Office for Institutional Equity and Diversity

Strategic Plan
July 1, 2013 – June 30, 2020
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The OIED strategic plan included in this document focuses on the next three years: 2013-2014, 2014-2015, 2015-2016. The OIED will continue to work on the goals identified in this document through 2020.

Office for Institutional Equity and Diversity (OIED) Strategic Plan Development

The OIED engaged in several steps in order to revise its current strategic plan to ensure its alignment with the university strategic plan, *Pathways to the Future*. All units housed within the OIED have reviewed their mission, vision and goals to ensure their strategic documents and directions are in concert with those outlined in the university’s strategic plan. In 2012-2013, efforts began on the revision of the “Diversity Strategic Plan” developed by the former Office for Diversity and Inclusion to ensure it is reflective of the university’s strategic plan and is a tool to foster inclusion of diversity in implementation of the strategic plan. In addition, OIED reviewed its strategic directions at planning workshops held in July 2011, June 2012 and June 2013 with all OIED staff. The OIED used information gathered from assessment of programs and services and from campus climate surveys of faculty, staff and students in developing the focus areas for the strategic plan. All OIED units have assessment plans in place. Assessment plan reports may be viewed on the OIED website at: www.ncsu.edu/oied.

Office for Institutional Equity & Diversity Mission, Vision, and Goals

Mission
The Office for Institutional Equity and Diversity (OIED) is committed to fostering an inclusive, accessible, and diverse intellectual and cultural campus experience related to the mission of North Carolina State University (NC State). The OIED facilitates efforts to ensure equity and opportunity, increases awareness of diversity issues through education, and strengthens relationships across diverse groups. Through these efforts, the OIED promotes cultural competence development, thereby fostering a welcoming and respectful campus. By providing guidance, programming, and outreach to constituent groups and the community, and by adhering to accountability and compliance standards, the OIED prepares NC State students, faculty, and staff for local, state, national, and global collaboration.
Vision
To foster an inclusive campus community of students, faculty, and staff who value and inspire personal, academic, and professional excellence.

Goals
1. Cultivate a community in which individuals demonstrate respect toward one another.

2. Facilitate campus efforts to increase participation, retention, and success of students, faculty, and staff from historically underrepresented groups.

3. Ensure that NC State is an equitable and inclusive environment, one that is free from prohibited discrimination and harassment.

4. Provide effective awareness and enrichment programming to the NC State community.

5. Work together, as units of the OIED, to provide a unified, campus-wide approach to ensure that students, faculty and staff learn and work within a campus defined by the best practices in equity, diversity, and inclusion.

The OIED goals align with the university’s goals outlined in Pathway to the Future:
- OIED goal #1 aligns with university strategic plan goal #4—Enhance organizational excellence by creating a culture of constant improvement.

- OIED goal #2 aligns with university strategic plan goal #1—Enhance the success of students through educational innovation and university strategic plan goal #2—Enhance scholarship and research by investing in faculty and infrastructure.

- OIED goal #3 aligns with university strategic plan goal #4—Enhance organizational excellence by creating a culture of constant improvement.

- OIED goal #4 aligns with university strategic plan goal #1—Enhance the success of students through educational innovation; university strategic plan goal #3—Enhance interdisciplinary scholarship to address the grand challenges of society; and university strategic plan goal #4—Enhance organizational excellence by creating a culture of constant improvement.

- OIED goal #5 aligns with university strategic plan goal #4—Enhance organizational excellence by creating a culture of constant improvement and university strategic plan goal #5—Enhance local and global engagement through focused strategic partnerships.

See Appendix A, Page 15
OIED Strategic Actions

Goal One: Cultivate a community in which individuals demonstrate respect toward one another.

In response to the recommendations of the Campus Culture Task Force in 2009, the University Values and Ethics Administrative Advisory Council was established in 2011 to advise the Provost on matters concerning university values and ethics. These matters may include, but are not limited to, institutional values, academic and research integrity, faculty and staff professional ethics and conduct, institutional prevention and response to acts of bias or intolerance, freedom of speech, and faculty academic freedom. This committee met in 2010-2011 and developed the Statement of Community Compact which was presented to the NC State Board of Trustees in April 2012. The OIED will use the Statement of Community Compact as a guide in its efforts to cultivate a community at NC State in which individuals demonstrate respect toward one another.

Strategy 1.1: Collaborate with the University Values and Ethics Administrative Advisory Council to develop a process to disseminate the “Statement of Community Compact” and encourage the entire university community to embrace the values

Strategy 1.2: Review procedures to be followed by the campus community in response to acts of intolerance and perceived acts of intolerance

Strategy 1.3: Review university policies and regulations to ensure alignment with equity and diversity

   Initiative 1.3.1: Modify the Equal Opportunity and Non-Discrimination policy to clarify NC State’s decision to prohibit discrimination based on sexual orientation, gender identity and gender expression.

Strategy 1.4: Increase opportunity for campus dialogues around understanding issues of differences

   Initiative 1.4.1: Create additional opportunity for faculty, staff, and students to discuss differences and plan strategies for increasing understanding within the campus community.

Strategy 1.5: Offer courses for students that develop their understanding of different experiences and perspectives

   Initiative 1.5.1: Continue to offer ECD 225—Foundations of Cultural Competence course and increase student enrollment in the course.

   Initiative 1.5.2: Offer USP 295—Leadership and Coalition Building in Diverse Communities course and gain approval for it to be a permanent course that fulfills a GER (U.S. diversity).
**Strategy 1.6: Strengthen the campus National Coalition Building Institute (NCBI) team**

**Initiative 1.6.1:** Continue to offer NCBI workshops to the campus community and increase opportunities for workshops.

**Initiative 1.6.2:** Increase the number of NCBI facilitators.

**Initiative 1.6.3:** Provide opportunity for past NCBI facilitators to reconnect with the campus team on a biennial basis and build skills.

**Goal Two: Facilitate campus efforts to increase participation, retention, and success of faculty, staff, and students from historically underrepresented groups.**

**Strategy 2.1: Continue to develop OIED programs that foster increased participation, retention and success of students from historically underrepresented groups.**

**Initiative 2.1.1:** Expand the Chancellor’s First Year Student Leadership Program. The Women’s Center is the “home” of this new leadership program begun in 2011-2012. The first cohort of 48 students completed the program in April 2012 and 24 students completed the program in April 2013. The program identifies and nurtures promising first year students with the goal to improve participants’ self-efficacy, self-knowledge and leadership abilities through information sharing and relationship building. The program convenes regularly at the Chancellor’s residence and includes opportunities to interact and learn from the Chancellor and Mrs. Woodson. The program is a year-long commitment and includes multi-year mentorship and service learning opportunities.

**Initiative 2.1.2:** Develop and resource the Pack’s PACT Initiative. Pack’s PACT is NC State’s minority male mentoring initiative. Data provided by University Planning and Analysis indicates that over the past five entering cohorts (allowing for 6-year graduation), there is a 12-18% gap between the graduation rates of underrepresented males and other males at NC State. The data also indicates that the sophomore and junior years are the years in which students are most vulnerable to leaving the institution. Pack’s PACT was created in fall 2011 and was designed to directly impact the persistence (graduation rates) and personal development of underrepresented males through targeted programs, workshops, and mentoring in three critical areas: academics, leadership development and citizenship. The OIED has submitted a grant to the Tyler Perry Foundation to expand the Pack’s PACT program in 2013-2014.
**Strategy 2.2: Develop a plan to enhance the recruitment and retention of faculty from historically underrepresented groups**

**Initiative 2.2.1:** Collaborate with colleges in developing plans for recruitment of underrepresented faculty.

In summer 2012, the Black Faculty Representation Working Group (BFRWG), an ad hoc committee, was formed to identify specific actions that NC State could take that would result in measurable progress in increasing the representation of Black faculty at the university. The focus was on Black faculty, specifically, because the number of tenured faculty who are black has decreased over the past ten years, whereas the numbers of tenured faculty who are Hispanic and Asian have increased. The BFRWG provided the Provost with a report and recommendations in November 2012 that, if implemented, would result in best practices for the recruitment and retention of faculty from underrepresented groups at NC State.

**Initiative 2.2.2:** Leverage the Building Future Faculty Program (BFFP) as a means of identifying faculty of color and women for faculty positions at NC State.

BFFP is a diversity and inclusion program previously funded by a National Science Foundation Alliances for Graduate Education and the Professoriate (AGEP) grant in the Graduate School and the former Office of Diversity and Inclusion; 2011-2012 was the final year of grant funding. OIED continued the BFFP in 2012-2013 with one-time funds from the Office of the Provost. OIED wants to continue this successful pre-recruitment program and leverage its identification of prospective faculty of color as part of the university’s efforts to increase the hiring of faculty from underrepresented groups.

Proposed are two means of extending the BFFP. (1) The BFF Visiting Scholar Program that would appoint up to ten short-term visiting scholars per year. (2) The BFF Target of Opportunity Hiring Program would provide a mechanism for departments to compete for hiring two alumni of the BFFP per year. Funding is needed to continue the BFFP workshop and initiate the BFF Visiting Scholar Program and the BFF Target of Opportunity Hiring Program in spring 2014. A full report on the BFFP (including assessment data) is available as are full proposals for the BFF Visiting Scholar Program and the BFF Target of Opportunity Hiring Program.

**Initiative 2.2.3:** Continue the Faculty Diversity Liaison Program.

In 2011-2012, OIED established the Faculty Diversity Liaison Program with four faculty members participating. The faculty diversity liaisons assist OIED in making significant progress toward implementation of recommendations developed by OIED Strategic Plan Implementation Planning Teams. The program offers interested NC State faculty members an opportunity to provide service to the university by partnering with the OIED and working with one or more of the OIED focus areas and offices: the Women’s Center, the GLBT Center, the African American Cultural Center, the Office of Multicultural Student Affairs, diversity and inclusion and equal opportunity and equity. Activities of faculty diversity liaisons have included developing a course on cultural competence for the “At Home in the World” initiative, investigating the feasibility of offering a study abroad program in Cameroon, establishing a national diversity advisory board for the OIED, and organizing (with support from UNC-General Administration) a forum for Hispanic/Latino faculty and administrators at UNC system institutions.
Goal Three: Ensure NC State is an equitable and inclusive environment free from prohibited discrimination and harassment.

Strategy 3.1: Enhance Title IX coordination and compliance efforts
NC State seeks to exceed federal requirements under Title IX of the Educational Amendments. NC State underwent a Title IX audit in 2009 and implemented a Plan to Improve Title IX Compliance that was reviewed by the U.S. Department of Education’s Office for Civil Rights (OCR). In the wake of the guidance provided by OCR in its Dear Colleague Letter in 2011 and the recent nationally publicized incidents of sexual assault and interpersonal violence on college campuses, NC State will review its Title IX coordination efforts to ensure students, faculty and staff are aware of their rights and responsibilities.

Initiative 3.1.1: Review current Title IX coordination efforts and identify areas for enhancement.

Initiative 3.1.2: Designate deputy Title IX coordinators.

Initiative 3.1.3: Establish a campus Title IX Team for increased coordination and feedback on coordination efforts.

Initiative 3.1.4: Update and maintain Title IX website and campus compliance posters.

Initiative 3.1.5: Collaborate with UNC-GA, UNC system schools and peer universities to identify best practices in Title IX compliance.

Initiative 3.1.6: Secure additional resources for enhanced Title IX coordination and compliance efforts.

Initiative 3.1.7: Determine if Title IX training should be required for all students at NC State.

Strategy 3.2: Provide additional resources for ADA coordination
With the realignment of the Disability Services Office to DASA, ADA compliance functions moved back to OIED in July 2011. The ADA Coordinator responsibilities are currently assigned to the associate vice provost for equal opportunity who also has significant responsibility for Title IX compliance. OIED will re-establish the ADA Coordinator position which will work to ensure ADA compliance through communication and partnerships (e.g., Office of the University Architect, Information Technology, Transportation, Registration and Records, Leave Administration, DASA, etc.).

Initiative 3.2.1: Secure resources for an assistant equal opportunity officer position in the OIED.

Initiative 3.2.2: Develop a position description and conduct a national search for a new assistant equal opportunity officer who will carry the title of ADA Coordinator.
Strategy 3.3: Coordinate required discrimination and harassment prevention and response (DHPR) training for all university employees

The Equal Opportunity and Equity (EOE) section of OIED provides ample educational opportunities, but there needs to be more opportunities to turn theory into practice. The EOE section envisions coaching ambassadors at the college and division levels to strengthen the voice of equal opportunity throughout NC State (e.g., implementing unit affirmative action plan priorities, speaking up during search committee meetings, identifying and reporting conduct inconsistent with the Equal Opportunity and Non-Discrimination Policy Statement).

Initiative 3.3.1: Utilize new assistant equal opportunity officer to provide DHPR training. [The assistant EO officer hired as ADA Coordinator could also provide DHPR training as needed.]

Initiative 3.3.2: Update the DHPR online training resources, including the development of constituent- and topic-specific modules.

Initiative 3.3.3: Review PeopleSoft and the OIED training records to determine which employees are responsible for participating in a DHPR “refresher” course, and approved implementing training “refresher” programs. In 2007, the university’s Executive Officers a regulation requiring all employees and supervisors to have DHPR training every five years. New employees receive the training at New Employee Orientation. Those employees who were among the more than 10,000 employees trained in 2007-2008 must participate in a “refresher” program coordinated by the OIED.

Initiative 3.3.4: Schedule DHPR workshops with colleges, departments, and administrative units.

Strategy 3.4: Reinvigorate the university’s affirmative action compliance program

Initiative 3.4.1: Update the OIED’s AAP software. Changes to federal requirements and enforcement strategies make this an opportune time for the OIED to reevaluate its approach to affirmative action compliance. The OIED intends to be thoughtful and intentional about a compliance structure that not only meets requirements but adds significant value to the university’s colleges and divisions.

Initiative 3.4.2: Collaborate with Human Resources to secure data needed for required AAP analyses.

Initiative 3.4.3: Provide “in-service” training to unit affirmative action officers.

Initiative 3.4.4: Meet annually with deans and vice chancellors regarding “unit action plans.”

Initiative 3.4.6: Collaborate with Finance & Business to publicize more extensively the Historically Underrepresented Business (HUB) efforts at NC State.

Strategy 3.5: Continue to efficiently and effectively address concerns of discrimination and harassment within the university community

Initiative 3.5.1: Re-brand and widely distribute outreach materials to enhance awareness of complaint resolution resources.

Strategy 3.6: Develop OIED programs that foster an environment that is welcoming and inclusive for all NC State staff employees and provide opportunities for staff to reach their full potential for success and effectiveness

Initiative 3.6.1: Collaborate with Human Resources and other campus partners to develop and deliver programs for managers and supervisors that enhance their cultural competence, providing them skills to effectively lead and manage a diverse workforce.

Initiative 3.6.2: Support University Planning and Analysis in developing and conducting the Staff Well-Being Survey to inform the OIED on the issues of concern to NC State staff.

Initiative 3.6.3: Leverage the insights of the members of the Staff Diversity Advisory Board to identify needs for programs and practices that will improve the climate for and status of NC State staff.

Initiative 3.6.4: Identify, procure, and allocate resources for programs that enhance the working environment for NC State staff, including grants, sponsorships and gifts for programs, as well as university benefits.

Goal Four: Provide effective awareness and enrichment programming to the NC State community.

Strategy 4.1: Develop a plan for cultural competence education
The OIED currently provides a wealth of awareness and enrichment programming to the university community. Future efforts will be made to synchronize programming efforts as well as to identify areas of particular interest or need to the community.

Initiative 4.1.1: Define cultural competence for the campus community.

Initiative 4.1.2: Assemble campus resources for faculty, staff, and students that build cultural competence.

Initiative 4.1.3: Update the university diversity programs inventory.

Initiative 4.1.4: Review climate survey data to ascertain programs and initiatives desired faculty, staff and students.
Initiative 4.1.5: Collaborate with Training & Organizational Development to develop the plan.

Initiative 4.1.6: Develop recognition programs for faculty, staff, and students who build skills towards cultural competence.

Strategy 4.2: Provide easily accessible diversity training opportunities

Initiative 4.2.1: Develop online diversity education modules.

Strategy 4.3: Continue the Equal Opportunity Institute (EOI)

Initiative 4.3.1: Enhance marketing and recruitment for the EOI.

Initiative 4.3.2: Collaborate with the McKimmon Center for Continuing Education to offer EOI.

Strategy 4.4: Expand partnerships across campus for the annual Diversity Education Week

Strategy 4.5: Enhance the marketing and outreach for “OIED on Tour” for departments and units

Strategy 4.6: Expand the role of campus community centers in providing programming that educates and enhances the awareness of the NC State campus community to issues of equity, diversity, and inclusion

Initiative 4.6.1: Review current programmatic offerings and identify opportunities for increasing the “reach” of the campus community centers to all students.

Initiative 4.6.2: Explore opportunities for collaboration that expand the “reach” of the campus community centers to faculty and staff.

Goal Five: Provide a unified campus-wide approach to fostering diversity, equity, and inclusion defined by best practices.

The administrative reorganization and realignment to create the Office for Institutional Equity and Diversity (OIED) aligned with the university’s strategic goals 3 and 4, capitalizing on synergies between equal opportunity, diversity, and centers advocating for specific, historically underrepresented populations. Since the realignment in 2011, quarterly “large staff” meetings have been held during the academic year to ensure that OIED’s approach to fostering diversity, equity and inclusion is unified and addresses issues of concern for the entire campus community. The OIED also partners with units across the campus in this regard (e.g., Office of General Counsel, DASA, Human Resources, Admissions, etc.) and meets with colleagues from institutions from across the state as part of the NC Diversity and Inclusion Partners’ convening body.
Strategy 5.1: Continue initiatives in support of NC State’s “At Home in the World” project
The OIED has provided leadership for NC State’s participation in the “At Home in the World” initiative (sponsored by the American Council on Education). This initiative requires that diverse units across campus work together synergistically. The vice provost for institutional equity and the associate provost/director of Study Abroad serve as co-chairs of the NC State team working on this effort. Through the participation of team members from a variety of campus units, NC State has fostered the cultural competence of students, increased the number of underrepresented students who engage in international activities such as Study Abroad and alternative spring break, and engaged faculty in development of courses that fulfill the “global knowledge” and “U.S. diversity” general education requirements. Future efforts will focus on increased student participation in the At Home in the World initiatives at NC State.

Initiative 5.1.1: Continue meeting and collaboration between OIED staff and staff from the Office of International Affairs.

Initiative 5.1.2: Expand and sustain At Home in the World initiatives.

Strategy 5.2: Continue the African American Cultural Center (AACC) Tour Program
The AACC established a tour program designed for faculty, students, staff and members of the surrounding community to undertake an educational travel tour focused on African and African Diaspora cultures. The tours are led by an NC State faculty expert. The inaugural tour occurred in December 2012-January 2013 with NC State students and faculty visiting Uganda.

Initiative 5.2.1: Expand the AACC tour program to the Caribbean in 2013-2014.

Strategy 5.3: Collaborate with CSLEPS in organizing and/or participating in alternative service break (ASB) trips
OIED staffers have participated as leaders for alternative service break (ASB) trips to Dominican Republic, Ecuador, Guatemala, San Francisco, New Orleans, Alaska, New Mexico, Charleston and Hilton Head. OIED wants to continue this effort and have each OIED campus community center to have staff and students participate in ASB trips.

Initiative 5.3.1: Support participation in ASB trips by staff and students of OIED’s campus community centers (MSA, AACC, Women’s Center, GLBT Center).

Strategy 5.4: Enhance campus “Diversity Dialogues”
Since 2000, NC State has held campus “Diversity Dialogues” to engage the campus community in discussion about issues of diversity with one dialogue held each fall and spring semester.

Initiative 5.4.1: Collaborate with campus partners to identify speakers who can relate to and engage a majority of the NC State campus community.

Initiative 5.4.2: Secure resources to support high-profile speakers who will bring wide-scale attention to important topics of discussion.
Strategy 5.5: Increase funding resources for the OIED

Initiative 5.5.1: Develop the National Diversity Advisory Board (NDAB) for the OIED. An external advisory board is a “best practice” that the OIED sought to emulate in 2012-2013. This effort was spearheaded by one of OIED’s faculty diversity liaisons and the NDAB held its inaugural meeting in May 2013. NDAB members include alumni, philanthropists, and “friends of NC State” and agree to serve for two years and to give a contribution annually to the OIED’s Diversity and Equity (DEF). The next NDAB meeting is scheduled for November 2013.

Initiative 5.5.2: Secure grant and development funding to support OIED diversity and equity initiatives.

Initiative 5.5.3: Collaborate with University Advancement to support OIED’s “friend raising” and fundraising efforts.

Strategy 5.6: Expand Multicultural Student Affairs’ programming to be more inclusive

The programs of Office of Multicultural Student Affairs (MSA) are open to all students but target three populations: African American, Native American and Hispanic/Latino students. MSA will work with the assistant vice provost for student diversity to expand the focus of its programming to reach other students, especially those identified in the 2010 Student Climate Survey who indicated they did not attend diversity programs at NC State.

Initiative 5.6.1: Establish programmatic funds for Guaranteed 4.0 Academic Boot Camp.

Initiative 5.6.2: Hire a full-time program assistant to allow greater leadership and assessment responsibilities for the director and assistant directors.

Initiative 5.6.3: Hire a graduate coordinator or assistant director for outreach for students who identify as Asian and Pacific Islander. These students are the second largest minority student population at NC State and their academic success, retention and graduation rates could be elevated further by some level of interaction and outreach by Multicultural Student Affairs.

Strategy 5.7: Market “signature” programs of the OIED to the NC State and larger Raleigh communities

Initiative 5.7.1: Continue the work of OIED’s Communications Team in “early” identification and marketing of OIED signature programs.

Initiative 5.7.2: Engage university administrators in support of diversity and equity programs and initiatives.

Strategy 5.8: Revise the university’s Diversity Strategic Plan

The University has a “Diversity Strategic Plan” that was developed by the former Office for Diversity and Inclusion. This plan was never fully vetted with the university community and,
consequently, few at NC State know of its existence. The Diversity Strategic Plan is not in concert with the new university strategic plan, *Pathway to the Future*.

**Initiative 5.8.1:** Establish a committee to work with the sub-committee of the University Diversity Advisory Committee to review and update/draft the Diversity Strategic Plan.

**Initiative 5.8.2:** Review diversity initiatives of the strategic plans of major administrative units and colleges.

**Initiative 5.8.3:** Provide technical assistance to campus units in revising their strategic plans to enhance and/or include appropriate diversity initiatives.

**Strategy 5.9: Evaluate resource needs of the campus community centers (AACC, GLBT, Women's Center, and MSA)**

**Initiative 5.9.1:** Review campus community centers’ assessment plans.

**Initiative 5.9.2:** Conduct external reviews of campus community centers.

**Initiative 5.9.3:** Identify efficiencies to be gained with co-location of centers in the new Talley Student Union.

**Initiative 5.9.4:** Restore funding to salaries of SPA positions in the Women’s Center and MSA.

**Internal Resource Realignment**

**Internal resource realignment: Total = $20,000**

*Saturday Program for Academic and Cultural Enrichment (SPACE) -- $20,000*

In 2011-2012, the African American Cultural Center revised the SPACE, its pre-college program. The revised program sought to link mid-school students participating at NC State with counterparts in Africa and the Caribbean. After two years, this program has not met expectations in terms of the number of student participants and return on investment. This program is slated for elimination if budget cuts are required in 2013-2014. If not needed for budget cuts, the funding for this initiative will be reallocated to other OIED units.

**New Resource Allocation Requests**

**New resource allocation requests** *(See attached spreadsheet, Appendix B, Page 16)*

**Total requested, 2013-2014: $168,000**

1. *Update the OIED's AAP software*
   
   $15,000 in 59xx funds on a one-time basis, effective July 1, 2013.
2. **Leverage the Building Future Faculty Program (BFFP)**  
$25,000 in 59xx funds on a continuing basis, effective July 1, 2013.

3. **Enhance Title IX coordination and compliance efforts**  
$10,000 in 59xx funds on a one-time basis, effective July 1, 2013.

4. **Provide additional resources for ADA coordination (Assistant Equal Opportunity Officer/ADA Coordinator)**  
$60,000 in 11xx funds + $18,000 in 18xx funds on a continuing basis, effective January 1, 2014.

5. **Continue Faculty Diversity Liaisons**  
$40,000 in 13xx funds on a one-time basis, effective July 1, 2013.

**Total requested, 2014-2015: $155,000**

1. **Enhance Campus Diversity Dialogues**  
$25,000 in 59xx funds on a continuing basis, effective July 1, 2014

2. **Restore funding to salaries of SPA positions in MSA and the Women’s Center**  
$30,000 in 12xx funds on a continuing basis, effective July 1, 2014

3. **Expand MSA’s programming to be more inclusive**  
$20,000 in 59xx funds on a continuing basis, effective July 1, 2014

4. **Continue Faculty Diversity Liaisons**  
$40,000 in 13xx funds on a one-time basis, effective July 1, 2014

5. **Continue initiatives in support of “At Home in the World” project**  
$40,000 in 59xx funds on a one-time basis, effective January 1, 2014

**Total requested, 2015-2016: $350,400**

1. **Conduct external reviews of campus community centers**  
$20,000 in 59xx funds on a one-time basis, effective July 1, 2015

2. **Continue Faculty Diversity Liaisons**  
$40,000 in 13xx funds on a one-time basis, effective July 1, 2015

3. **Leverage the Building Future Faculty Program (BFF Target of Opportunity Hiring Program)**  
$100,000 in 13xx funds on a continuing basis, effective July 1, 2015

4. **Leverage the Building Future Faculty Program (BFF Visiting Scholars Program)**  
$190,400 in 13xx funds on a continuing basis, effective July 1, 2015
Measures for Success

The goals identified by the OIED work toward enhancing the university culture. As such, measurements for success are best quantified by community members’ reports of their perceptions of the culture over periods of several years. The OIED intends to monitor university-wide campus climate and well-being surveys to measure success long-term.

In the short-term, each unit with the OIED develops an assessment plan which includes goals, means of measurement, and outcomes. Unit-level measurements include, but are not limited to, program evaluation data, program participation numbers, and federal/state agency approval on compliance efforts.

Efforts to increase non-state funding for diversity and equity initiatives will be measured by the amount of funding received for the OIED Diversity and Equity Fund as well as the amount of grant funding awarded to the unit.
| Goal 1: Achieve a Community to Educate and Engage Students | Goal 2: Achieve a Community to Educate and Engage Community
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<td>Strategic and Operational Goals</td>
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<td>1. Enhance student engagement in learning through innovative teaching methods and active learning strategies.</td>
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<td>2. Develop and sustain a supportive and inclusive academic environment that promotes diversity, equity, and inclusion.</td>
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<td>3. Foster collaboration and partnerships with community organizations and businesses to enhance educational and career opportunities.</td>
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<td>4. Enhance professional development opportunities for faculty and staff.</td>
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<td>5. Support and enhance the success of students, including those from underrepresented communities.</td>
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<td>Goal 3: Achieve a Community to Strengthen Campus Life and Culture</td>
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<td>2. Develop and implement comprehensive programs to support student well-being and mental health.</td>
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<td>3. Foster a sense of community and belonging among students, faculty, and staff.</td>
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<td>4. Enhance access to resources and services that support academic and personal success.</td>
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<td>1. Enhance student engagement in community service and civic engagement activities.</td>
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<td>2. Develop and sustain partnerships with local and regional organizations to support community development.</td>
<td>2. Develop and sustain partnerships with local and regional organizations to support community development.</td>
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<tr>
<td>3. Foster a culture of community engagement and social responsibility among students, faculty, and staff.</td>
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<tr>
<td>4. Enhance access to resources and services that support community partnership and engagement.</td>
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</tr>
</tbody>
</table>

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