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***A University-Wide***

***Diversity, Equity and Inclusion (DEI) Strategic Planning Guide***

***for*** ***Regional Campuses***

Table of Contents

[PART I: Purpose and Background 3](#_Toc68519592)

[PART II: Division/Campus/Unit Information 4](#_Toc68519593)

[PART III: Definition of Terms 5](#_Toc68519594)

[PART IV: Diversity, Equity and Inclusion Mission Statement 8](#_Toc68519595)

[Share Your Mission Statement: 8](#_Toc68519596)

[Outcomes that Support Your Diversity, Equity and Inclusion Mission Statement: 8](#_Toc68519597)

[PART V: Areas of Focus 9](#_Toc68519598)

[1. Recruitment 9](#_Toc68519599)

[*How does your unit promote and demonstrate Diversity, Equity and Inclusion (DEI) in the recruitment of faculty, staff and students?* 9](#_Toc68519600)

[2. Selection and Hiring 9](#_Toc68519601)

[*How does your unit promote and demonstrate DEI in the selection and hiring of faculty, staff and students?* 9](#_Toc68519602)

[3. Retention, Belonging and Climate 10](#_Toc68519603)

[*How does your unit foster, promote and demonstrate a commitment to cultivating diversity and celebrating difference for staff, students and faculty?* 10](#_Toc68519604)

[4. Promotion and Professional Development 10](#_Toc68519605)

[*How does your unit promote and demonstrate DEI in the promotion and professional development of faculty and staff?* 10](#_Toc68519606)

[5. Enhancing DEI Expertise and Capacity Building 11](#_Toc68519607)

[*How does your unit build and enhance DEI leadership capacity?* 11](#_Toc68519608)

[PART VI: Compositional Diversity 12](#_Toc68519609)

[PART VII: Goals 16](#_Toc68519610)

[1) *Identify 3 Goals and add Actions Steps, Measures of Success, and Timelines:* 16](#_Toc68519611)

[2) *Accountability:* 18](#_Toc68519612)

[3) *Assessments:* 19](#_Toc68519613)

[4) *Sustainability:* 19](#_Toc68519614)

[*Appendix A* 20](#_Toc68519615)

# PART I: Purpose and Background

**Purpose of the Diversity, Equity and Inclusion Strategic Planning Guide**

This university-wide Diversity, Equity and Inclusion (DEI) Strategic Planning Guide will assist Kent State University in creating a unit-specific diversity, equity and inclusion strategic plan. These Strategic Plans will address excellence in equity, diversity and inclusion and will detail the specific efforts of each unit as Kent State works towards making our campuses more diverse, equitable and inclusive.

Charge: Each Department, School, College or Unit is responsible for overseeing a high quality, robust and collaborative planning process that results in a 4-year Diversity, Equity and Inclusion Strategic Plan to include all of the following key stakeholders—students, staff, faculty and alumni.

This plan will support KSU’s organizational learning, build individual and organizational capacity and create a formal organizational structure to support change.[[1]](#footnote-1)

The plans should be:

1. aspirational and tied to the University Priorities identified in the Kent State Strategic Roadmap[[2]](#footnote-2);
2. specific and supported by measurable goals and outcomes; and
3. consistent with the wide range of programs, initiatives, research, curricula and co-curricular engagement that occurs throughout the university system.

Each unit’s objectives and goals should focus on the following:

1. Recruitment
2. Selection and Hiring
3. Retention, Belonging and Climate
4. Promotion and Professional Development
5. Enhancing Expertise and Capacity Building in the area of Diversity, Equity and Inclusion

Background:

In 2016, Kent State University participated in a Climate Study which highlighted areas of concern related to diversity, equity, and inclusion. The Great Place Initiative was formed to address some of these concerns and support Kent State in its efforts to be a welcome place to study and work for all. Some of this work is currently underway. In July 2019, the Division of Academic Affairs and members of the President’s Cabinet spent a day studying and learning with Dr. Tia Brown McNair, one of the co-authors of the book *Becoming a Student-Ready College: A New Culture of Leadership for Student Success*. As President Diacon said, Dr. Brown McNair challenged Kent State to recognize that “In a student-ready college world, we focus less on asking if students are ready for college and more on ensuring that Kent State is ready to help all students succeed through supportive policies, people and programs.” In fall of 2019, all members of the President’s Cabinet participated in the University of Southern California Race and Equity Institute and created four key projects. Currently underway, these four projects advance racial equity at Kent State and will enhance diversity, equity and inclusion.

Given the above, Kent State is now ready to take another bold step as it continues to strive for excellence in diversity, equity and inclusion. Beginning in Spring 2021, each unit across the university system will begin to work towards developing their own unit-specific diversity, equity and inclusion strategic plan. The outcome of this initiative will be to:

1. further develop a diverse, equitable and inclusive campus climate;
2. recruit, retain and develop a diverse community of students, faculty and staff; and
3. support inclusive excellence in research, service and teaching.

The area strategic plans will drive the university-level DEI strategic plan.

# PART II: Division/Campus/Unit Information

*Please complete your unit’s information below and by clicking on the following link:*

[Unit Information Form](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.gle%2FuYRRWr8zQcHo3L9s5&data=04%7C01%7Cgcampana%40kent.edu%7C3244a5a542224d066f3608d8f2e48d43%7Ce5a06f4a1ec44d018f73e7dd15f26134%7C1%7C0%7C637526410721454403%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=y0AZaxc2XUJulN6vNxqZ74awSzJm9OK5PY0QPlwRiSA%3D&reserved=0)

**Division/Campus/Unit/Department Name:**

**Date Submitted:**

**Unit Lead/Contact[[3]](#footnote-3):**

**Additional Unit Team Members:**

# PART III: Definition of Terms

In order to support learning and understanding, below you will find definitions of concepts and terms.

**Ableism:** A set of beliefs or practices that devalue and discriminate against people with physical, intellectual or psychiatric disabilities and often rests on the assumption that disabled people need to be ‘fixed’ in one form or the other ([Center for Disability Rights](http://cdrnys.org/blog/uncategorized/ableism/)).

**Anti-Racism:**The active process of identifying the root problems in policies and practices which create inequities as opposed to attributing the problem to people. Anti-racism efforts are those which seek changes in policies and practices to eliminate racism within the system in an effort to produce more equitable outcomes (Kendi, 2019).

**Bias:** A prejudice in favor of or against one thing, person or group compared with another, usually in a way considered to be unfair ([Washington University in St. Louis](https://students.wustl.edu/glossary-bias-terms/)).

* **Explicit Bias:**Individuals are aware of their prejudices and attitudes toward certain groups ([U.S. Justice Department](https://www.justice.gov/crs/file/836431/download)).
* **Implicit Bias:**Attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner ([Kirwan Institute](http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/)).

**Diversity:**includes a multitude of dimensions of social identity characteristics such as race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective (National Association of Diversity Officers in Higher Education).

**Equity:** Crafting solutions that meet the needs of different groups based on their histories and access to resources - outcomes oriented (different than equality or sameness; equity deals with specificity). Working to challenge and respond to bias and discrimination. Working towards creating access and equal opportunity for all. (Adapted from *From Equity Talk to Equity Walk*, T. Brown McNair & E. M. Bensimon, 2020).

**Homophobia:**The irrational hatred and fear of LGBTQIA+ people. Homophobia includes prejudice, discrimination, harassment and acts of violence brought on by fear and hatred. It occurs on personal, institutional and societal levels ([UCSF LGBT Resource Center](https://lgbt.ucsf.edu/glossary-terms)).

**Inclusion:**refers to how diversity is leveraged to create fair, equitable and healthy communities where all individuals are respected, feel engaged and motivated, and their contributions toward meeting societal goals are valued (Adapted from *Global Diversity and Inclusion Benchmarks: Standards for Organizations Around the World,* 2014*).*

**Marginalized vs Minority:**

* **Marginalized**: excluded, ignored or relegated to the outer edge of a group, society or community ([Washington University in St. Louis](https://students.wustl.edu/glossary-bias-terms/)).

* **Minority**: Any group of people who, because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination ([Race and Ethnicity)](https://courses.lumenlearning.com/sociology/chapter/racial-ethnic-and-minority-groups/) *defined by Sociologist Louis Wirth (1945).*
* The term usually refers to four major racial and ethnic groups: African Americans, American Indians and Alaska Natives, Asians and Pacific Islanders, and Hispanics ([PRB.Org](https://www.prb.org/americasracialandethnicminorities/#:~:text=But%20in%20the%201990s%2C%20the,in%20certain%20states%20and%20communities.)).
* Considered an outdated term by many.

**Microaggression:**The everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, that communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership [Sue, D.W. (Ed.) (2010) *Microaggressions and marginality: Manifestation, dynamics, and impact.*New Jersey: John Wiley & Sons].

**Person of Color (POC):**An inclusive term which includes people who are Native American/Alaskan Native, Asian, Asian American, Black/African American, Latinx/Hispanic, and Native Hawaiian/Pacific Islanders ([Washington University in St. Louis](https://students.wustl.edu/glossary-bias-terms/)).

**Racialized**: The process by which groups of people are assigned different treatment based on assigned attributes or physical characteristics of their identity. The visible effects of racialization are racial inequities which are embedded within social structures and systems.

(Encyclopedia of Race and Ethnicity, [Sage Publications](http://sk.sagepub.com/reference/ethnicity/n455.xml)).

**Racism:**Different from racial prejudice, hatred or discrimination. Racism is reflected when one group who holds power carries out systemic discrimination through institutional policies (e.g., local and national) and practices within the society that shape cultural beliefs and values that continually support racist policies and practices ([dRworksbook](https://www.dismantlingracism.org/racism-defined.html)).

**Sexism:** Prejudicial attitudes and discrimination against women on the basis of their sex. Sexism ranges from the individual to the institutional level and includes (a) beliefs, (b) behaviors, (c) use of language and (d) policies reflecting and conveying a pervasive view that women are inferior ([Tolerance.org](https://www.tolerance.org/classroom-resources/tolerance-lessons/sexism-from-identification-to-activism), Linguist Phil Herbst).

**Stereotype Threat:**The opportunity or perceived opportunity for an individual to satisfy or confirm a negative stereotype of a group of which [they are] a member. The threat of possibly satisfying or confirming the stereotype can interfere with the subject’s performance in a variety of tasks, including but not limited to academic performance ([Rutgers School of Arts and Sciences](https://philosophy.rutgers.edu/climate-v2/climate-issues-in-academic-philosophy/stereotype-threat)).

**Transphobia:**The fear or hatred of transgender people or people who do not meet society’s gender role expectations ([UCSF LGBT Resource Center](https://lgbt.ucsf.edu/glossary-terms)).

**Xenophobia:** Dislike of or prejudice against people from other countries.

**Underrepresented Students (URS) vs Underserved:**

* **Underrepresented:**Refers to the low participation rates of racial and ethnic groups in fields such as computing relative to their representation in the U.S. population. African Americans/Blacks, Hispanics/Latino(a), and Native Americans/Alaskan Natives are most commonly defined as URMs, which aligns with the National Science Foundation's definition (CACM Blog – “[Underrepresented Minority](https://cacm.acm.org/blogs/blog-cacm/245710-underrepresented-minority-considered-harmful-racist-language/fulltext)”).
* Higher education is shifting away from using this term since it focuses on a person-deficit.

* **Underserved:**Underresourced, not having sufficient service ([Definitions and Translations](https://www.definitions.net/definition/underserved)).
* This term is current best practice since it focuses on how the institution supports (or lacks support) for a population.

# PART IV: Diversity, Equity and Inclusion Mission Statement

Expressing a commitment to diversity, equity and inclusion: Create a diversity, equity and inclusion mission statement or update your current mission statement. The following are some suggestions on what to include in your statement:

* **Statement of values** as they relate to your understanding and commitment to diversity, inclusion, equity and/or justice in higher education.
* **Examples** **of experiences** that demonstrate your commitment to fostering the success of underserved students, staff and peers, and supporting a diversity of perspectives in the classroom, lab, campus or community.
* **Future plans** for continuing to advance inclusive excellence, diversity or equity in your research, teaching and service. (Beck, S. L., 2018)

## 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 indicate how your unit plans to create one. Add timelines where necessary:

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)*:

# PART V: Areas of Focus

A deeper commitment to diversity, equity and inclusion. This section will detail practices, programs, initiatives, policies and procedures in your area that are diverse, equitable and inclusive. The five areas of focus are as follows: Recruitment; Selection and Hiring; Retention, Belonging and Climate; Promotion and Professional Development; and Enhancing Expertise and Capacity Building in the area of diversity, equity and inclusion.

# 1. Recruitment

## How does your unit promote and demonstrate Diversity, Equity and Inclusion (DEI) in the recruitment of faculty, staff and students?

* + 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)?
  + 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).
  + 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)?

# 2. Selection and Hiring

## How does your unit promote and demonstrate DEI in the selection and hiring of faculty, staff and students?

* + 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)?
  + 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.).
* 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)?

# 3. Retention, Belonging and Climate

## How does your unit foster, promote and demonstrate a commitment to cultivating diversity and *celebrating difference for staff, students and faculty*?

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

# 4. Promotion and Professional Development

## How does your unit promote and demonstrate DEI in the promotion and professional development of faculty and staff?

* + 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)?
  + What are your policies, procedures and processes for promotion for non-faculty promotion? [[4]](#footnote-4)
  + What are your policies, procedures and processes on professional development opportunities? How do they support the values of DEI?
  + 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).
  + 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)?
  + How does your unit collect data to track and promote participation in the promotion and professional development of diverse faculty and staff?

# 5. Enhancing DEI Expertise and Capacity Building

## How does your unit build and enhance DEI leadership capacity?

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

# PART VI: Compositional Diversity

*\*Please do not contact Institutional Research for your data or seek out your own data. DEI will work with Institutional Research (IR) to provide each division with their data.*

This section will gather demographic compositional information to assess and analyze where your unit currently is positioned on comparable data points broadly. These are not the only data points you can use. We encourage you to use other data points, specifically, the data you will receive from the Climate Study in the fall. Share the importance of the Study with your staff. The Climate Study will gather demographic information that will be shared with departments to add to these charts. Keep these options in mind when creating your goals later in this document. Please contact Dr. N. J. Akbar at nakbar@kent.edu or Gina Campana at gcampana@kent.edu if you have concerns about your data.

Please complete both charts in numbers and percentages (i.e., N=20, 12%):

*Use full-time student data only (primary campus)*

**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.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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:** |  |  |  |  |  |  |  |  |

***\**** *If there is an individual in your area who does not identify as male/female, please indicate as “non-binary” on the chart. Also, the data can be attained from the Climate Study results. Please reach out to Dr. N.J. Akbar at* [*nakbar@kent.edu*](mailto:nakbar@kent.edu) *or Gina Campana at* [*gcampana@kent.edu*](mailto:gcampana@kent.edu) *for specific questions about your department pertaining to gender identity.*

Once your charts are complete, please compare faculty to student populations and note any differences:

*For example, in Table 1, you can compare for gender disparities in an academic program and in Table 3 you can compare White/Caucasian TT faculty data to undergraduate data. Is the data comparable or is the data disproportionate? Disproportionate would be anything over a difference of 5%. (For smaller units, if your numbers are small, 5% may not indicate disparity. Determine accordingly).*

If differences are noted, please describe how your unit will address these disparities:

Next, do the same for staff populations in comparison to the student populations in your programs and note any disparities:

If disparities are noted, please describe how your unit will address these disparities:

# PART VII: Goals

This section should be used to establish your unit’s diversity, equity and inclusion goals as they relate to the five areas of focus. Please identify action steps, measures of success, timelines and plans for accountability, assessments and sustainability. Refer to Parts IV-VI when completing this section. Parts IV-VI should provide you with your unit’s strengths, challenges and opportunities.

Your unit will identify 3 goals and focus on at least one per year. This is a planning year; you do not have to set a goal for the 2020-2021 academic year. Remember that your objectives and goals should focus on the following:

* Recruitment
* Selection and Hiring
* Retention, Belonging and Climate
* Promotion and Professional Development
* Enhancing Expertise and Capacity Building in the area of Diversity, Equity and Inclusion

For best results as you develop your objectives and goals, remember:

1. to align your goals with the University Priorities. The priorities are: Students First, A Distinctive Kent State, Global Competitiveness, Regional Impact and Organizational Stewardship. For a detailed description of each priority, please go to the following link: <https://www.kent.edu/strategicroadmap/contents>
2. to be specific and support your goals and outcomes by making them measurable;
3. to make your goals consistent with the wide range of programs, initiatives, research, curricula and co-curricular engagement that occurs throughout the university system; and
4. to review your area’s Climate Study results while creating goals.

## Identify 3 Goals and add Actions Steps, Measures of Success, and Timelines:

What objectives and goals does your unit want to accomplish? Overall, what does the unit want to achieve at the end of four years?

*Please note your unit will carry out the first goal in year one, the second goal in year two, and the third goal in year three.*

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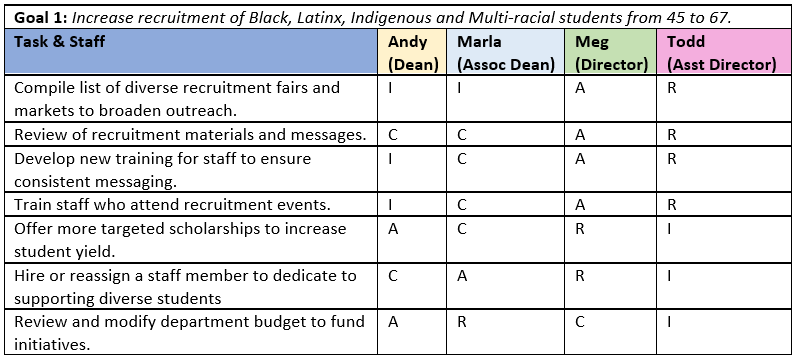
|  |  |  |
| --- | --- | --- |
| **GOAL Year #3: (this will be your objective during the third year)** | | |
| **Action Steps** (*What key steps will be taken to achieve success? Specify two-four action steps*) | **Measures of Success** (*Describe the methods you will use to measure the success of the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

One of the most critical parts of a successful strategic plan is accountability. Therefore, divisional/area leaders are asked to lead this plan for the area/unit that they are directly responsible for. A RACI (Responsible, Accountable, Consulted, Informed) Chart can be used to establish accountability.

* **Responsible:** Assigned to complete the deliverable or task.
* **Accountable:** Has final decision-making authority and accountability for completion (only 1 per task).
* **Consulted:** An advisor, stakeholder or subject matter expert who is consulted before a decision or action.
* **Informed:** Must be informed after a decision or action.

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Example: 

Please complete the RACI Chart in **Appendix A** to assist you in establishing accountability measures in your unit for your goal in year one (*your unit will complete separate RACI charts at a later date for years two and three).*

## Assessments:

Describe the methods your unit will use to measure success of the action item for your goal in year one. *Your unit will complete separate assessments at a later date for years two and three of the strategic plans.*

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.*

Make sure to include how your unit will support this goal after the deadline:

Goal Year #1:

Timelines:

* October 2021 – Preliminary Plans Due
* March 2022 – Feedback Provided
* July 2022 – Final Reports Due
* Fall 2022 – Begin Implementation

*Once your unit has completed this document, please email to Gina Campana in the Division of Diversity, Equity and Inclusion at* [*gcampana@kent.edu*](mailto:gcampana@kent.edu)

# Appendix A

**RACI Chart**

Complete for your year one goal (see page 18 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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1. Williams, D. (2013). *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education, Stylus Publishing: Virginia* [↑](#footnote-ref-1)
2. The objectives and goals should be aligned with the Strategic Roadmap for a Distinctive Kent State Priorities. The priorities are: Students First, A Distinctive Kent State, Global Competitiveness, Regional Impact and Organizational Stewardship. <https://www.kent.edu/strategicroadmap/contents> [↑](#footnote-ref-2)
3. The lead contact should be a senior/division leader. [↑](#footnote-ref-3)
4. Please note that promotion processes and procedures for faculty are set by CBA and university policy. [↑](#footnote-ref-4)