



Division of Diversity,
Equity and Inclusion

***A University-Wide
Diversity, Equity and Inclusion (DEI) Strategic
Planning Guide***

Division/Campus/Unit Information

Division/Campus/Unit/Department Name:

Date Submitted:

Unit Lead/Contact:

Additional Unit Team Members:

Do you have student staff? Yes No

If your unit does not have student staff, you do not have to complete the questions related to student staff.

Share Your Mission Statement:

If your unit has a mission statement that explicitly expresses a commitment to diversity, equity and inclusion, please share it here.

If your unit does not have a mission statement that explicitly expresses Kent State's institutional core values of diversity, equity and inclusion, please include your Diversity, Equity, and Inclusion mission statement:

Please indicate how your mission statement is shared or will be shared (e.g., your unit webpage, event flyers, social media):

Outcomes that Support Your Diversity, Equity and Inclusion Mission Statement:

Please describe any programs and initiatives within your unit that significantly advance equity, diversity and inclusion (*include outcomes and evidence of effectiveness*):

Areas of Focus

1. Recruitment

What efforts has your unit established to ensure that the values of diversity, equity and inclusion are embedded in the recruitment of faculty, staff and students (e.g., policies, procedures and process, staff and faculty must demonstrate a commitment to equity, provide unconscious bias training for search committee members, offer student scholarships, diversify recruitment/hiring committees, diversify how and where you recruit, DEI embedded in visual images)?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

Efforts targeted at Students:

Describe your unit's collaborations/partnerships with other entities (on and off campus) that support DEI in recruitment of faculty, staff and students (e.g., collaboration with Enrollment Management, attend staff caucuses, participate in diverse community organizations, join diverse student groups).

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

Efforts targeted at Students:

How does your unit collect data to track and promote diverse, equitable and inclusive recruitment efforts of faculty, staff and students (use of rubrics that embed the values of equity, diversity and inclusion; language in job ads; review scholarships and ensure there are equitable practices in how they are offered)?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

Efforts targeted at Students:

2. Selection and Hiring

What efforts has your unit established to ensure that DEI is embedded in how faculty, staff and students are selected in the hiring processes (hiring policies, procedures and processes; offering diversity training to the hiring committee; actively discouraging disqualifiers such as hair style or color; diversity embedded in interview and selection rubrics)?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

Describe your unit's collaborations/partnerships with other entities that support diversity, equity and inclusion in selection and hiring of faculty, staff and students (e.g., request list of candidates from the DEI Recruitment Database, utilize offices that have direct contact with marginalized students – University College, LGBTQ+ Center, Student Multicultural Center, Women's Center, etc.).

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

How does your unit collect data to track and promote the selection and hiring efforts of faculty, staff and students to ensure diversity, equity and inclusion in the process (e.g., participate in diversity hiring training; use of application and interview rubrics)?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

3. Retention, Belonging and Climate

What efforts has your unit established to foster, promote and demonstrate your commitment to diversity, equity and inclusion and to retain a diverse and inclusive faculty, staff and student composition (e.g., provide mentors, intentional recruiting that centers diversity, target of opportunity hires, institutional memberships, professional development opportunities, program initiatives, collaboration with other units on campus)?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

Describe your unit's collaborations/partnerships with other entities that support an equitable, diverse and inclusive faculty, staff and student composition (e.g., collaborate with employee resource groups, utilize offices that have direct contact with diverse students – LGBTQ+ Center, University College, Student Multicultural Center, Women's Center, etc.).

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

How does your unit encourage retention efforts that center equity, diversity and inclusion (e.g., create policies that are inclusive, encourage staff to participate in campus employee resource groups, support professional development opportunities)?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

How does your unit collect data to track and promote retention efforts that center equity, diversity and inclusion?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

4. Promotion and Professional Development

What efforts has your unit established to support the promotion and professional development opportunities for diverse faculty and staff (e.g., support non-traditional opportunities, review and assessment of handbooks, celebration of diversity in research/service/work, mentors)?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

What are your policies, procedures and processes for promotion for non-faculty promotion? *

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

What are your policies, procedures and processes on professional development opportunities? How do they support the values of DEI?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

* Please note that promotion processes and procedures for faculty are set by CBA and university policy.

Describe your unit's collaborations/partnerships with other entities that support promotion and professional development opportunities for diverse faculty and staff (e.g., participate in the DEI Education and Training Lab).

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

How does your unit encourage participation in the promotion and professional development opportunities for diverse faculty and staff (e.g., encouraging promotion/professional development committees require a minimum of hours of diversity training for staff)?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

How does your unit collect data to track and promote participation in the promotion and professional development of diverse faculty and staff?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

5. Enhancing DEI Expertise and Capacity Building

What has your unit done to build and/or enhance DEI expertise and capacity building of faculty, staff and students (e.g., hire a staff/faculty with expertise in this area, professional development opportunities, curricula offerings, practicum placements, collaboration with units across campus, program development, mentoring)?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

Describe your unit's collaborations/partnerships with other entities that support enhancing DEI expertise and capacity building of faculty, staff and students (e.g., collaborate with DEI and other units, campus partnership for student internships).

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

How does your unit encourage participation in enhancing DEI expertise and capacity building of faculty, staff and students (e.g., incentivize educational and professional opportunities/training; offer leadership-coordinated trainings on diversity, equity and inclusion; curricula offerings; career development opportunities)?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

How does your unit collect data to track and promote participation in DEI expertise and capacity building of faculty, staff and students?

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

PART VI: Compositional Diversity

Table 1.

| STUDENTS ENROLLED | | | | | | | | | |
|--------------------------------------|----------------|----|-----------|--------|------------------|-------------|---------------------------|----------------|-------|
| Ethnicity | Class Standing | | Legal Sex | | Gender Identity* | | Characteristics (UG Only) | | |
| | UG | GR | Male | Female | Non-Binary | Transgender | First Gen Only | High Need Only | FG+HN |
| Asian American | | | | | | | | | |
| Black/African American | | | | | | | | | |
| White/Caucasian | | | | | | | | | |
| Hispanic/Latinx | | | | | | | | | |
| International | | | | | | | | | |
| Native American/ Alaskan Native | | | | | | | | | |
| Native Hawaiian/ Pacific Islander | | | | | | | | | |
| Multiracial | | | | | | | | | |
| Not Reported | | | | | | | | | |
| Totals: | | | | | | | | | |

Table 2.

| STUDENT WORKERS | | | | | | |
|----------------------------------|-----------------------|-----------|------------------|---------------|-------------------------|--------------------|
| Ethnicity | Class Standing | | Legal Sex | | Gender Identity* | |
| | UG | GR | Male | Female | Non-Binary | Transgender |
| Asian American | | | | | | |
| Black/African American | | | | | | |
| White/Caucasian | | | | | | |
| Hispanic/Latinx | | | | | | |
| International | | | | | | |
| Native American/Alaskan Native | | | | | | |
| Native Hawaiian/Pacific Islander | | | | | | |
| Multiracial | | | | | | |
| Not Reported | | | | | | |
| Totals: | | | | | | |

Table 3.

| EMPLOYEES | | | | | | | |
|-----------------------------------|---------|-----|---------|-----------|--------|------------------|-------------|
| Ethnicity | FACULTY | | | Legal Sex | | Gender Identity* | |
| | TT | NTT | PT Term | Male | Female | Non-Binary | Transgender |
| Asian American | | | | | | | |
| Black/African American | | | | | | | |
| White/Caucasian | | | | | | | |
| Hispanic/Latinx | | | | | | | |
| International | | | | | | | |
| Native American /Alaskan Native | | | | | | | |
| Native Hawaiian /Pacific Islander | | | | | | | |
| Multiracial | | | | | | | |
| Not Reported | | | | | | | |
| Totals: | | | | | | | |

Table 4.

| EMPLOYEES | | | | | | | | |
|-----------------------------------|---------------|---------------|-----------------|-----------------|-----------|--------|------------------|-------------|
| Ethnicity | Staff | | | | Legal Sex | | Gender Identity* | |
| | Classified FT | Classified PT | Unclassified FT | Unclassified PT | Male | Female | Non-Binary | Transgender |
| Asian American | | | | | | | | |
| Black/African American | | | | | | | | |
| White/Caucasian | | | | | | | | |
| Hispanic/Latinx | | | | | | | | |
| International | | | | | | | | |
| Native American /Alaskan Native | | | | | | | | |
| Native Hawaiian /Pacific Islander | | | | | | | | |
| Multiracial | | | | | | | | |
| Not Reported | | | | | | | | |
| Totals: | | | | | | | | |

Disparities:

Please describe how your unit will address these disparities:

Efforts targeted at Faculty:

Efforts targeted at Staff:

Efforts targeted at Student Staff:

Goals

| GOAL Year #1: | | |
|--|--|---|
| Action Steps <i>(What key steps will be taken to achieve success? Specify two-four action steps)</i> | Measures of Success <i>(Describe the methods you will use to measure the success of the action item. Consider qualitative and/or quantitative measures.)</i> | Timeline <i>(When will you have the action completed? Feel free to include milestone dates towards completion.)</i> |
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| GOAL Year #2: | | |
|--|--|---|
| Action Steps <i>(What key steps will be taken to achieve success? Specify two-four action steps)</i> | Measures of Success <i>(Describe the methods you will use to measure the success of the action item. Consider qualitative and/or quantitative measures.)</i> | Timeline <i>(When will you have the action completed? Feel free to include milestone dates towards completion.)</i> |
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GOAL Year #3:

| Action Steps (<i>What key steps will be taken to achieve success? Specify two-four action steps</i>) | Measures of Success (<i>Describe the methods you will use to measure the success of the action item. Consider qualitative and/or quantitative measures.</i>) | Timeline (<i>When will you have the action completed? Feel free to include milestone dates towards completion.</i>) |
|---|---|--|
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RACI Chart

Complete for your year one goal (see page 16 for example)

| GOAL Year #1: | | | | | |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|
| Project task or deliverable | Name or Role | Name or Role | Name or Role | Name or Role | Name or Role |
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Measuring Success

Describe the methods your unit will use to measure success of the action item for your goal in year one. *Be sure to include both quantitative and qualitative measures for every step in the process (e.g., after attending a conference, track the number of applications received, open positions shared with applicants, interviews conducted, and positions offered and accepted):*

Goal Year #1:

Sustainability:

Is your goal for year one sustainable? How does it fit in your plans for subsequent years? *Your unit will identify separate sustainability efforts at a later date for years two and three of the strategic plan.*

Goal Year 1:

