



HIGHER EDUCATION DIVERSITY, EQUITY, AND INCLUSION (DEI) TOOLKIT

October 2020



TABLE OF CONTENTS

INTRODUCTION.....	3
Overview.....	3
FORM A TEAM AND IDENTIFY THE PLANNING PROCESS	4
Form a Team	4
Identify the Planning Process	5
GATHER DATA AND DISCUSS.....	8
Seek Stakeholder Perspectives	17
CREATE GOALS, OBJECTIVES, AND ACTION ITEMS	18
Identify a Vision for the Future of Diversity.....	18
Set Goals, Objectives, and Action Items	18
Seek Stakeholder Ideas and Feedback	20
Identify Financing for Initiatives and Goals	20
Finalize Priorities into a Plan	20
PRESENT, ADOPT, AND IMPLEMENT PLAN	21
Present the Plan for Final Feedback	21
Adopt Final Plan.....	21
Implementation	21
WORKS CITED.....	23
ABOUT HANOVER RESEARCH	25

INTRODUCTION

Overview

This Diversity, Equity, and Inclusion (DEI) toolkit helps college and university leaders develop strategies and actions to prioritize equity across campus. To develop this toolkit, Hanover Research reviewed the current literature on best practices, practical recommendations, and actionable strategies of systemwide equity integration.

This DEI toolkit:

- ✓ Provides strategies that college and university leaders can implement as they introduce an equity mindset across the institution and align decision-making with equity goals at the institution-wide, academic (departments, schools), and administrative division levels; and
- ✓ Includes tools, resources, and guiding questions to support leaders in implementing and integrating an equity mindset systematically.

Seven Factors to Diversity Success

1. Write diversity into the **formal mission** of the institution.
2. Build diversity goals and initiatives in **all academic and strategic plans**.
3. Connect diversity efforts to the **financial systems** of the institution.
4. Require senior leadership, faculty, and staff to **learn about diversity issues** and their relationships to student learning and institutional excellence.
5. Require each school, college, and division to develop its **own strategy** for achieving institutional diversity.
6. Create **diversity grants, incentive programs, and diversity champion roles** to encourage campus-wide engagement in the diversity enhancement process.
7. **Cultivate chief diversity officers** who are competent in the areas of academic diversity and organizational change.

Source: Williams 2006

Learn More

[Developing a Strategic Inclusion and Diversity Action Plan: Lessons Learned from Research and Practice](#)

In 2016, the Southern Regional Education Board sponsored a series of presentations for its Go Alliance programming. The final training presentation by Dr. Kyle Reyes presents an overview of DEI planning strategies.

Note: This document refers to the terms “diversity,” “equity,” and “inclusion” to stand for a broad range of parallel terms often used alongside them, including “multiculturalism,” “global,” “access,” “opportunity,” and “tolerance.” Similarly, this toolkit uses the term “committee” to include other titles like, “commission,” “council,” “task force,” and “team.”

FORM A TEAM AND IDENTIFY THE PLANNING PROCESS

Form a Team

The first step in starting the diversity planning process is to identify the team that will strategize priorities and goals to improve campus diversity. A few considerations:

- These committees may be permanent or ad hoc in nature.
- The size and structure may vary depending on committee goals, planning process, and institutional climate toward diversity.
- Committees of 10-20 people are typical, with a smaller and more frequently meeting executive council if needed.
- Team members can be nominated or volunteers, but the ultimate makeup of the committee should include representation of stakeholders with different perspectives.
- Before the first meeting, committee members should take at least one bias test (**Project Implicit**) to allow them to go into the process with a better understanding of their implicit biases.

The figures below outline elements that should be considered when forming a diversity committee.



Considerations for Developing Diversity Committees

CRITERIA FOR CANDIDATE CONSIDERATION	PITFALLS IN COMMITTEE DEVELOPMENT
<ul style="list-style-type: none"> ✓ Highly respected and knowledgeable ✓ Personal interest in the work and desire to serve ✓ Knowledge about diversity and highly motivated to learn more about it ✓ Willingness and ability to commit a significant amount of time to the work ✓ Brings different identities to the table in terms of race, ethnicity, gender, sexuality, and so on ✓ Experienced in leading organizational change initiatives 	<ul style="list-style-type: none"> ✗ Committee is too big ✗ Members are too homogeneous ✗ Majority white candidates are excluded—committee becomes insular and isolated from majority culture ✗ Committee is overrepresented by diversity professionals and faculty members with research agendas in these areas ✗ Committee is overrepresented by human resources and staff ✗ Committee is burdened by members with no credibility on diversity issues

Source: Williams 2013



Committee Selection Steps

1. Appoint project lead(s)

- For example, the institution's chief diversity officer for larger institutional strategies
- Assign co-chairs (e.g., one faculty member and one senior administrator)

2. Ensure that the committee has a clear goal

- Goals may include **planning tasks** (e.g., establishing DEI initiatives), **action tasks** (e.g., regular assessment of DEI on campus), or a combination of planning and action
- **Establish goals before identifying team members** to ensure that the right people are selected for the committee based on those goals

3. Select team members

- **Recruit nominations** for committee service
 - Leverage deans, administrative department leads, or other leaders to identify stakeholders who could best serve the committee's goals
- Ensure that committee members **represent the institutional community**
 - Each campus stakeholder type—faculty, staff, undergraduate students, and graduate students—should be represented within the DEI committee; alumni, emeritus faculty, or other community members may also be included
 - Members should also be comprised of diverse voices including, but not limited to age, gender, mental/physical ability, race/ethnicity, religion, sexual orientation, and nationality.
- Select between **10-15 members**, but no more than 20
 - The group can be larger or smaller depending on the committee's goals and the campus climate.

Source: Adapted from Academic Impressions, Education Northwest, Williams 2013

Identify the Planning Process

After the team is gathered, develop in writing a process to meet the ultimate goals of the committee. The steps will help to guide the committee's first meeting:

1. **Set committee goals:** Begin by introducing and agreeing upon the main goals of the committee. These goals may be predetermined if working to create a department or division-level plan that interlinks with an institutional-level plan. In cases where the committee is meeting to implement or plan around an active strategy, the team should discuss the current strategic priority areas in relation to the goals of the committee.
2. **Establish a timeline and meeting frequency:** In the case of non-permanent committees, the first meeting should establish how long the process should take overall. One year is a reasonable expectation for moving from plan development to implementation.

Many committees choose to meet bi-weekly (e.g., [Bowling Green State University](#)) or monthly (e.g., [University of Iowa](#); [University of Louisville](#)) for

DEI TOOLKIT: FORM A TEAM AND IDENTIFY THE PLANNING PROCESS

one-hour sessions. Less frequent meetings may be appropriate for permanent standing committees but not ad hoc or planning committees.

3. **Establish modes of communication:** Committee members will need to share information and materials with the rest of the team outside of regular meetings. The committee and sub-committees may need to complete research or other tasks outside of the scheduled meeting, and a shared drive or listserv will help to maintain organized communication between meetings. Committees may also choose to make meeting minutes public by publishing on a dedicated page (e.g., [University of Connecticut](#)).

In addition, the diversity committee may want to discuss how to communicate with community members throughout the process, such as engaging them in research and idea creation.

4. **Define key terms:** The terms diversity, equity, and inclusion can become entangled and confused with other terms. Ensuring a shared understanding of what DEI means will help align everyone's goals to the same vision. Many institutions may already have a working definition of diversity, equity, inclusion, and similar terms. The committee may choose to adopt, adapt, or recreate definitions for these terms at the start of the process.
5. **Identify key steps and milestones:** The committee should discuss the main stages of the review or implementation process, determine whether the full group or sub-committees will be involved, and establish key milestones. For example, the University of California, Berkeley outlined the following guidelines for its committee's work:
 - Map out the process [and working definition of diversity], 1 month
 - Gather information and conduct self-assessment, 3-4 months
 - Develop vision—set goals, strategies, and metrics, 1-3 months
 - Review plan, 1 month
 - Adopt plan and communicate, 1-2 months and ongoing
 - Implement plan, 3 months and ongoing.



Worksheet: Developing a Planning Process

Directions: Use the questions in this worksheet to guide the discussion around the planning process within the first committee meeting.

What are the main goals of this committee?		
How often should the committee meet?		
How should members of the committee share information and materials with each other outside of regular meetings?		
How do we plan to address the following steps as a committee?		
	How	Time Per Step
Define Key Terms		
Gather Data		
Develop Plan		
Solicit Feedback		
Implement Plan		
[Other steps as needed]		
Notes:		Total Time: [12 months]

Source: Adapted from the University of California, Berkeley

GATHER DATA AND DISCUSS

After defining key terminology, the committee should review the current state of diversity, equity, and inclusion on campus (or within a specific division) using the following steps:

Identify current and previous diversity, equity, and inclusion strategic plans

- A **review of current and historic initiatives** around diversity can provide a better understanding of what the institution or division has already tried.
- If needed, **look to external plans to gather additional examples.** See, for example, [Colgate University's Background and History](#) section of its 2019 DEI strategic plan, "The Third-Century Plan."

Review or collect relevant quantitative and qualitative data

- This may include **results from past or planned climate surveys, equity dashboards, stakeholder interviews,** and other sources.
- Create **packets for different academic and administrative units** with comparable data by division as a starting place for unit-level planning (see **Spotlight** on the following page).
- As part of this process, **academic divisions** should review curricula to determine how departmental undergraduate, graduate, and other programs address or provide exposure to diversity, equity, and inclusion. (See **Curriculum Mapping Worksheet** on pages 10-11)

Conduct self-assessment of the perceived status of diversity, equity, and inclusion within the institution or division

- After gathering the necessary data, the committee should **discuss these data** to form as complete and objective a picture as possible of the current state of diversity, equity, and inclusion within the institution or division.



Spotlight: Equity & Inclusion Packets for Individual Units

The University of California, Berkeley provided an Equity & Inclusion packet for each academic unit with the following materials:

- **Current Departmental Demographics**
 - Comparison of undergraduate student, graduate student, and faculty demographics from Census Snapshot page
 - Bar charts and tables on race/ethnicity and gender (current year column) for undergraduates, graduate students, and faculty
 - Additional data from Current Undergraduate Major Demographic Snapshot
 - Staff Demographic Snapshot
- **Trends Over Time (race/ethnicity and gender)**
 - Demographic Trends review page
 - Tables and trend graphs for undergraduates, graduate students, and faculty
- **Faculty Pipelines and Availability Pools**
 - Ladder Rank Faculty - New Hire Summary
 - Academic Workforce Utilization Data Tables (from Academic Affirmative Action Program for Academic Employees)
- **Campus Climate**
 - Campus Climate Survey reports
 - Results of other relevant surveys



Curriculum Mapping Worksheet

Directions: Use this tool to assess a department’s curriculum/curricula relative to DEI goals. In the spaces below, list relevant items that are covered by the department or division along with any necessary notes. Upon completion, review the identified elements alongside the accompanying reflection questions on page 12.

	LEARNING OUTCOMES, EXPECTATIONS, GOALS	COURSE OFFERINGS	CO-CURRICULAR OPPORTUNITIES
Instructions	<p>In what ways do the department’s expectations for student learning at each level address elements of DEI, such as the following?</p> <ul style="list-style-type: none"> • Intercultural awareness/competence • Community and/or civic responsibility • Appreciation of multiple perspectives • Development of global sensitivity • Multicultural identity development • Ethical implications • Commitment to social justice • Equitable access/outcomes for diverse learners • Other diversity, equity, and inclusion factors 	<p>Which of the courses in the department relate to equity, inclusion, diversity, and/or public service? For example:</p> <ul style="list-style-type: none"> • Courses with explicit topical focus on issues of diversity, equity, and/or inclusion • Courses which include community or public engagement components – e.g., action research, internships, community partnerships, etc. • Courses which, regardless of topic area, use a multicultural approach 	<p>Does the department offer relevant co-curricular opportunities, such as the following?</p> <ul style="list-style-type: none"> • Speaker series or colloquia on issues related to diversity/equity/inclusion • Relevant conferences or events • Identity-based learning communities or affinity groups • Community engagement initiatives • Other DEI related co-curricular activities

Source: University of California, Berkeley

DEI TOOLKIT: GATHER DATA AND DISCUSS

Curriculum Mapping Worksheet

	LEARNING OUTCOMES, EXPECTATIONS, GOALS	COURSE OFFERINGS	CO-CURRICULAR OPPORTUNITIES
Graduate Program(s)			
Undergraduate Major(s)/Minor(s)			
Other Programs/ Offerings			

Source: University of California, Berkeley

DEI TOOLKIT: GATHER DATA AND DISCUSS

Curriculum Mapping - Accompanying Reflection Questions

1. Are the courses noted in your curriculum mapping table taught by a range of faculty, or mainly by a few faculty members? How many are required? How many are offered regularly?
2. Have you noticed that particular courses or subfields tend to attract especially large numbers of faculty and/or students from groups underrepresented in your field? If so, which ones? Have you noticed any courses or subfields that tend not to attract or support many underrepresented faculty or students?
3. Are there any new topics or fields you hope the department will explore in its future curriculum that you think will be especially attractive to diverse students and faculty?
4. Do you notice any gaps between what you hope students will learn in relation to diversity, equity, and inclusion as compared to the courses/opportunities you offer to help them get there?
5. To what extent do the department's courses and other curricular activities incorporate principles of Universal Design for Learning (UDL), which provide flexible and multiple approaches for representing material, engaging students, and assessing learning? UDL strategies are designed to help address the diverse learning styles, abilities, motivations, and levels of background knowledge that students bring to their studies.
6. Does the department have any shared values or guidelines related to the inclusion of diverse and multicultural perspectives in curriculum materials? If so, what are they and how are they communicated?
7. Are there any particular aspects of your discipline that make it difficult to focus on DEI issues?
8. Which of the department's courses or program-level projects do you feel could benefit from the inclusion of additional DEI resources, greater accessibility, more diverse perspectives, and/or the addition of a public engagement component moving forward?
9. Please note any additional reflections on how the department's course offerings, learning goals, content, and assignments relate to issues of diversity, equity, inclusion, and public engagement.

Source: University of California, Berkeley



Self-Assessment Worksheet

Directions: Use the comprehensive self-assessment worksheet below to evaluate current strengths and challenges at the institution. Individual members should fill out the worksheet based on their perspective. Then, the planning group can compare results together.

Answer Key: *Y=Yes, N=No, S=Somewhat, DK=Don't Know, N/A=Not Applicable*

A. Vision, Leadership, and Messaging					
1. Our organization/department is actively committed to issues of diversity, equity, and inclusion	Y	N	S	DK	N/A
2. Our mission and vision statements include references to diversity, equity, and inclusion goals.	Y	N	S	DK	N/A
3. The principles of diversity, equity, and inclusion are embedded in our mission, vision, and core values.	Y	N	S	DK	N/A
4. Organization/department leaders – including the Chair, Dean, Chief Administrative Officer, and others – help set the tone for creating an engaging and inclusive environment for all groups.	Y	N	S	DK	N/A
5. We have resources dedicated to equity, inclusion, and diversity issues, including professional development for leaders, staff, and faculty.	Y	N	S	DK	N/A
6. Our equity and inclusion values are reflected in internal and external communications, such as program descriptions, outreach materials, and our website.	Y	N	S	DK	N/A
B. Faculty and Staff					
1. Our department actively values and seeks out faculty and staff with diverse racial, ethnic, gender, socioeconomic, immigrant, sexual orientation, ability/disability, and religious backgrounds.	Y	N	S	DK	N/A
2. Current faculty demographics reflect or exceed the diversity of students.	Y	N	S	DK	N/A
3. Staff from underrepresented identity groups are proportionally represented in leadership and management positions as compared with their overall numbers in the department.	Y	N	S	DK	N/A
4. We employ best practices for fair and inclusive hiring and advancement, such as: defining searches broadly, appointing diverse search committees, actively reaching out to scholars from underrepresented groups, using clear evaluation criteria, being open to candidates with non-traditional backgrounds, etc.	Y	N	S	DK	N/A
5. Faculty and staff members engage in professional development and/or dialogue about topics related to diversity, equity, and inclusion, and devote attention to these issues in their work.	Y	N	S	DK	N/A
6. We have strong faculty and staff mentoring systems which are effective in supporting academic or professional growth and career advancement.	Y	N	S	DK	N/A
7. All faculty and staff in the division are comfortable and knowledgeable about working with diverse student populations.	Y	N	S	DK	N/A
FACULTY SPECIFIC QUESTIONS:					
8. Faculty searches in the department regularly attract a diverse pool of highly qualified candidates and/or attract a pool that represents the availability of PhD's in this field.	Y	N	S	DK	N/A

DEI TOOLKIT: GATHER DATA AND DISCUSS

9. The department provides a supportive and welcoming environment for all faculty members to pursue their careers as teachers and scholars. Faculty from groups historically underrepresented in the field and/or society are fully included in the intellectual life of the department.	Y	N	S	DK	N/A
10. The department encourages and rewards faculty members' contributions to equity, inclusion, and diversity.	Y	N	S	DK	N/A

C. Graduate and Undergraduate Students

1. Our department actively values and seeks to enroll students with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, ability/disability, and religious backgrounds.	Graduate	Y	N	S	DK	N/A
	Undergraduate	Y	N	S	DK	N/A
2. Our outreach and admissions processes employ targeted practices for attracting diverse populations.	Graduate	Y	N	S	DK	N/A
	Undergraduate	Y	N	S	DK	N/A
3. Our applicant and admit pools reflect or exceed the diversity in the availability pools of our feeder schools/institutions.	Graduate	Y	N	S	DK	N/A
	Undergraduate	Y	N	S	DK	N/A
4. Students of all identities and experiences are valued by faculty and staff, and everyone has a place in departmental study groups, labs, project teams, etc.	Graduate	Y	N	S	DK	N/A
	Undergraduate	Y	N	S	DK	N/A
5. Our students engage in scholarly inquiry about topics related to diversity, equity, inclusion, and public service as appropriate to their chosen field of study. This kind of inquiry is actively supported and valued.	Graduate	Y	N	S	DK	N/A
	Undergraduate	Y	N	S	DK	N/A
6. We have a strong mentoring system, which is effective in supporting all students both academically and professionally	Graduate	Y	N	S	DK	N/A
	Undergraduate	Y	N	S	DK	N/A
7. Extra support is provided, where needed, to ensure the success of students from under resourced backgrounds, students with disabilities, students whose first language is not English, students with limited financial resources, and those facing other academic or social challenges.	Graduate	Y	N	S	DK	N/A
	Undergraduate	Y	N	S	DK	N/A
8. Success rates within the department are comparable across students of all identity groups and backgrounds. This includes both degree completion rates and job placement.	Graduate	Y	N	S	DK	N/A
	Undergraduate	Y	N	S	DK	N/A

D. Organization or Department Climate

1. Visible images and materials throughout the department are welcoming and inclusive to diverse groups – for example, they include positive multicultural images, reflect the experiences of multiple communities, and/or showcase the department's equity efforts.	Y	N	S	DK	N/A
2. All organization/department-sponsored events and activities are physically accessible to participants with disabilities	Y	N	S	DK	N/A
3. There is a clear culture of respect, collegiality, intergroup dialogue, and collaboration across differences in all levels and positions of the department.	Y	N	S	DK	N/A
4. The department provides opportunities for students, faculty, and staff from underrepresented or marginalized groups to connect with others who share their backgrounds and affiliations.	Y	N	S	DK	N/A
5. If issues of insensitivity, exclusion, disrespect, or harassment arise, they are addressed directly and in a timely fashion.	Y	N	S	DK	N/A

DEI TOOLKIT: GATHER DATA AND DISCUSS

6. The department provides a comfortable environment for discussion of personal and academic topics related to race, ethnicity, gender, gender identify, religion, sexual orientation, socioeconomic status, ability/disability, nationality, and other areas of diversity.	Y	N	S	DK	N/A
7. Departmental services, courses, meetings, and administrative practices reflect sensitivity to all groups and are conducted in culturally competent ways.	Y	N	S	DK	N/A
8. In my opinion, all students, faculty, and staff feel comfortable and welcome to be their full selves within the department or organization, as well as any spaces supported by my division.	Y	N	S	DK	N/A
E. Assessment					
1. We regularly assess and provide resources to address workplace climate related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, disability/ability, nationality, and other areas of diversity for all of our staff members and our clients.	Y	N	S	DK	N/A
2. We regularly assess the degree to which our staff and our clients feel respected, valued, fully included, and welcomed, and provide resources and training to address challenges and support an inclusive climate.	Y	N	S	DK	N/A
ADMINISTRATION SPECIFIC QUESTIONS:					
3. We regularly and systematically collect and analyze data pertaining to diversity, equity, and inclusion.	Y	N	S	DK	N/A
4. We use program assessments and evaluations that assess our ability to be responsive to the needs of our increasingly diverse state, national, and global context.	Y	N	S	DK	N/A
5. We actively develop resources for supporting our diversity, equity, and inclusion needs.	Y	N	S	DK	N/A

Source: University of California, Berkeley

DEI TOOLKIT: GATHER DATA AND DISCUSS

Self-Assessment Summary Review

Vision, Leadership and Messaging	
Strengths	Weaknesses
Faculty and Staff	
Strengths	Weaknesses
Graduate and Undergraduate Students	
Strengths	Weaknesses
Organization or Department Climate	
Strengths	Weaknesses
Assessment	
Strengths	Weaknesses

Source: University of California, Berkeley

DEI TOOLKIT: GATHER DATA AND DISCUSS

Seek Stakeholder Perspectives

Feedback from students, faculty, staff, and other community members who are not part of the formal committee serves to augment the committee's work. Stakeholders can surface additional strengths and challenges that the committee may not have identified or considered. Involving a range of stakeholders also increases transparency into the DEI planning process and helps to secure buy-in from stakeholders by giving them a voice.

Focus groups, town halls, climate surveys, and interviews with internal and external stakeholders provide means for gathering data and communicating with different groups. Institutions have also taken more creative approaches, such as the College of Literature, Science, and the Arts (LSA) at the University of Michigan, Ann Arbor's Plan-A-Thon events that solicited student, faculty, and staff feedback and ideas for diversity planning. The resulting strategic plan includes a summary of the main results of these events.

UNIVERSITY OF MICHIGAN LSA PLAN-A-THON FLYER (DEI)

The flyer features a dark blue background with a blurred image of a person's face. At the top, the University of Michigan 'M' logo is in yellow, followed by 'LSA' in white. Below this, the text 'DIVERSITY, EQUITY, and INCLUSION' is in white, and 'PLAN-A-THON' is in large white letters inside a white-bordered box. Underneath, 'an open call for ideas' is written in a white script font. Two yellow-bordered boxes contain event details: 'LSA DEI STUDENT WORKSHOPS' at the Ballroom, Michigan League, on Feb. 1 (6:30 p.m.-8:45 p.m.) and Feb. 4 (6:30 p.m.-8:30 p.m.), and a 'SUBMIT YOUR IDEA BY Feb. 8 (by midnight)' deadline with the email 'LSA-DEI-plan@umich.edu'. A bottom banner reads 'Be Heard. Be Informed. Be Involved.' in yellow.

M | LSA

DIVERSITY, EQUITY, and INCLUSION

PLAN-A-THON

an open call for ideas

LSA DEI STUDENT WORKSHOPS
Ballroom, Michigan League

Feb. 1
6:30 p.m.–8:45 p.m.

Feb. 4
6:30 p.m.–8:30 p.m.

Start thinking and planning contributions for the open call for ideas with other students, faculty, and staff members who have been involved in various ways, both direct and indirect, with shaping the draft of the LSA DEI Plan.

SUBMIT YOUR IDEA BY Feb. 8
(by midnight)

Send ideas to:
LSA-DEI-plan@umich.edu

Your idea can be a principle; something to avoid and not do; an actual program or policy; a new approach or initiative, etc. Ideas can be submitted in written form (not more than three pages) or via video (not more than five minutes). You can tweet them as well using **#LSADEI**.

Be Heard. Be Informed. Be Involved.

Source: University of Michigan

CREATE GOALS, OBJECTIVES, AND ACTION ITEMS

After gathering data and conducting a self-assessment, the institution or division should have a clear indication of potential opportunities for improvement in diversity, equity, and inclusion. The committee's next step is to brainstorm the goals, objectives, and action items that will make up the DEI plan moving forward. This phase translates large-scale, general vision statements into detailed and concrete objectives and action items.

Identify a Vision for the Future of Diversity

First, the team should articulate a vision for the state of diversity, equity, and inclusion at the institution in the future (e.g., the next three to five years). This vision statement will help to organize subsequent goals, objectives, and action items.

Set Goals, Objectives, and Action Items

Next, translate this broad vision into actionable goals, objectives, and metrics that can be achieved over the determined period of time. The "Goal, Objective, and Action Item Development Worksheet" on the following page provides a structure to work through this process.

When creating goals, use the SMART standard to ensure that they are:

- **Specific** – Goals that state precisely what you are going to do, for whom, and to what end.
- **Measurable** – Goals that are measurable so that the department can track progress and have tangible evidence that you have (or have not yet) accomplished what you set out to do.
- **Attainable** – Goals that are achievable, providing for a level of challenge or growth that is aspirational while also within reach.
- **Relevant** – Goals that connect with the overall mission and vision of the [division] and the [institution].
- **Time-bound** – Goals that place the effort on a timeline, connected with other activities and benchmarks, and move the work toward completion.

Source: University of California, Berkeley



Goal, Objective, and Action Item Development Worksheet

Directions: Use this worksheet for each priority that you identified when developing the vision for DEI. Each priority will include one or more goals, which in turn may have one or more strategies and action items per goal. The chart may be expanded as needed.

<p>Priority: What is the opportunity or challenge, the need, or the new direction you would like to pursue?</p>					
<p>Factors and Assumptions: What relevant factors impact or are related to this priority?</p>					
<p>Goals: What do you want to achieve or change with regard to the above priority?</p>	<p>Strategies: What general strategies or approaches will you use to accomplish your goals?</p>	<p>Action Items: For each strategy, list one or more specific actions or resources you will use or develop to implement it.</p>	<p>Timeline: How long will it take to meet each goal?</p>	<p>Responsible Party/Parties: Who will be responsible for this goal?</p>	<p>Outcomes or Metrics: How will you measure success for this action item?</p>

Source: Adapted from University of California, Berkeley

Seek Stakeholder Ideas and Feedback

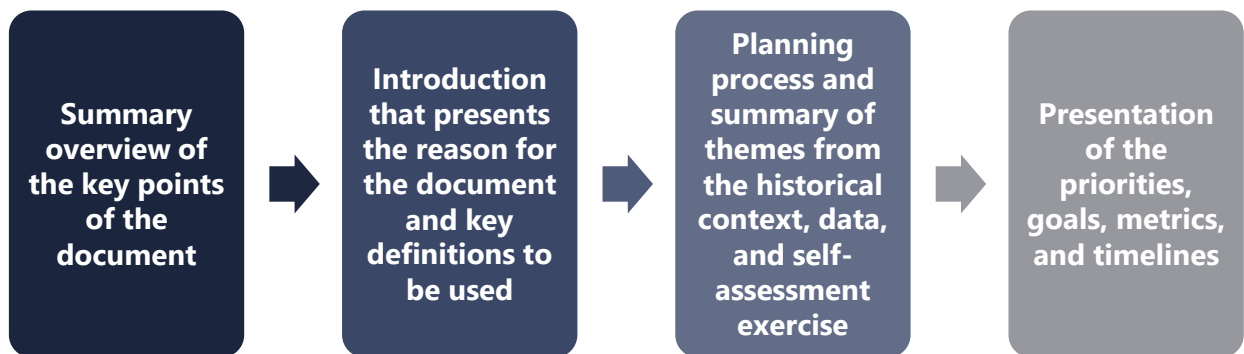
A townhall event, focus groups, or other means of engagement may be helpful in identifying additional goals or action items, as well as promoting stakeholder buy-in to the process.

Identify Financing for Initiatives and Goals

To ensure that the established goals are achieved, the committee should consider how to fund the identified initiatives. In some cases, committees may have a budget earmarked for the purpose of enacting the resulting diversity plan, while in other cases the committee or responsible parties may need to identify grant funding or other external sources of funding.

Finalize Priorities into a Plan

Create a strategic plan. Include information about the structure of the committee, historical context, data review, and identified goals into a single document. Most diversity plans include the following elements:



For example, the College of Literature, Science, and the Arts at the University of Michigan, Ann Arbor created its Diversity, Equity, and Inclusion Strategic Plan in October of 2019. The document was structured as follows:

- LSA Mission and Vision
- Statement of Commitment
- LSA Planning Process
- Introduction and Overview
- LSA Strategic Plan Initiatives and Metrics for Success
 - Faculty
 - Undergraduate Student Access
 - Inclusive Classrooms and Pedagogy
 - Undergraduate Education Initiatives
 - Graduate Student Initiatives
 - Staff
- Appendices

PRESENT, ADOPT, AND IMPLEMENT DEI PLAN

After completing the diversity plan, the team should solicit a final round of feedback from relevant stakeholders and incorporate any required changes. Once adopted, the DEI plan will need to be implemented. Implementation should involve rolling touchpoints throughout the process to update stakeholders on the progress that is made toward the stated goals.

Present the DEI Plan for Final Feedback

In cases where the institution requires individual divisions to develop and adopt their own diversity plans, a final step includes a presentation of those plans to the chief diversity officer or DEI office on campus. Doing so ensures cohesion between the individual plans and the overarching diversity goals of the institution.

Diversity plans developed for the institution may still benefit from final feedback from the president along with other leaders involved in the process. For example, the University of Washington's Diversity Council that created the Diversity Blueprint between 2015-16 sought final endorsement from the University president and provost and approval from the Board of Regents to formally adopt the plan.

Any required changes should be made before final adoption.

Adopt Final DEI Plan

In addition to undergoing any traditional processes used by the institution, department, or division to adopt a strategic plan, the institution will need to communicate the final DEI plan to the community.

The finalized DEI plan should be published in an easily identified location. Many institutions publish their diversity or equity strategic plans on the Diversity and Equity Office site (for example, the [University of Michigan](#), which publishes the campus-wide plan as well as all unit plans on a centralized site). In cases where the institution calls for diversity plans from individual divisions, the respective plans may be published on the division's site on a page dedicated to diversity and equity (for example, [Carnegie Mellon University's College of Engineering](#) or [UGA Libraries](#)).

Implementation

The final step involves enacting the strategies and assessing the goals outlined within the strategic plan. In cases where the original committee formed to create the DEI plan is not permanent, the institution may choose to build a new committee(s) to oversee implementation. For example, the University of Colorado Boulder created the [IDEA Council](#) to collect data, make recommendations, and assess progress toward the institution's diversity plan (IDEA Plan). This council includes students, faculty, and staff and represents the diversity of the campus.

As part of their mandate, these committees should create reports on the progress made toward DEI goals throughout the plan's cycle. In many instances, the institution will publish annual reports that summarize progress made over the year. Alongside a written, annual report, some institutions also track progress using dashboards that provide up-to-date information about progress on specific goals in the DEI plan.



Spotlights: Reporting Implementation Progress

The University of Michigan publishes its progress reports on its Diversity, Equity, & Inclusion page and holds an annual summit to update the community and to promote transparency.

The University of Michigan Recommended Elements for Multi-Year DEI Strategic Plan Implementation

- Create a highly visible campus launch event, with an annual anchoring event in subsequent years (e.g., DEI Summit).
- Host regular meetings with DEI leads and other campus leaders and liaisons to share information, exchange ideas and develop best practices.
- Continue to engage the campus through regular town halls and community events to allow feedback, new ideas, and priorities to surface.
- Respond to negative incidents that may occur on campus or at the local, national or international level. Provide support for those who are directly or indirectly feeling the impact. Offer guidance for leaders across campus on ways to be responsive and to maintain communications at the campus level.
- Provide professional development on DEI topics for all “layers” of the campus community, from executive officers to deans, department chairs, students, faculty and staff at all levels and from all functional areas.

Source: University of Michigan

IU Bloomington’s School of Education Dashboard provides a simple list of DEI goals with current status indicators. Each goal links to further information about those accountability measures within the school’s DEI plan.

	= Not Started	= In Progress	= Completed/On Track
Climate			
Build informal social networks			
Create ambassador program			
Develop and provide professional development			
Develop mentoring program			
Implement exit interview process			
Create award and incentive programs			
Evaluate physical space			
Partner with campus and university programs			
Communication			
Develop statements			
Conduct audit of marketing materials			
Organize and facilitate TEA Talks			

Source: [IU Bloomington](#)

WORKS CITED

- "Annual DEI Summit." University of Michigan Diversity, Equity & Inclusion. <https://diversity.umich.edu/strategic-plan/annual-dei-summit/>
- "Data and Analysis." Brown University Office of Institutional Equity and Diversity (OIED). <https://www.brown.edu/about/administration/institutional-diversity/action-plans/progress-and-data-analysis/data-and-analysis>
- "Defining DEI." University of Michigan Office of Diversity, Equity & Inclusion. <https://diversity.umich.edu/about/defining-dei/>
- "DEI Dashboard." Indiana University, Bloomington School of Education. <https://education.indiana.edu/about/diversity/plan/dashboard.html>
- "Diversity Dashboard." Office of Institutional Equity and Diversity (OIED) | Brown University. <https://www.brown.edu/about/administration/institutional-diversity/dashboard>
- "Diversity, Equity & Inclusion Strategic Plan." University of Michigan, October 2016. <https://diversity.umich.edu/wp-content/uploads/2016/10/strategic-plan.pdf>
- "Diversity, Equity, and Inclusion Strategic Plan." University of Michigan College of Literature, Science, and the Arts, October 2019. <https://lsa.umich.edu/content/dam/lsa-site-assets/documents/dei-documents/2019-UM-LSA-DEI.pdf>
- "Diversity, Equity and Inclusion Strategic Plan." Oregon State University | College of Forestry, October 2017. <https://www.forestry.oregonstate.edu/node/400/attachment/newest>
- "Diversity Planning Tools for Diversity and Inclusion Committees." The University of Texas at Austin | Office for Inclusion and Equity. <https://equity.utexas.edu/diversity-planning-tools/>
- "Equity Leadership Team Protocol." Education Northwest, 2013. <https://educationnorthwest.org/resources/equity-leadership-team-protocol>
- Goldman, C.A. and H. Salem. "Getting the Most Out of University Strategic Planning: Essential Guidance for Success and Obstacles to Avoid." Rand Corporation, 2015. https://www.rand.org/content/dam/rand/pubs/perspectives/PE100/PE157/RAND_PE157.pdf
- "Idea Council." University of Colorado Boulder | Office of Diversity, Equity & Community Engagement, October 1, 2020. <https://www.colorado.edu/odece/diversity-plan/idea-council>
- Leon, R.A. and D.A. Williams. "Contingencies for Success: Examining Diversity Committees in Higher Education." *Innovative Higher Education*, 41:5, 2016.
- Mrig, A. and P. Sanaghan. "Higher Ed Impact: 8 Keys to Improving Task Forces and Committees in Higher Education." *Academic Impressions*, July 2014. <https://www.academicimpressions.com/PDF/TaskForcesDiagnostic.pdf>
- "Organizing and Implementing a Strategic Plan." University of Michigan Diversity, Equity & Inclusion. <https://diversity.umich.edu/strategic-plan/dei-strategic-planning-toolkit/organizing-and-implementing-a-strategic-plan/>
- Redd, R.T., A. Sims, and T. Weekes. "Framework for Change: Creating a Diversity Strategic Plan within an Academic Library." *Journal of Library Administration*, 60:3, April 2020.

Reyes, K.A. "Developing a Strategic Inclusion and Diversity Action Plan: Lessons Learned From Research and Practice." Southern Regional Education Board.
<https://www.sreb.org/webinar/developing-strategic-inclusion-and-diversity-action-plan-lessons-learned-research-and-0>

"Strategic Planning for Equity, Inclusion, and Diversity Toolkit: Academic Units." University of California, Berkeley | Division of Equity & Inclusion.
<https://diversity.berkeley.edu/sites/default/files/academic-strategic-toolkit-final.pdf>

"Strategic Planning for Equity, Inclusion, and Diversity Toolkit: Administrative Units." University of California, Berkeley | Division of Equity & Inclusion.
https://diversity.berkeley.edu/sites/default/files/admin_strategic_planning_toolkit_final.pdf

"The Diversity Blueprint: From Planning to Action." The University of Washington: Trends and Issues in Higher Ed, May 4, 2017. <https://www.washington.edu/trends/the-diversity-blueprint-from-planning-to-action/>

Williams, D.A. "Inclusive Excellence: UConn Builds Capacity for Diversity and Change." *Connection, New England's Journal of Higher Education*, 21:1, 2006.

Williams, D.A. *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education*. Sterling, VA: Stylus Publishing, LLC, 2013.

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

HANOVER’S HIGHER EDUCATION SOLUTIONS

Hanover enables higher education institutions to offer a world-class educational experience and operate an efficient and sustainable institution. Hanover’s Higher Education Solutions tackle the academic and administrative challenges facing every department at your institution—amplifying your individual efforts with our tried and tested suite of solutions. Our partners include higher education institutions of all varieties: from large to small, public and private, two-year, four-year, professional, graduate, and for-profit schools.

ACADEMIC SOLUTIONS

- **Enrollment Management:**
Target the optimal pool of students and maximize application and acceptance rates.
- **Academic Development:**
Strengthen your academic portfolio through market analysis of existing and potential new programs.
- **Student Experience:**
Spot at-risk students early, identify the drivers of attrition, and pinpoint factors driving poor post-graduate outcomes.

ADMINISTRATIVE SOLUTIONS

- **Finance:**
Increase revenue and dynamically evaluate costs to run an efficient, financially viable, and growth-oriented institution.
- **Advancement:**
Highlight your institutional impact with donors and alumni.
- **Marketing:**
Reach the right audience at the right time with the right message.

GRANTS SOLUTIONS

- **Grant-seeking Capacity:** Develop your organizational capacity to pursue grant funding.
- **Funding Research:** Spot grant opportunities aligned to your funding needs.
- **Pre-Proposal Support:** Facilitate the development of competitive project concepts prior to submission.
- **Proposal Review & Support:** Provide review and revision to ensure robust proposal submissions.
- **Proposal Development:** Engage full proposal development support.

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



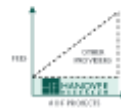
FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



DEDICATED

Exclusive account and research teams ensure strategic partnership



EFFICIENT

Annual, fixed-fee model shares costs and benefits



www.hanoverresearch.com