Diversity Equity & Inclusion

Strategic Plan

2020-2023

DR

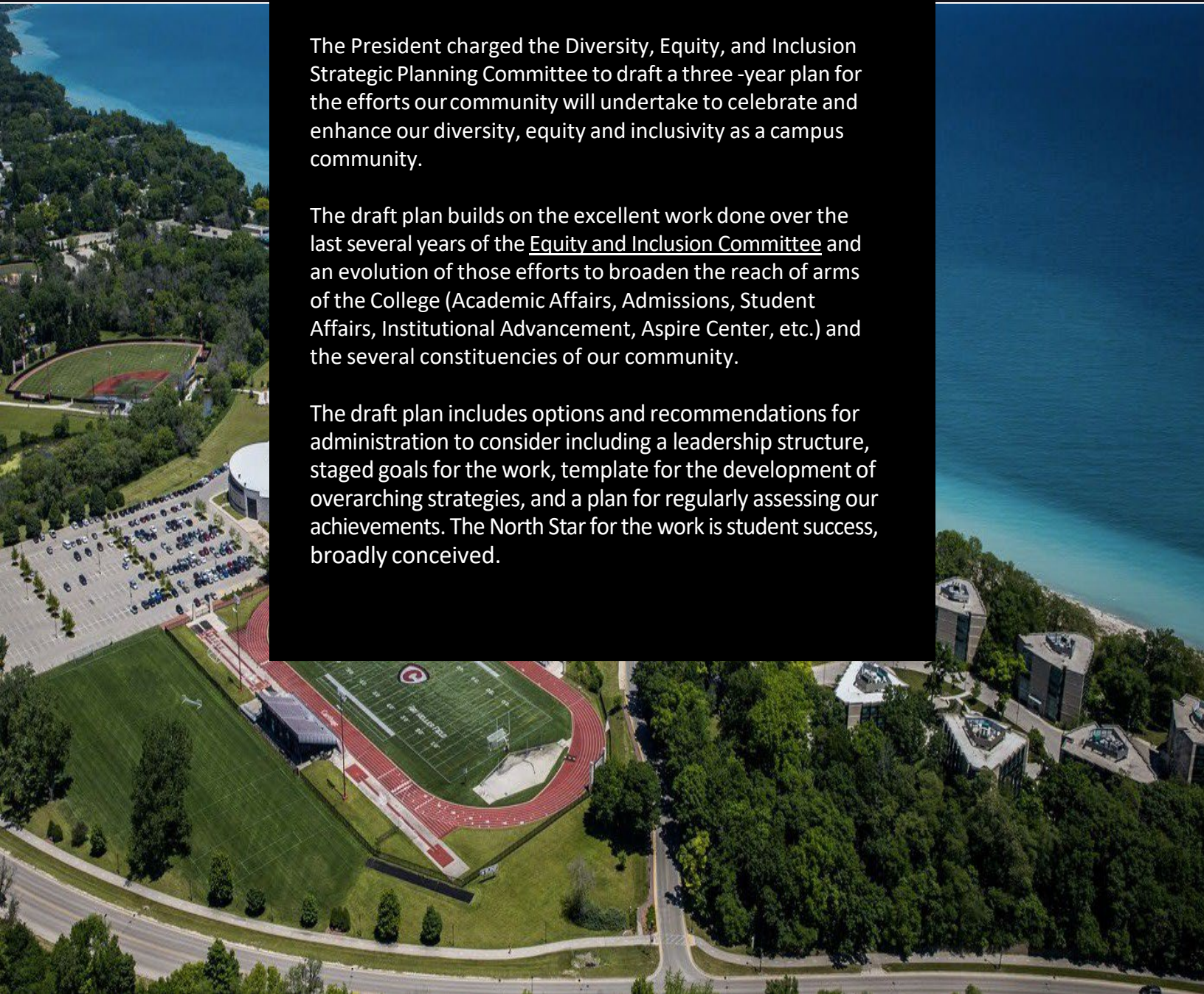# DIVERSITY, EQUITY & INCLUSION
STRATEGIC PLAN

Updated June 2019

THE CHARGE

The President charged the Diversity, Equity, and Inclusion Strategic Planning Committee to draft a three-year plan for the efforts our community will undertake to celebrate and enhance our diversity, equity and inclusivity as a campus community.

The draft plan builds on the excellent work done over the last several years of the Equity and Inclusion Committee and an evolution of those efforts to broaden the reach of arms of the College (Academic Affairs, Admissions, Student Affairs, Institutional Advancement, Aspire Center, etc.) and the several constituencies of our community.

The draft plan includes options and recommendations for administration to consider including a leadership structure, staged goals for the work, template for the development of overarching strategies, and a plan for regularly assessing our achievements. The North Star for the work is student success, broadly conceived.

A message from the President

We live and work in a richly-diverse world. At Carthage, we strive to enhance the diversity and equity of our community and together to create an ever more enlightened and inclusive environment that will positively impact the world. We do this not only because we know the great value of a diverse and equitable educational environment — for these benefits have been well-documented — but also because it is who we are and it is the right thing to do. And the message we hope to convey to all who come to explore and join Carthage College is that you belong here. You belong here because of who you are, where you come from, and what gifts you possess. Please join us.

— Carthage College President John Swallow

INTRODUCTION, CONTEXT, DEFINITIONS

INTRODUCTION

The DEI Strategic Planning Committee offers the proposed DEI Plan to help shape a path forward toward enrolling, retaining, and graduating more students from underrepresented groups from Carthage College, and the promise of equal educational opportunity for all students. During the last several years, Carthage College worked to improve access to higher education for underrepresented student groups, e.g. (African-American, Latin X, First Generation, Pell-Eligible, etc.). With an increased enrollment of diverse student representation on campus, being intentional about providing equitable, valuable experiences that would improve retention and graduation rates became one of the institution's priority goals.

With the *Carthage in the Year 2025* strategic plan, Carthage moved beyond earlier strategic goals focused on recruiting a diversity of students to a focus on equity and inclusion for all students. The plan articulated a commitment to creating a welcoming campus environment and ensuring the success of all students. These goals are even more appropriate now given the increasing proportion of students of color in the entering class over the past few years.

DEI Strategic Planning Committee Members

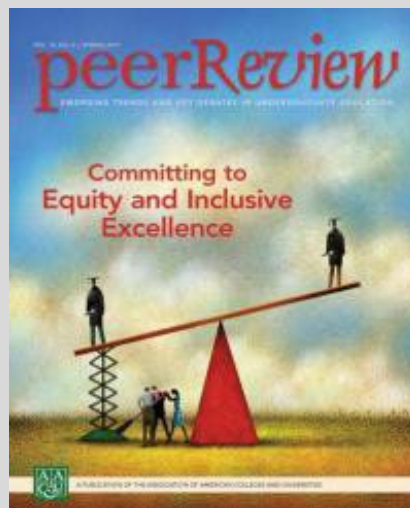|	
Maham Ali *Carthage Student, Class of 2019*	Michele Hancock *Professor of Practice, Education*
Michael Canady *Carthage Student, Class of 2019*	Karlyn Kattenbraker *Director of Adult Undergraduate Studies*
Giselda Feliciano *Assistant Director of Residential Life*	Michelle Manning *Director of Athletics*
Dana Garrigan *Associate Provost for Planning & Assessment*	Xavier Sizer *Carthage Student, Class of 2019*
Bridget Haggerty *Executive Director of Institutional Advancement*	Darwin Tsen *Assistant Professor of Modern Languages*

CONTEXT

Over the past several years, Carthage College has achieved success in increasing the compositional diversity of enrolled students, and has committed to promoting equitable educational outcomes for all students, explicitly accepting the responsibility of being a "student-ready college" that "strategically and holistically advances student success" of all students (McNair et al, 2016). Carthage enters into this commitment aware that there are equity gaps in student achievement by many measures (retention, persistence, completion, etc.)

Carthage's application and acceptance into AAC&U Equity Project Initiative served as the catalyst to expand our understanding of the need to move beyond compositional diversity and do a deep dive to foster an equity-minded campus. Click on the links to read two articles written by Carthage colleagues, *Fostering Inclusive Excellence for All Carthage Students and Combining Grassroots and Institutional Leadership to Promote Equity* to review the College's commitment to ask and answer difficult questions about student success.

https://www.aacu.org/peerreview/2017/Spring/Brownholland
https://www.aacu.org/publications/vision-equity

DEFINITIONS

- **Diversity.** Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).

- **Inclusion.** The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathy understanding of the complex ways individuals interact within systems and institutions.

- **Equity-mindedness**. A demonstrated awareness of and willingness to: address equity issues among institutional leaders, faculty, staff and students; take stock of the contradictions between the ideals of democratic education and the social, institutional and individual practices, as well as policies, expectations and unspoken rules, that contribute to persistent inequalities in outcomes among different groups; and acknowledge the socio-historical context of exclusionary practices, racism and the effect of power asymmetries on opportunities and outcomes for those who are underserved, underrepresented or marginalized.

- **Equity (Student Focus).** The creation of opportunities for historically underserved and underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion

- **Equity (Employee Focus).** The creation of opportunities for historically underserved and underrepresented populations of employees (faculty and staff) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.

- **Culture.** An integrated pattern of human knowledge, belief, and behavior that is both a result of, and integral to, the human capacity for learning and transmitting knowledge to succeeding generations.

- **Intercultural Competence.** The state of having and applying knowledge and skill in four areas: awareness of one's own cultural worldview; recognition of one's attitude toward cultural differences; realization of different cultural practices and worldviews; and thoughtfulness in cross-cultural interaction. Over an extended period of time individuals and organizations develop the wisdom and capability to: examine critically how cultural worldviews influence perceptions of power, dominance and inequity; and behave honorable within the complex dynamics of differences and commonalities among humans, groups and systems.

> **Inclusive Excellence**
> A high quality, practical liberal education should be the standard of excellence for all students.

DEI Leadership Structure

Based on research done on DEI issues and conversations had with DEI leaders in higher education, the Committee believes the creation of the position of Chief Diversity Officer is imperative to establish DEI initiatives as a priority at Carthage and to continue to advance the efforts of DEI.

In the article "The Chief Diversity Officer: An Examination of CDO Models and Strategies", Raul Leon identifies three models for the chief diversity officer (CDO) position. The first is a Collaborative Officer CDO model, where the CDO is a single-person office and operates with a small support staff. The second is the Unit-Based CDO model, where the CDO has additional staff such as program assistants, research assistants, administrative support professionals, etc. but no reporting units. The third is the Portfolio Divisional CDO model, where the CDO has extensive support staff and multiple reporting units.

Based on these three models, we believe the Collaborative Officer CDO model is most realistic and the best fit for Carthage at this time. This recommendation takes into consideration the current structure and culture of the institution as well as the current financial situation.

While the article suggests the effectiveness and power of a collaborative officer CDO are often limited due to the lack of resources (personnel as well as financial) and a smaller scope of priorities, the Committee believes with a reorganization of the current equity and inclusion (E&I) efforts, Carthage can make this model work for the institution. Additionally, by starting with this framework, we could continue to build upon E&I initiatives that have been advanced in recent years. There would also be the opportunity to expand the role of the CDO Office in the future as needed.

While the Committee sees a CDO position as crucial to help advance diversity initiatives and improve diversity outcomes at Carthage, we also recognize the limitations of placing that burden on one person. Therefore, the following is a set of recommendations based on the literature and our historical, cultural and structural knowledge of the institution, designed to promote the success of the CDO.

The CDO is a member of the President's executive staff and a dotted reporting line to the President.

While there is a wide range of rank and reporting structures at different institutions for the CDO position, the article notes the level of authority granted to a CDO is crucial to their success at building relationships and effecting change at the institution. "The higher an institution defines the CDO rank, the more political and symbolic power this officer will enjoy (Leon, 2014, p. 81). The Committee believes that in order for the CDO to command respect across campus and have impact from the beginning, the CDO needs to be a member of the executive staff and dotted reporting line to the President. This also signifies the College's commitment to and prioritization of E&I initiatives. Furthermore, if the College is interested in meaningful institutional change, then the CDO must have a seat at the table where institutional decision-making takes place.

The College reorganizes roles in order to provide personnel support to the CDO in their efforts.

Although the Collaborative Officer CDO model describes a limited number of support staff and no direct reports, this is described as a shortcoming of the model that can hinder the effectiveness of the CDO. Therefore, reorganize existing E&I efforts under the CDO. This would allow for the development of a consistent message about E&I under one umbrella while supporting the reach of the efforts across campus to continue, given the variety of people currently involved in E&I work. This reorganization would also be at little or no cost to the College because it would not require any additional hiring.

Additionally, the current Equity and Inclusion Committee should continue to exist under this new model with the CDO as the chair of the committee. The current E&I Committee is comprised of faculty and staff from various departments across the College, and the broad reach of these people can help to enhance and support the work of the CDO.

 Also, form a subcommittee of the E&I Committee that serves as an advisory council to the President on the state of E&I at the College. The development of this subcommittee is critical because the President needs to hear the perspective from a range of individuals about the state of equity and inclusion at the College. This takes some of the pressure off the CDO to be the lone spokesperson for equity and inclusion work.

PLANNING PROCESS

An evolving plan to provide all members of the Carthage College community the opportunity to engage and excel

2020 - 2023

Continue to assess, refine and evaluate

Three-Year Plan

January 2020: PLAN LAUNCH

Departments
Provide ideas -INPUT

DEI plan emerges for support & focus

INPUT FROM 100% OF FACULTY, STAFF AND STUDENTS

EMERGENT THEMES

Prior to writing this plan, DEI Strategic Planning Committee was charged with gathering and reviewing data collected from interviews from a small sampling of colleagues and students. A SWOT analysis was conducted to garner supplemental faculty and students' perspectives occurred. Collection of earlier data was thoroughly reviewed using the NSSE 2017 Topical Module Report Inclusiveness & Engagement with Diversity, Carthage College Multicultural Surveys (2015-2016, 2017-2018), Campus-wide Satisfaction Climate Survey (2017) and feedback from the President's Respect & Dignity Community Conversation (2/15/2018).

Themes from Students
Students expressed the need to:
- Create a more inclusive climate on campus and in the classroom
- Improve information about the availability of financial and academic support services
- More visibly celebrate diversity on campus through images, events and activities
- Improve staff and faculty understanding of the increasingly global, complex, and evolving nature of student social identity.
- Offer courses that integrate the voices of underrepresented groups in the curriculum
- Hire more staff and faculty people of color
- Provide a safe space in support of affinity groups, i.e. (house, center)
- Increase support for student learning and skill development in intercultural awareness and engagement
- Increase access and opportunities to career paths with paid internships regardless of race and socioeconomic background
- Low expectations or stereotype-based treatment of women, ethnic/ racial minority, first generation students and international students among faculty.
- Create a system to effectively report bias and discrimination incidents

Themes from Staff
Staff feedback centered on:
- Equity issues – specifically with respect to closing the income gap between the highest and lowest paid employees and increasing support services to staff in the lowest salary grade
- Improving climate through mandatory cultural competency training and embedding cultural competency issues into job descriptions and performance criteria for all staff, faculty and administration
- Provide more educational learning and development training on diversity, equity and inclusion, especially for supervisors and managers
- Increase staff diversity

Themes from Faculty
Faculty shared the following:
- Provide more tools and training to enhance diversity skills and inclusive teaching strategies among faculty in their departments.
- Infuse diversity issues into curriculum and increase courses embracing voices/texts from umderrepresented and marginalized groups
- Increase diversity hires and engage in multiple mechanisms to better understand and address various issues that have led to an insufficiently diverse faculty
- Faculty from underrepresented groups are called upon to serve as lone representatives on issues of diversity, committees
- Women and underrepresented faculty experience bias and exclusion and more likely not to have influence and voice within their departments
- Forge stronger relationships with the local communities organizations engaging in social justice and equity work

A SNAPSHOT OF OUR CAMPUS TODAY

The development of the Carthage College Student Success Dashboard provides existing data on the demographic composition of our campus, which has been tracked over time, and important baseline information on where we stand with respect to racial and gender diversity. The charts on this page offer a summary overview of our campus constituencies. As part of our ongoing accountability efforts, this data will continued to be monitored, as will other metrics, including those designed to measure other dimensions of diversity, equity and inclusion outlined later in this document.

Additional diversity, equity and inclusion related data is available by the Office of Institutional Effectiveness.

Incoming Class

	2011	2012	2013	2014	2015	2016	2017	2018
American Indian	5	2	2	3	3	7	3	2
Asian	6	5	6	12	23	21	12	20
Black/African America	28	33	37	55	41	47	65	48
Hispanic	43	46	41	51	73	116	115	102
Multi	10	21	20	29	27	19	19	30
Pacific Islander	2	1		3	1	1	2	1
Unreported	144	46	16	11	28	54	14	14
White	441	564	592	540	555	457	475	544
	679	718	714	704	751	722	705	761

Hispanic/Multi show greatest growth

	2011	2012	2013	2014	2015	2016	2017	2018
American Indian	10	8	7	10	8	12	12	13
Asian	46	39	32	30	43	62	66	69
Black/African American	77	91	109	133	121	137	164	158
Hispanic	140	149	149	156	175	250	314	365
Multi	11	29	43	65	74	81	78	85
Pacific Islander	2	3	2	6	6	5	7	5
Unreported	310	288	237	227	208	226	115	101
White	1,934	1,924	2,002	1,972	2,001	1,871	1,840	1,854
	2,530	2,531	2,581	2,599	2,636	2,644	2,596	2,650

Note: According to federal standards, the those who indicated Black race with Hispanic ethnicity are included in the totals for Hispanic students. Following are the numbers for those students. Additional students of African American descent are included in the Multi and Unreported categories.

	2011	2012	2013	2014	2015	2016	2017	2018
Black with Hisp. Ethnicity	1	7	5	2	2	5	6	10

Overall Diversity Increases

GOALS adapted and modified https://www.uvu.edu/inclusion/

Access, Equity & Opportunity	Curriculum & Learning for Intercultural Competence	Supportive Campus Environment	Academic Inclusivity & Regional Stewardship
Goal #1 Increase and improve access to Carthage College for underrepresented students and students with varying levels of academic preparation.	**Goal #1** Strengthen student intercultural competencies through curricular and co-curricular learning opportunities with diverse courses, individuals, and communities.	**Goal #1** Improve students' and employees' sense of validation, belonging and personal safety.	**Goal # 1** Maintain and continue development of academic courses, programs, and offerings that reflect students' interests and the region's educational needs.
Goal #2 Increase academic success of and support for underrepresented students and students with varying levels of academic preparation.	**Goal #2** Strengthen the intercultural competencies and capacities of administration, faculty and staff through intercultural engagement activities.	**Goal #2** Improve recruitment, retention, and advancement of underrepresented faculty and staff at all levels of the institution to enrich college life and provide role models.	**Goal #2** Intensify community partnerships to deepen collaborative relationships that expand students college to career opportunities.

Overarching Strategies

The DEI Strategic Planning Committee recommends more time invested in allowing faculty and staff to play an integral role in the development of overarching strategies of the Diversity, Equity and Inclusion Strategic Plan to increase commitment and buy-in. The overarching strategies need to emerge as an outgrowth of discussions and dialogues based on the staged goals by expanded communication with the campus community.

It is our recommendation that each department leader/supervisor carefully review this draft document, share with employees and gather recommended strategies to address each goal; thereby, ensuring full and active engagement.

NOTE: Overarching Strategies Sample Template on Following Page

ACCESS, EQUITY & OPPORTUNITY

Carthage College provides accessible and equitable educational opportunities and resources for all students.

Goal #1 – Increase and improve access to Carthage College for underrepresented students with varying levels of academic preparation.

Student Access Need	#	Action Steps	Primary Stewards	Proposed Partners	Completion Target

BUILDING ON THE STRENGTH OF EXISTING INITIATIVES

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Foundational to our success in achieving the goals and development of overarching strategies of this plan are the existing programs and initiatives established in response to our continuous commitment to diversity, equity and inclusion. It is important to note that the program and initiatives listed below are the ongoing investments that can promote the work of this plan. The programs and initiatives listed below are those *singularly focused* on diversity, equity and inclusion. As part of the planning process, stakeholders need to be aware of what currently exists to offer possible recommendations for expansion and/or improvements.

- *Suggestions for Building on Strengths*

Professional Development for Faculty and Staff
- ✓ Equity and Inclusion Certification Program
- ✓ Introduction to Equitable and Inclusive Classroom Practices
- ✓ Safe Zone Training I – LGBTQ Movement
- ✓ Safe Zone Training II – Sexual Harassment
- ✓ Ouch That Stereotype Hurts
- ✓ Gender Awareness in the Workplace and in the Classroom
- ✓ Effective Communication in the Workplace
- ✓ Equity-minded Course Syllabi: A Critical Inquiry
- ✓ Understanding DACA/Undocumented Students and Families
- ✓ Diverse Faculty Hiring: Search Committees
- ✓ Race and Representation
- ○ *Incorporate intercultural competence professional development as part of a system-wide performance assessment of administrators, faculty and staff.*

Scholarships
- ✓ Wiggan- Kenniebrew Experiential Learning Fund
- ✓ Black Student Union Scholarship
- ✓ Diversity, Equity, Inclusion Leadership (DEIL) Fellows Program
- ○ *Establish funding for consistent student leadership development and intentional collaborative work with the Aspire Center*

Student Life Programs
- ✓ My Brother's Keeper (formerly called Men of Color)
- ✓ Java and Justice
- ✓ First in the Family
- ✓ Freedom Film Series
- ✓ Cultural Field Excursions
- ○ *Designated personnel to continuously Update DEI website*
- ○ *Ability to provide small student stipends for DEI peer training/ mentoring*

Student Organizations
- ✓ Asian Pacific American Coalition of Carthage (APACC)
- ✓ Black Student Union (BSU)
- ✓ Japanese Club
- ✓ Jewish Awareness Association
- ✓ LatinX United
- ✓ LGBT-SA
- ✓ 1G (First Generation**)**
- ✓ United Women of Color
- ✓ DE&I Student Council
- ✓ Future of AFRICA
- ○ *Designated staff person to support the establishment of nationally organized underrepresented student fraternities and sororitie*s

Academics
- ✓ Women's and Gender Studies
- ✓ Humanities Citizenship Initiative
- ✓ Urban Teacher Preparation Program
- ○ *Establish an Intercultural Studies Department*
- ○ *Graduation requirement of course specifically with intercultural development designation*

INFRASTRUCTURE OF CONTINUED PROGRESS

Carthage College can demonstrate a profound commitment to diversity, equity and inclusion as expressed in the DEI Leadership Structure by establishing an elevated and expanded leadership functional role (CDO) charged with guiding and supporting all institution progress in this critical domain. <u>The CDO, a member of the President's Executive Staff with a dotted line to the President, can affect every aspect of the institution in various ways. DEI is an institution wide matter! It affects every aspect of the institution in various ways. Accordingly, the CDO must be included in all conversations that touch on the broadest range of institutional issues. This is the only way for the CDO to understand the challenges and offer constructive advice about how to move forward with DEI issues in mind. The President's Executive Staff is the place where such conversations/opportunities happen.</u>

A distributed leadership model can provide support for a CDO in being responsible to lead the implementation of the DEI Strategic Plan once completed and adopted in December 2019. Designated DEI advocates serve as an integrated work team to support the CDO. This work includes:

- facilitating and supporting progress in all of the colleges departments;
- tracking and reporting progress toward the plan goals in accordance with the Student Success Scorecard and other metrics;
- conducting climate surveys on diversity, equity and inclusion; and serving as a key curator of institutional data and information on diversity, equity, and inclusion;
- reporting to and communicating with executive leadership and the community at large on progress under the strategic plan.

Lessons learned and expressed by members of the Equity and Inclusion Committee over the past couple of years can inform this work. Central among the members is a recognition to engage identity and resource groups more formally in the planning and execution process. Also, to facilitate connections among them for collaboration and mutual support. Other areas slated for improvement include enhancing engagement of, and communication with, students across campus, convening more additional open forums for larger community discussions of current issues. This could potentially develop a deeper and more nuanced understanding of DE&I issues and aspirations.

DEI Innovation Grant	DEI Professional Network	DEI Fundraising	DEI Recognition Awards	DEI Communications and Website
To encourage campuswide efforts that promote, enhance and celebrate DE&I, establish a dedicated DE&I Activity Fund. All students, staff and faculty will be eligible to apply for one-time grants that are awarded throughout the year.	Harness the DEI talent pool to build a network of support to facilitate collaboration and sharing to enhance their work individually and collectively. The network will advance campus-wide success by developing leaders throughout the institution, matching their commitment with the skills.	Working in close collaboration with the Office of Institutional Advancement, expand fundraising effort to support DE&I initiatives. Assigned a dedicated professional to manage all related fundraising activities and work in partnership with DE&I Professional Network.	The Office of the CDO will oversee a suite of awards, both new and existing, designed to recognize outstanding accomplishments of faculty, staff, students or groups that have enhanced diversity and contributed to a more equitable and inclusive campus environment. Solicited nominations of prospects.	In partnership with the Office of Communications, continue to generate ongoing communications that highlight campus community member make are making a difference, and will promote continuing opportunities for students.

DEI Data Support

Working in close partnership with the Office of Institutional Effectiveness, Human Resources, and Business Office, expand the repository of diversity, equity and inclusion related data (beyond Student Success Dashboard). This will help create essential infrastructure to support data requests, expand analytic tools and other processes that aid both departments and campus-wide data analysis and reporting.

METRICS AND REPORTING

As part of the three-year plan implementation, we will track –over time- metrics using the **Student Success Dashboard** that represent important factors in assessing progress toward our goals. Tracking will consist of progress on plan-related action steps such as implementation and participation in programs, utilization of services, increased awareness and other leading measures of progress. Longer-term measures will include trends in the demographic composition of our campus over time, but also will take into account shifts in climate and key indicators of equity across all populations.

CATEGORIES OF METRICS

- Progress on plan action steps and initiatives: activity toward implementing initiatives; participation rates; action specific outcomes (e.g. learning outcomes from training, etc.)
- Demographic diversity of:
  - ➢ Undergraduate students- first year class makeup, senior class makeup, graduation rates
  - ➢ Graduate students – first year makeup, graduation rates, time to degree
  - ➢ Faculty – postdocs, assistant professors, associate professors, full professors, promotions, denials of promotion, retention/turnover
  - ➢ Staff applicant pools, selection pools,, interview pools, hires, promotions, retention/turnover
  - ➢ College leadership, major decision-making positions, committee membership and other key institutional groups
- Number of:
  - ➢ Diversity related activities and events on campus and within departments
  - ➢ Diversity, equity and inclusion scholarly products (publications, collaborations, courses) produced by faculty and students
- Reports of harassment, bias, discrimination incidents
- Demographic diversity of workforce groups
- Demographic diversity by salary
- Student, faculty and staff perceptions of equal opportunity for success (climate survey)
- Student, faculty and staff feelings of sense of belonging and affirmation (climate survey)

REPORTING

CDO will oversee improvements and will manage the overall reporting and evaluation process, which will occur at all levels of the institution. Progress evaluated at the end of each year of implementation. A subsequent extended plan will be developed based on the progress measured of the three- year plan.

2020-2023 Timeline

January 2020 **LAUNCH PLAN** **November 2020 - January 2021** **Assess and Report on Progress on Year One** **Refine Plan for 2021-2022** Begin Year Two Implementation **November 2021- January 2022** **Assess and Report on Progress** **Refine Plan for 2022-2023** Begin Year Three Implementation	**November 2022 – January 2023** **Assess and Report on Progress** **Refine Plan** **November – December 2023** **Evaluate Progress against Three Year Plan** - Summary Carthage College report on progress

RECOMMENDATIONS

1. Hire/appoint a Chief Diversity Officer
   A. CDO sits with Executive Staff to be informed and has a voice/influence with College leadership team.
   B. CDO has some reporting relationship with the President.
2. Engage all units of the College in supporting the vision for DEI and the DEI plan initiatives
   A. Fall, 2019 engagement with DEI plan (see templates)
   B. Appoint individuals with DEI responsibilities in major units of the College (Academic Affairs, Student Affairs, Athletics, Admissions, Aspire, Human Resources)
   C. Develop DEI advisory committee.
3. Continue to support the Equity and Inclusion Committee with grass-roots initiatives and enthusiasm.
4. Continue to expand data disaggregation and regularize reporting
   A. Expand Student Success Dashboard beyond existing metrics (retention, persistence, completion, Dean's List, Probation) to other metrics of student success (engagement with High Impact Practices, such as Study Abroad, Internships, Undergraduate Research; success in gateway courses – e.g. DFW rate in Core courses and departmental gateway courses; etc.)
   B. Develop mechanism for sharing disaggregated data that allows institutional constituents to effectively explore data to look at variables of interest (e.g. Tableau licensing).
5. Utilize data in annual planning initiatives.
6. Continue/expand targeted initiatives in Student Affairs to engage diverse students and promote establishment of social engagement.
7. Consider development of new/expanded cohort initiatives for admissions.
8. Expand Institutional Advancement initiatives to support DEI initiatives explicitly.
9. Comprehensively review institutional practices to promote equity/inclusion in all campus functions and operations.
10. Broadly communicate commitment to DEI goals to both internal and external constituents.
11. Develop collaborative relationships with community partners to reflect/support commitment to equity and inclusion on campus and more globally.

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