awareness to one's own

	<p>racial and cultural heritage and gaining understanding about how oppression, racism, and discrimination, and stereotyping affects them personally and their work</p> <ul style="list-style-type: none"> ● Provide students access to knowledge of a global society through internationalized curricular and co-curricular activities
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V. Outreach and Community Involvement

i. Improve Involvement of University with Local Community

<p><i>Outreach Strategy</i></p>	<ul style="list-style-type: none"> ● Enhance campus-community collaborations in areas where opportunities exist to build diversity and increase inclusion ● Start an advisory group of community members and alumni (both domestic and international) who can develop and organize specific outreach plans ● Development and implementation of a concrete marketing and outreach plan ● Continue to improve and enhance targeted school and outreach programs working in partnership with regional and local schools ● Work with regional and local partners on developing proposals and longer-term initiatives ● Develop partnerships designed for extending diversity education to the broader community, including businesses and other organizations affiliated with or served by the university ● Development and maintenance of existing or new community partnerships and the strengthening of relationships, outreach activities and support for refugee and other communities ● Cooperation between universities worldwide and other stakeholders in society ● Contact with LGBTQ+ groups and organisations that work with people with disabilities (a.o.t.)
<p><i>Community Involvement</i></p>	<ul style="list-style-type: none"> ● Develop curriculum to integrate formal instruction with activities outside the classrooms such as internships in social agencies, research in the community, service learning experienced technology to enhance learning

	<ul style="list-style-type: none"> ● Buddy program: volunteering students would provide guidance or tutor middle and/or high school students with i.e. learning disabilities ● Develop student internships at local community organizations ● Develop an after school program ● Sponsor joint programs and activities to support collaboration between the public school system, the university, and the community ● Community service or voluntary work in the field for students ● Engage the community through research, scholarship and service
<p><i>Create Space for Listening and Exchange</i></p>	<ul style="list-style-type: none"> ● Provide campus visitation programs for local other race students and their parents; involve university ambassadors ● Establish a collaborative working relationship with teachers, counselors, and administrations in secondary schools etc. ● Take advantage of local programs to build relationships and networking opportunities; specifically, develop relationships with leaders of minority communities ● Invite public and local communities to university ● Setting up a centre not only for the staff and students, but for the entire community around the university ● Continue to work with the local community to promote understanding and effectiveness of diversity; include communities throughout the city in the dialogue

ii. Inclusion of Parents & Guardians

<p><i>Guidance</i></p>	<ul style="list-style-type: none"> ● Develop and implement an inclusive framework for parent and/or guardian engagement, i.e.: <ul style="list-style-type: none"> ○ Involvement in decisions ○ Provide information and ensure communication
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	<ul style="list-style-type: none"> ● Build and maintain community ties by educating parents, students and teachers about the application processes, the financing of higher education and scholarship opportunities
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VI. Compliance and Monitoring Mechanisms

i. Surveys, Data, and Monitoring Procedures

<p><i>Monitoring & Evaluation</i></p>	<ul style="list-style-type: none"> ● Continuously monitor the recruitment of women and minority faculty at the senior levels, consistent with the available pool ● Review individual recruitment and selection processes across departments ● Monitor and evaluate faculty diversity efforts for compliance with university-wide diversity plan ● Insight in inflow, 'flow through' and outflow of students and staff, in particular those of disadvantaged groups; this will map the diversity and form the foundation and evaluation of policies ● Examine institutional policies and practices for exclusionary impact ● Monitor the graduation rates of minority background students ● Ongoing review of diversity literature and best practices for university diversity efforts
<p><i>Surveys & Data Analysis</i></p>	<ul style="list-style-type: none"> ● Gather data to document process regarding: recruitment, retention, and promotion rates of women, and minority faculty, as well as graduation rate of students ● Conduct exit surveys with historically underrepresented persons who leave the University ● Survey graduating students ● Collect and analyze data on diversity in faculty from peer institutions in the area to use in establishing benchmarks ● Institutionalize the use of campus diversity climate research with longitudinal quantitative and qualitative data to determine effectiveness of strategies in the diversity plan

	<ul style="list-style-type: none"> ● → Based on data analysis (qualitative and quantitative), identify high risk areas for retention and student success; implement strategies to narrow the opportunity gap ● Evaluating the effectiveness of diversity committees and member participation annually with input from the Diversity Office ● Collect data on the demographics of faculty and staff, i.e. on an annual basis ● Revise employee exit survey process to include questions on climate and inclusion ● Look at qualitative measures such as interactions among faculty, staff, and student groups; the curriculum, academic support for college preparation, retention and success; perceptions of the campus climate; institutional history; policies; cultural spaces; transforming classroom environments; learning outcome goals; intergroup dialogues; student organizations; residence life; the Corps; commuting and off-campus work. ● Individual departments gather information and data of student and staff statistics
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ii. Accountability and Compliance Incentives

<p><i>Rewards</i> <i>(Carrot Approach)</i></p>	<ul style="list-style-type: none"> ● Develop and implement a ‘Diversity Champion Model’ to further the advancement of unit-by-unit progress and university-wide excellence in diversity <ul style="list-style-type: none"> ○ Create and implement ‘Diversity Champions’ with recognition going to individual or department who best promotes academic and social inclusiveness across campus ● Establishing a biennial award in the Office of Diversity to recognize outstanding diversity committees and/or organize an annual diversity award to recognize individuals and/or groups for work or service in diversity efforts. ● Supplement promotion and tenure standards with diversity competency to achieve promotion and tenure
<p><i>Accountability Checks</i> <i>(Stick Approach)</i></p>	<ul style="list-style-type: none"> ● Accountability through the guidance of the office of diversity and/or outreach in partnership with human resources, academic affairs, student academic affairs, executive leadership and departmental leaders ● Provide rationale for inclusion and exclusion in the final pool of applicants ● Hold university administrators, deans, and unit leaders accountable for role-modeling behaviors conducive to diversity and for producing results in institutional diversity by:

	<ul style="list-style-type: none">○ Ensuring the performance evaluation process for all university administrators and leaders includes a diversity criterion○ Tying the evaluation of administrators on diversity to merit increases and other university rewards (carrot approach)● Include accountability for cultural responsiveness and diversity engagement on performance evaluations for faculty, administrators, leadership, supervisors, staff & student faculty evaluations● Establish annual internal compliance audits
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VII.Sources

Bayh College of Education (BCOE)
California College of the Arts
Clarion University of Pennsylvania
Cleveland State University
College of Liberal Arts and Sciences, Virginia Tech
Cornell University
Delta State University
Georgia State University
Grambling State University
Greenville Technical College
Henderson State University (2003-2008)
Henderson State University (2006-2011)
John F. Kennedy University
John Tyler Community College
University of Illinois
Indiana State University
Jacksonville State University
Katholieke Universiteit (KU) Leuven
Kentwood Public Schools (KPS)
Leiden University
Metropolitan State University
Minnesota State University Mankato
Northern Illinois University
Ohio State University
Portland State University
Princeton University
Samuel Merritt University
Southern Cross University
Southern Illinois University Edwardsville
Stony Brook University, New York

Texas A&M University
University at Buffalo
University of Amsterdam (UvA), Faculty of Sciences (FNWI)
Vrije Universiteit Amsterdam (VU)
University of Antwerp
University of California, Berkeley
University of Colorado Boulder
University of Kansas
University of Kentucky
University of Montana
University of New Mexico
University of North Carolina at Chapel Hill
University of Oregon
University of Toledo
University of Washington, School of Law
University of West Florida
Utrecht University
Western Michigan University