

THE FLYERS PLAN FOR
COMMUNITY EXCELLENCE

THE UNIVERSITY OF DAYTON'S
DIVERSITY, EQUITY AND INCLUSION
2020-24 STRATEGIC PLAN



University of Dayton

TABLE OF CONTENTS

LEADERSHIP WELCOME	3
THE UNIVERSITY OF DAYTON DIVERSITY, EQUITY AND INCLUSION 2020–24 STRATEGIC PLAN	4
Process and Leadership	4
Internal Consultation	4
External Consultation	5
Overview of Data Collection Process	5
Timeline for the Data Collection and Reporting Process	5
Definitions of Key Terms in the Strategic Plan	7
DEFINITIONS	8
STRATEGIC GOALS	9
OVERARCHING STRATEGIC GOAL #1	10
<i>Create and sustain an equitable and inclusive campus climate</i>	
OVERARCHING STRATEGIC GOAL #2	14
<i>Achieve and sustain greater diversity, equity and inclusion throughout the University community</i>	
OVERARCHING STRATEGIC GOAL #3	18
<i>Create a robust curricular and co-curricular architecture to advance diversity, equity and inclusion</i>	
OVERARCHING STRATEGIC GOAL #4	20
<i>Develop, implement, assess and report on unit-based strategic plans to advance inclusive excellence</i>	

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As a Catholic and Marianist University, we believe in the intrinsic value and dignity of each person as created in the image and likeness of God. In light of our identity, mission and values, the University of Dayton reaffirms our conviction that diversity, equity and inclusion are inextricably linked with excellence.

Diversity at all levels of the University enriches and creates an optimal learning environment and expands our institutional ability, intelligence and creativity; building an inclusive community with equity for all members is fully aligned with our Marianist charism. As we strive to educate the whole person, we understand that the challenges we face locally, nationally and globally intensify the need to achieve a more diverse and inclusive campus so that our students are well prepared to lead and our scholarly activities make a real difference in the world. We aggressively pursue achievement of the goals and objectives of this strategic plan, which align with our mission of building community and working for justice for all people.

ERIC F. SPINA
PRESIDENT

“As a Catholic and Marianist University, we believe in the intrinsic value and dignity of each person as created in the image and likeness of God. In light of our identity, mission and values, the University of Dayton reaffirms our conviction that diversity, equity and inclusion are inextricably linked with excellence.”

ERIC SPINA, PRESIDENT

The creation of *The Flyers Plan for Community Excellence* is an outcome of a coordinated campus-wide effort and aligns with the following principles, which guides the work of the University of Dayton Office of Diversity and Inclusion:

- We believe diversity, equity and inclusion are fundamental to the University of Dayton fulfilling its Catholic and Marianist mission and promoting institutional excellence.
- We will provide leadership in achieving a more robust integrated approach to diversity, equity and inclusion that builds on existing efforts across campus; operates in a strategic, evidence-based and data-driven manner; and underscores the importance of comprehensive outcomes assessment and strong accountability measures.
- We will focus on efforts to innovate and transform institutional culture that result in the sustained celebration of diversity, modeling of inclusion and achievement of equitable outcomes across multiple identities.

The primary objective of this strategic plan is to make a significant contribution to the achievement of the University’s Strategic Vision and the advancement of its mission. This plan is informed by a critical and honest examination of our past; a comprehensive assessment of our present situation; and a commitment to adapt to a changing world where our students will learn, lead and serve with excellence in pursuit of the common good. Our commitment to diversity, equity and inclusion is not an option; it is a mission-driven imperative.

LAWRENCE A. Q. BURNLEY
VICE PRESIDENT FOR DIVERSITY AND INCLUSION

THE FLYERS PLAN FOR COMMUNITY EXCELLENCE

THE UNIVERSITY
OF DAYTON'S
DIVERSITY,
EQUITY AND
INCLUSION
2020-24
STRATEGIC PLAN

Having completed a comprehensive study over the past five years of its social climate and diversity-related efforts, the University of Dayton is pleased to launch a collaborative, well-coordinated and proactive strategy for diversity, equity and inclusion. *The Flyers Plan for Community Excellence* is driven by its Catholic, Marianist mission and aligns with the University's commitment to be a University for the Common Good. Ultimately, the goal of *The Flyers Plan for Community Excellence* is the realization of UD's vision of creating and sustaining environments for learning, working and living that reflect the very essence of inclusive excellence.

Process and Leadership

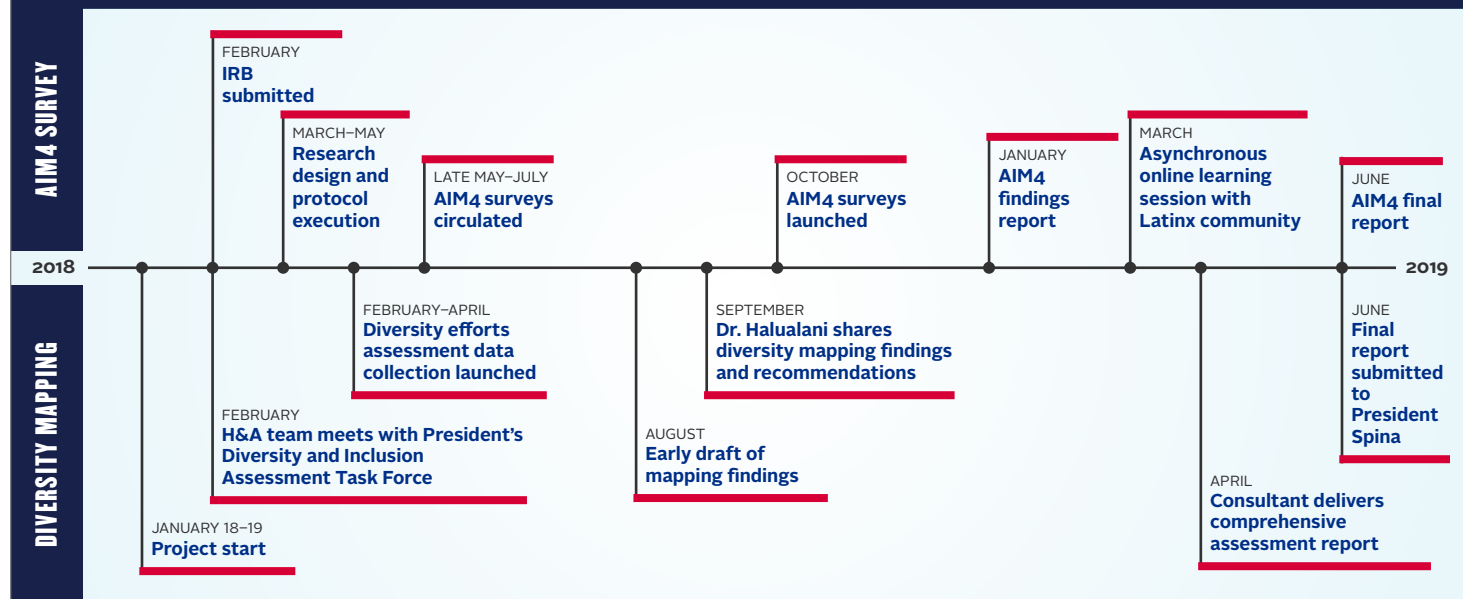
The Flyers Plan for Community Excellence is the result of a comprehensive process led by the President's Diversity and Inclusion Assessment Task Force (hereafter "task force") and comprised of faculty, staff, students and administrators. The process modeled inclusion by involving broad engagement with internal stakeholders throughout the University, as well as the assistance of an outside consultant.

Internal Consultation

Consultation and/or updates took place with Board of Trustees, President's Council, Provost's Council, Education Leadership Council, Academic Senate, all faculty and staff (via the fall 2018 faculty and staff



TIMELINE FOR THE DATA COLLECTION AND REPORTING PROCESS



meetings), Student Government Association (SGA), Chairs Collaborative and the College of Arts and Sciences Chairs' Council. Additionally, open invitations were sent via Porches announcements to all members of the campus community for open forum events, such as the diversity and inclusion site visit (October 2017), AIM4 Community Excellence listening sessions (March 2018), Institute for Applied Creativity for Transformation (IACT) definitions lab (August 2018), and the final AIM4 Community Excellence presentation (April 2019). Consultation also took place with additional stakeholders and resource groups (April 2019).

The task force leveraged a number of resources to inform its work, including: a review of the past 10 years of University and unit documents and plans; identification and study of peer and aspirant institutions; review of key scholarship; and input and consultation from campus groups, such as Provost Council, SGA and resource groups across campus.

External Consultants

Halualani & Associates (H&A) worked closely with the task force to conduct a comprehensive assessment of past and current efforts and experiences of campus members and alumni. Halualani & Associates analyzed the data and provided a number of reports with recommendations. The task force considered the recommendations, as well as additional recommendations generated by the task force and its internal consultants.

Overview of the Data Collection Process

The initial draft of the strategic plan has been modified and improved by broad dissemination during the fall 2019 semester through multiple open forums, feedback from leadership councils and numerous conversations.

The Flyers Plan for Community Excellence presents a clearly defined and mutually agreed upon set of outcomes for the purpose of advancing the University of Dayton's vision to become the University for the Common Good. Unlike what occurs at some other institutions, *The Flyers Plan for Community Excellence* is not an effort to make the campus look good or a reaction to a crisis; rather, it demonstrates a fundamental mission-based and excellence-focused commitment to the present and future, a commitment that is informed by a critical examination of our past.

In order to achieve a successful flight, a well-prepared Flyer must have a flight plan. A well-developed flight plan begins with a clearly defined destination. An aircraft, or group of aircraft flying in formation as a type of airborne community, must be clear about where it's going in order to develop an effective and efficient plan for safe arrival at its destination. A successfully executed flight plan depends upon the availability of qualified pilots to navigate and fly the aircraft and an aircraft with the capacity to make the flight. In developing the flight plan, the pilot, in cooperation with skilled professionals, will carefully study the route to be flown and develop a plan (i.e., strategy) designed to achieve the goal of arriving safely at the predetermined destination.

A well-developed flight plan involves the following components:

- Careful selection and examination of the route and the plotting of a course based on collection and analysis of multiple data sources (i.e., assessments and surveys)
- Identification of poor weather conditions in order to navigate around storms (i.e., resistance) and make in-flight course corrections and adjustments
- Some flight plans and aircraft, such as the C-130 Hurricane Hunters, fly directly into storms. (Facing “storms” directly is consistent with the Catholic and Marianist commitment to social justice, the purposeful challenge and disruption of unjust policies and structural barriers to achieving inclusive excellence, and the realization of being the University for the Common Good.)
- Ongoing adjustments in response to the welcome impact of tailwinds (i.e., momentum and support) that increase the possibility of an early arrival
- Adjusting to the experience of flying into headwinds (i.e., resistance, delays in the timeline or delays to mission completion/achievement)
- Preparing for and responding to unanticipated circumstances that may result in the need to adjust the flight plan, or responding to the need to develop alternate routes to avoid unexpected turbulence. (Similarly, the work of the University is grounded in and guided by core values of our Catholic and Marianist traditions. We thoughtfully respond to crisis and challenges in the execution of the plan.)

The goals and objectives contained in *The Flyers Plan for Community Excellence* reflect the tension and opportunity resulting from an acknowledgement of the mission-driven necessity to build our capacity to more accurately

understand, empathize with, embrace and respond to the lived experiences of persons and populations whose identities constitute the extraordinary diversity of God’s creation. These identities include race/ethnicity, national origin, gender, gender identity, gender expression, socioeconomic location, sexual orientation, age, physical and/or cognitive ability, religion or worldview, or other identities, and the ways in which they intersect. With that said, it’s important to note the strategic plan intentionally

In order to achieve a successful flight, a well-prepared Flyer must have a flight plan.

aligns with but is not limited by UD’s strategic vision and subsequent work on hiring and advancement, which focuses on historic disparities and inequities tied to class, race/ethnicity and gender. After a year of assessing the socioeconomic and demographic realities of UD, President Spina stated in his inaugural address:

We must also create a more diverse, welcoming, and interculturally inclusive campus. By definition, excellence requires greater diversity, as it enriches our learning environment and expands our institutional intelligence and creativity. While we welcome all forms of diversity, including religious, gender, sexual orientation, geography, country of origin, (dis)ability, and ideology, we recognize a special obligation to embrace socio-economic and racial diversity.¹

Informed by this vision and a broad affirmation of its merit, the 2017–2018 Hiring and Advancement for Diversity, Inclusion and Mission Working Group was charged to “...identify practices that will result in the effective recruitment, hiring, retention, and advancement of women and persons from domestic underrepresented racial/ethnic



¹ Spina, E. F. (2017, April 4). *The university for the common good*. Retrieved from <https://udayton.edu/president/inauguration>

populations.”² The experience, however, of navigating this tension must not result in the unintended reinforcement of the persistent marginality, invisibility and violence experienced by underserved populations, such as LGBTQ+ persons, persons with disabilities and others.

Ironically, persons with different cognitive and physical abilities (sometimes referred to as “disabilities”) often experience unrecognized invisibility and marginalization at faith-based institutions. These experiences often go unreported or fail to receive the level of attention received by other historically underrepresented and underserved populations. As the University positions itself to implement this strategic plan, a recent student-led study at UD reminds us of a history of injustice related to this population, as well as the responsibility and opportunity before us:

Historically, in the Christian tradition, people with disabilities have been labeled as sinful, been prevented from [holding] leadership positions, and been denied access to participation in worship both attitudinally and architecturally... This is a blatant violation of the human dignity of every person. The University’s commitment to Diversity and Inclusion demands that we take strides to end these injustices, and as a Catholic institution we have an even greater responsibility to welcome all of God’s people, especially those who have suffered pain from others in the name of God.³



DEFINITIONS FOR KEY TERMS IN THE STRATEGIC PLAN

KEY PERFORMANCE INDICATORS (KPI)

These quantitative and qualitative measurements are essential to the completion and performance of institutional strategic goals and objectives. The attainment of the goals identified for each KPI will have the most impact in moving the University forward in achieving strategic goals and objectives relating to diversity, equity and inclusion.

RESPONSIBLE PARTIES

These are the persons, departments and/or other units responsible for administrative oversight of all activities necessary for the effective and efficient completion of actions called upon by the objective and KPIs.

TIMELINE

The timeline details the estimated time it will take to complete an objective KPI toward the achievement of a strategic objective. The KPIs are projected to be completed across the first three years of the plan (2019–20, 2020–21 and 2021–22) with the fourth year (2023–24) being an opportunity to assess where things are and plan for the next cycle.

RESOURCES NEEDED

This refers to the projection of human, financial, technological and other resources needed for effective and efficient achievement of correlating strategic goals, objectives and KPIs.

STATUS

Details the status of initiatives related to a goal, objective or KPI, identifying if they have been completed, operationalized, or are in the process of being planned or developed.

² University of Dayton. (2018, June). *Hiring and advancement for diversity, inclusion, and mission report*.

³ *A joint statement on inclusive excellence for persons with disabilities at a Catholic and Marianist university*. (2019, May). Prepared by Ashley Klesken, revised and signed by the members of the Dis/ability and Religion: Beyond the Normate Hermeneutic Ph.D. seminar: Ashley Klesken, Gillian Cooley, Nancy Romer, and Meghan Henning, 2–3.

DEFINITIONS

DIVERSITY: The presence, recognition and engagement of people of social, political and organizational identities from the wide range of human experiences, and the complex ways these identities intersect and are expressed.

EQUITY: A process of modifying structures and practices that have intentionally or unintentionally advantaged or disadvantaged groups of people; it is a process that responds to unjust structural outcomes to create laws, policies, practices and traditions that support just outcomes for all.

GLOBAL: Describes complex, interdependent and intersecting worldwide systems (e.g., environmental, sociocultural, economic and political), legacies and implications.

INCLUSION: A process and practice of active, intentional and sustained engagement of each person in the community that values and respects their perspectives, multiple identities, experiences and contributions.

INCLUSIVE CLIMATE: A climate that cultivates practices, policies and traditions that include diverse people and perspectives, especially those from historically and systemically oppressed, underrepresented and underserved populations.

INCLUSIVE EXCELLENCE: Recognizes that diversity, equity and inclusion are fundamental to academic and institutional excellence. Inclusive excellence requires a comprehensive, cohesive and collaborative alignment of infrastructure, resources and actions.

INTERGROUP/INTERCULTURAL COMPETENCY: The process of listening, learning and reflecting to develop knowledge, skills, attitudes and commitments to engage across diverse groups in open, effective and socially responsible ways.

INTERFAITH: Engagement, cooperation and/or dialogue across lines of religious or worldview difference that involves forming relationships, fostering positive attitudes and developing appreciative knowledge among people who orient around religion differently.

INTERSECTIONALITY: A framework for conceptualizing interlocking oppressions based on the interconnected nature of historically and systemically oppressed, underrepresented and underserved groups. As identities do not exist independently of each other, intersectionality makes visible the complex convergence of overlapping and interdependent systems of privilege and oppression.

MULTICULTURAL: The presence of people with diverse identities and social locations that appear in beliefs, values and norms, which include behaviors, assumptions and values, patterns of thinking, and communicative styles.

MULTI-ETHNIC: The presence of members of a variety of ethnic groups with a shared history, kinship and geographical location, and the recognition of the historical influence and impact of their commonality.

MULTI-FAITH: The presence and celebration of a diversity of religious identities and worldviews regarding the transcendent.

PRIVILEGE: Names the advantages, favors and benefits conferred on members of dominant groups at the expense of members of marginalized, underrepresented or underserved groups. It operates and conveys power on personal, interpersonal, cultural and institutional levels. The scope and depth are largely invisible to those who have it.

SOCIAL JUSTICE: The work to eliminate historic and systemic oppression and to build systems and cultures of human dignity where rights, accountability, equity, inclusion and access to the common good create conditions for people and communities to realize their full potential.

SUPPLIER DIVERSITY: The proactive integration of minority-owned, woman-owned, veteran-owned, disabled-owned, and other small, disadvantaged businesses into the development and execution of institutional direct and indirect spending.

UNDERREPRESENTED POPULATION: Describes the extent to which the proportion of certain U.S. racial/ethnic groups relative to the total campus population fails to mirror their proportion in the broader U.S. population. For our purposes, the term *underrepresented populations* refers to members of the student body, faculty, staff, administration, parents, trustees, alumni and guests who self-identify with real and socially constructed human dimensions of race and ethnicity, including American/Alaskan Native, Black/African American, Latinx/Hispanic/Chicanx, Asian American, Hawaiian/Pacific Islander American, biracial or multiracial, and gender identification.

UNDERSERVED POPULATION: Refers to members of the student body, faculty, staff, administration, parents, trustees, alumni and guests who may not have access to full benefits of economic, social and political opportunity. Dimensions may include race, religion/spirituality/faith, ethnicity, ability, national origin, immigration status, sex, gender identity, gender expression, attractionality/sexual orientation, social class/socioeconomic status and language. (This list is not exhaustive.)

**THE FLYERS PLAN FOR COMMUNITY EXCELLENCE: THE UNIVERSITY OF DAYTON'S
2020–24 STRATEGIC PLAN FOR DIVERSITY, EQUITY AND INCLUSION**



The University's strategic plan for diversity, equity and inclusion is centered around four overarching strategic goals:

GOAL #1

Create and sustain an equitable and inclusive campus climate

GOAL #2

Achieve and sustain greater diversity, equity and inclusion throughout the University community

GOAL #3

Create a robust curricular and co-curricular architecture to advance diversity, equity and inclusion

GOAL #4

Develop, implement, assess and report on unit-based strategic plans to advance inclusive excellence

⇒ OVERARCHING STRATEGIC GOAL 1

CREATE AND SUSTAIN AN EQUITABLE AND INCLUSIVE CAMPUS CLIMATE

RATIONALE

Driven by our Catholic, Marianist mission, the University of Dayton is committed to being the University for the Common Good. Our ability to achieve this aspirational goal depends, in part, on creating a climate where all members feel a sense of belonging and are supported, and where guests from diverse backgrounds have an equitable experience of welcome. This will require broad engagement across campus of a community made up of faculty, staff and students who are interculturally competent and equity-minded, and who recognize the relevance and importance of the University's mission-driven values of diversity, equity and inclusion. Achieving this goal will also require a clearly articulated institutional statement of UD's commitment to diversity, equity and inclusion, including how the breadth, depth, scope and limitations of this commitment are informed by and responsive to its Catholic, Marianist mission.

CREATE AND SUSTAIN AN EQUITABLE AND INCLUSIVE CAMPUS CLIMATE

⇒ OBJECTIVE 1.1

Develop a formal University statement elucidating the University’s commitment to the core values of diversity, equity and inclusion based on the University’s Catholic, Marianist mission and commitment to inclusive excellence.

KEY PERFORMANCE INDICATOR 1.1.1

Create a working group, appointed by President Spina, to develop and recommend a formal statement.

RESPONSIBLE PARTIES	President
TIMELINE	Statement announced to the campus by May 2021
RESOURCES	TBD
STATUS	TBD

KEY PERFORMANCE INDICATOR 1.1.2

Create campus-wide dialogue opportunities to engage the community in discussion of the University’s commitment (1.1) to develop understanding and support across campus.

RESPONSIBLE PARTIES	Provost and executive vice president of academic affairs, executive vice president for business and administrative services, vice president for human resources, vice president for diversity and inclusion, vice president for mission and rector, vice president for student development
TIMELINE	Implementation plan for discussion sessions by July 2020, providing an initial discussion within each division by December 2020
RESOURCES	TBD
STATUS	Existing spaces for intentional dialogue on issues related to diversity, equity and inclusion for faculty and staff include: the Inclusive Excellence Academy; Courageous Conversations at the senior level; unit- and department-sponsored opportunities for dialogue/professional development; and the Dialogue Zone in Roesch Library.

⇒ OBJECTIVE 1.2

Develop and standardize, appropriate to staff and faculty roles and protocols, performance evaluation policies for all University employees that assess employees’ attention to the development of intercultural competence and their contribution to an educational and work environment that fosters a sense of belonging for all.

KEY PERFORMANCE INDICATOR 1.2.1

Appoint and task a working group with the responsibility to assess current policy, practice and performance evaluation instruments, and develop policy and revised performance evaluation instruments for campus-wide use.

RESPONSIBLE PARTIES	Provost and executive vice president of academic affairs, executive vice president for business and administrative services and vice president for human resources
TIMELINE	Policy to be developed and enacted for fiscal year 2021 (2020–21 academic year)
RESOURCES	Appointment of working group
STATUS	TBD

CREATE AND SUSTAIN AN EQUITABLE AND INCLUSIVE CAMPUS CLIMATE

⇒ OBJECTIVE 1.3

Develop expectations and practices that ensure employees’ attention to their personal development of intercultural competence and their contribution to a welcoming and safe work environment.

KEY PERFORMANCE INDICATOR 1.3.1

Provide online training for all employees composed of core content that introduces the concept of inclusive excellence and explicates the Catholic, Marianist basis for the University’s affirmation that diversity, equity and inclusion are inextricably linked with excellence and its commitment to be the University for the Common Good.

RESPONSIBLE PARTIES	Provost and executive vice president of academic affairs, executive vice president for business and administrative services, vice president for human resources, vice president for diversity and inclusion, vice president for mission and rector
TIMELINE	Plan completed by the end of spring 2020 with implementation across all employee categories by spring 2022
RESOURCES	Identify central record keeping option (either a current tool or a tool that is yet to be identified) and responsible office(s) for maintaining and reporting records of participation/completion
STATUS	Efforts currently underway are Flying One Month & Beyond program for new employees, the Inclusive Excellence Academy, and unit-based professional development and training initiatives. The goal here is to get faculty and staff who are not participating in these efforts into these spaces for the purpose of enhancing institution-wide capacity in the area of intercultural competency.

KEY PERFORMANCE INDICATOR 1.3.2

Require employees to take the EverFi online training on Implicit Bias (both upon initial hire and as a periodic refresher; timeline TBD) and annually participate in at least one of four selected Inclusive Excellence Academy sessions.

RESPONSIBLE PARTIES	Provost and executive vice president of academic affairs, executive vice president for business and administrative services, vice president for human resources, vice president for diversity and inclusion
TIMELINE	Plan completed by the end of spring 2020 with implementation across all employee categories by spring 2022
RESOURCES	Identify central record keeping option (either a current tool or a tool that is yet to be identified) and responsible office(s) for maintaining and reporting records of participation/completion
STATUS	TBD

CREATE AND SUSTAIN AN EQUITABLE AND INCLUSIVE CAMPUS CLIMATE

⇒ **OBJECTIVE 1.4**

Develop guidelines, practices and policies that direct unit and department heads to conduct and participate in regular climate assessments to ensure that all members of the University community and guests feel a sense of belonging, welcome, being valued and safety.

KEY PERFORMANCE INDICATOR 1.4.1

Develop policy, set expectations and provide resources for equitable methods of assessing climate (e.g., rubrics, diversity scorecard, etc.).

RESPONSIBLE PARTIES	Provost and executive vice president of academic affairs, executive vice president for business and administrative services, vice president for human resources, vice president for diversity and inclusion, vice president for student development
TIMELINE	To be developed and implemented by spring 2022
RESOURCES	Identify working group to explore current data measures that inform climate assessment; identify gaps and plan for filling those needs; and create a guide for measuring and reporting climate assessment
STATUS	TBD

2

⇒ OVERARCHING STRATEGIC GOAL 2

ACHIEVE AND SUSTAIN GREATER DIVERSITY, EQUITY AND INCLUSION THROUGHOUT THE UNIVERSITY COMMUNITY

RATIONALE

This goal responds to the recognition of the mission-driven value diversity, equity and inclusion bring to UD's efforts to be the University for the Common Good, and to President Spina's proclamation that "the University of Dayton affirms that diversity, equity and inclusion are inextricably linked with excellence."⁴ It also responds to the recognition of persistent disparities among undergraduate and graduate student populations, faculty, staff and administrators; the value a more diverse workforce will have on the social, intellectual and spiritual development of all students; enhanced creativity, productivity and innovation for effectively led diverse work teams and academic departments; the need for more efficient and consistent methods of tracking efforts to recruit, hire, mentor, retain, promote and advance faculty, staff and administrators from underrepresented racial/ethnic populations; and achievement of gender equity across the workforce.

⁴Spina, E. F. (n.d.). Presidential statement on diversity and inclusion. Retrieved from <https://udayton.edu/diversity/about/presidential-statement.php>

ACHIEVE AND SUSTAIN GREATER DIVERSITY, EQUITY AND INCLUSION THROUGHOUT THE UNIVERSITY COMMUNITY

⇒ OBJECTIVE 2.1

Develop, implement and assess a coordinated, campus-wide strategy to recruit, hire, retain, advance and promote faculty, staff and administrators from underrepresented and underserved populations.

KEY PERFORMANCE INDICATOR 2.1.1

Implement and assess each of the recommended strategies in the Hiring and Advancement Working Group report's long- and near-term priorities for 2018-19*

**See the full report at www.udayton.edu/diversity under "Data and Reports."*

RESPONSIBLE PARTIES	Office of the Provost, Office of Diversity and Inclusion, Office of Human Resources
TIMELINE	Progress reports due April 10, 2020
RESOURCES	TBD
STATUS	This is an outgrowth of a 2018 report made by the Hiring and Advancement for Diversity, Equity and Inclusion Mission Working Group. From this report several priorities have been established by President Spina. Achievements and work in progress to date include UD's investment to become a registered recruiter at the Institute of Teaching and Mentoring; Hiring for Mission Faculty Retreat; Second-Year Faculty Retreat; ASPIRE seminar for mid-career faculty; development of designs for faculty and staff search committee training and toolkits; revised hiring protocols for faculty and select staff positions; and development of formal and informal local, regional and national relationships to cultivate strong candidate pipelines.

KEY PERFORMANCE INDICATOR 2.1.2

Annual collection and publication of a comprehensive profile of the University's workforce, meaningfully disaggregated across identities (e.g., race, ethnicity, gender, national origin, abilities), that tracks faculty and staff status, promotions and administrative level by school, academic department and administrative unit over a period of five to seven years.

RESPONSIBLE PARTIES	Director of institutional reporting, institutional researcher for academics, Human Resources, Office of Diversity and Inclusion
TIMELINE	Initial report due end of spring 2021
RESOURCES	TBD
STATUS	These recommendations were submitted to President Spina on December 17, 2018 (near-term goals) and May 17, 2019 (long-term goals). The director of institutional reporting has developed a working draft of a comprehensive profile of the University's workforce that provides the details called upon by this KPI. The institutional researcher for academics has developed an initial draft report on promotion and tenure that also responds to the categories of disaggregation called for by this KPI.

ACHIEVE AND SUSTAIN GREATER DIVERSITY, EQUITY AND INCLUSION THROUGHOUT THE UNIVERSITY COMMUNITY

⇒ OBJECTIVE 2.1, CONTINUED

KEY PERFORMANCE INDICATOR 2.1.3

Develop and implement an accountability system to define and provide required training and track compliance for all persons involved in search processes for all faculty, staff and administrative positions (level/type of training may vary based on the category of the staff/administrative position that is the focus of the search).

RESPONSIBLE PARTIES Human Resources, associate provost for faculty and administrative affairs

TIMELINE Operationalized by January 2020

RESOURCES TBD

STATUS TBD

KEY PERFORMANCE INDICATOR 2.1.4

Develop toolkits and a workshop designed to introduce effective use of the toolkits to guide and support the work of all search committees.

RESPONSIBLE PARTIES Office of Diversity and Inclusion, Office of the Provost, Human Resources

TIMELINE Toolkits available by January 2020. Workshop design ready for implementation by February 2020.

RESOURCES TBD

STATUS Working groups will begin work on toolkits for faculty and staff searches in fall 2019. The goal is for these to be available for use by January 2020.

KEY PERFORMANCE INDICATOR 2.1.5

Create a standard process for exit interviews and require that exit interviews be offered to all employees upon confirmation of intention to separate from the University. Report on findings, where legally and ethically permissible, to appropriate groups for analysis and institutional learning.

RESPONSIBLE PARTIES Human Resources

TIMELINE First annual report on findings, questions, concerns and other valuable data for institutional learning to be submitted June 2020

RESOURCES TBD

STATUS Exit interviews are currently conducted.

ACHIEVE AND SUSTAIN GREATER DIVERSITY, EQUITY AND INCLUSION THROUGHOUT THE UNIVERSITY COMMUNITY

⇒ OBJECTIVE 2.2

Assess and report the University's provision of support services to underrepresented and underserved populations at the undergraduate and graduate student levels.

KEY PERFORMANCE INDICATOR 2.2.1

Develop and implement a method to determine a standard of excellence in support and delivery to underrepresented and underserved graduate and undergraduate student populations, and determine the University's current level of quality.

RESPONSIBLE PARTIES Office of Diversity and Inclusion, appropriate offices under the provost (Academic Affairs and Learning Initiatives, Graduate Academic Affairs, Global and Intercultural Affairs) and the Division of Student Development (Multi-Ethnic Education and Engagement Center, LGBTQ+ support), and Office for Mission and Rector

TIMELINE Report due October 2020

RESOURCES TBD

STATUS TBD

⇒ OBJECTIVE 2.3

Develop, implement and assess recruitment and retention strategies aimed at achieving greater racial/ethnic and socioeconomic diversity, and diversity of other underrepresented and underserved populations, among undergraduate and graduate students.

KEY PERFORMANCE INDICATOR 2.3.1

Create program-specific demographic profiles of the undergraduate and graduate student population, and report on comparison of compositional trends among students at peer/aspirant institutions.

RESPONSIBLE PARTIES Director of institutional reporting, institutional researcher for academics

TIMELINE Report submitted by spring 2020

RESOURCES TBD

STATUS The goal here is to assess, build upon, strengthen and leverage existing efforts in this area; status is TBD.

KEY PERFORMANCE INDICATOR 2.3.2

Development of a strategy to recruit and retain students from underrepresented and underserved gender and racial/ethnic populations across all graduate programs.

RESPONSIBLE PARTIES Enrollment Management and Graduate Academic Affairs

TIMELINE Assessment report submitted by spring 2020. Recruitment and retention strategy (if assessment warrants such) due spring 2021.

RESOURCES TBD

STATUS This KPI recognizes the well-documented efforts to address a similar concern at the undergraduate level. The goal here is to assess the current status of the gender and racial/ethnic composition of graduate programs when compared to regional/national benchmark data, and then develop and implement a strategy aimed at improving gender and racial/ethnic composition of graduate programs in areas where the data provides evidence of persistent underrepresentation.

⇒ OVERARCHING STRATEGIC GOAL 3

CREATE A ROBUST CURRICULAR AND CO-CURRICULAR ARCHITECTURE TO ADVANCE DIVERSITY, EQUITY AND INCLUSION

RATIONALE

The objectives in this section build upon existing efforts to provide learning environments and experiences that will enable students to work effectively in diverse communities for the purpose of advancing social justice and develop understanding of historic and contemporary causes of global environmental degradation, human suffering and structurally-driven disparities tied to social identity and socioeconomic location. Through these objectives the University seeks to resource and support existing strategies and encourage innovation among faculty and staff to foster the development of pedagogies that will cultivate within students the abilities and skills related to knowledge awareness and creation; cross-cultural interaction; advanced analysis; evaluation critique; social agency and action; and innovative problem-solving. Finally, these objectives will assist the University in identifying and achieving the University's Institutional Learning Goals⁵, aimed at building undergraduate and graduate student capacity, that will position students to effectively learn, lead and serve for the common good. As a result of having the experience of a University of Dayton education, students will be known for their intercultural competence and their ability to contribute to methods of building and being in community in ways that champion and advance diversity, equity and inclusion.

⁵Office of the Provost. (n.d.). Institutional learning goals. Retrieved from <https://udayton.edu/provost/assessment>

CREATE A ROBUST CURRICULAR AND CO-CURRICULAR ARCHITECTURE TO ADVANCE DIVERSITY, EQUITY AND INCLUSION

⇒ OBJECTIVE 3.1

Develop a framework upon which the campus can design and map curricular and co-curricular efforts to ensure a developmental approach to student learning that includes progressively advanced levels (e.g., evaluation critique of power differences, social agency and action, and innovative problem-solving) and robust offerings across diversity and social identities.

KEY PERFORMANCE INDICATOR 3.1.1

Create a subcommittee of faculty, professional staff and students to advance this goal.

RESPONSIBLE PARTIES	Office of Diversity and Inclusion; the working group created by the Academic Senate's Academic Policies Committee; assistant provost for the Common Academic Program; staff and student representatives
TIMELINE	Spring 2020
RESOURCES	Common Academic Program Committee (CAPC)
STATUS	Work of the Common Academic Program diversity and social justice curriculum fellows will inform this group

KEY PERFORMANCE INDICATOR 3.1.2

Create a framework that can meaningfully integrate current and future diversity experiences, both in the classroom and out of the classroom, into graduate and undergraduate education.

RESPONSIBLE PARTIES	Subcommittee created as part of KPI 3.1.1
TIMELINE	Spring 2021
RESOURCES	Office of Experiential Learning, Fitz Center, Center for International Programs, Multi-Ethnic Education and Engagement Center, Center for Student Involvement, Women's Center, Office of Diversity and Inclusion, Race and Ethnic Studies Program, University Assessment Committee
STATUS	In process

KEY PERFORMANCE INDICATOR 3.1.3

Identify and pilot assessment tools to document the impact and/or reach of efforts on student learning.

RESPONSIBLE PARTIES	Subcommittee created as part of KPI 3.1.1
TIMELINE	Spring 2022
RESOURCES	TBD
STATUS	There are existing efforts among curricular and co-curricular educators that provide an opportunity to build upon and strengthen tools through the lenses of diversity, equity and inclusion.

⇒ OVERARCHING STRATEGIC GOAL 4

DEVELOP, IMPLEMENT, ASSESS AND REPORT ON UNIT-BASED STRATEGIC PLANS TO ADVANCE INCLUSIVE EXCELLENCE

RATIONALE

Long-term progress and continuous improvement will require robust planning and assessment approaches at all organizational levels. In order for the University to achieve a sustainable effort to advance diversity, equity and inclusion across the University, and to do so within a decentralized organizational culture, each vice president and dean will lead the unit(s) under their charge to develop an inclusive excellence strategic plan, integrated with their overarching strategic plan, that will cultivate their unit's capacity to exemplify inclusive excellence in all facets of its organizational life. Unit-based strategic plans will align with the University's overarching strategic goals but be tailored to their respective organizational contexts. Regular, transparent assessment will take place and be reported at all levels of the institution to support continued planning.

Note: In the case where units have existing strategic plans with explicit goals and objectives addressing diversity, equity and inclusion, alignment of such goals and objectives with those listed in this strategic plan should be identified. Units with existing strategic plans that do not include goals and objectives that align with those listed in this plan are called upon to add the goals and objectives that are in this strategic plan to their existing strategic plans. Units are expected to report on the progress of all goals and objectives (either preexisting or added in response to this plan) as part of the annual unit-level diversity, equity and inclusion strategic plan progress report and for inclusion in the campus-wide report.

DEVELOP, IMPLEMENT, ASSESS AND REPORT ON UNIT-BASED STRATEGIC PLANS TO ADVANCE INCLUSIVE EXCELLENCE

⇒ OBJECTIVE 4.1

Develop permanent unit-based organizational infrastructure to provide leadership in guiding efforts to advance strategic goals and objectives relating to diversity, equity and inclusion.

KEY PERFORMANCE INDICATOR 4.1.1

Appoint person(s) with demonstrated interest and qualifications within each unit who will be responsible for providing leadership in guiding a process to develop, implement, assess and report on the progress of the strategic plan. Appointed staff will be required to attend a strategic planning workshop and serve as official liaisons to the new University Inclusive Excellence Council (UIEC). These persons could serve on the council's Strategic Plan Support, Assessment and Reporting Committee.

RESPONSIBLE PARTIES	Unit leaders (deans and vice presidents) in conjunction with the vice president for diversity and inclusion All units led by deans or vice presidents have and maintain engaged liaisons.
TIMELINE	Spring 2020
RESOURCES	Staff/faculty/administrator time
STATUS	TBD

KEY PERFORMANCE INDICATOR 4.1.2

Develop or adapt unit-level strategic plans.

RESPONSIBLE PARTIES	Members of the President's Council
TIMELINE	Spring 2021 or spring 2022
RESOURCES	Staff/faculty/administrator time and potential financial support
STATUS	Some units already have strategic plans with diversity, equity and inclusion embedded within them.

KEY PERFORMANCE INDICATOR 4.1.3

Identification of existing, repurposed or new resources to achieve sustainable and effective development, implementation, assessment and reporting of the unit-level diversity, equity and inclusion strategic plan.

RESPONSIBLE PARTIES	Unit leaders (deans and vice presidents) with support of budget staff and unit liaisons
TIMELINE	In alignment with the unit-level strategic planning processes and budgeting timelines as determined for KPI 4.1.2
RESOURCES	Staff/faculty/administrator time and new and sustainable fiscal commitments
STATUS	TBD

DEVELOP, IMPLEMENT, ASSESS AND REPORT ON UNIT-BASED STRATEGIC PLANS TO ADVANCE INCLUSIVE EXCELLENCE

⇒ OBJECTIVE 4.1, CONTINUED

KEY PERFORMANCE INDICATOR 4.1.4

Engage in annualized assessment and reporting plans that support continuous improvement of unit-level strategies and objectives.

RESPONSIBLE PARTIES	Members of the President's Council and/or other senior unit leaders
TIMELINE	Spring 2022
RESOURCES	Staff/faculty/administrator time and centralized support and training
STATUS	TBD

⇒ OBJECTIVE 4.2

Develop and enact institutional-level assessment approaches that align with all strategic goals and create the context for continuous improvement.

KEY PERFORMANCE INDICATOR 4.2.1

Identify and utilize standard, University-adopted terminology and practices to identify social identities; measure compositional hiring, retention and advancement trends; and assess the experiences of diverse populations in spaces of learning, working and living across the campus.

RESPONSIBLE PARTIES	The director of assessment and student-centered analytics will assemble a task force representing assessment and institutional reporting professionals and staff from Enrollment Management, Human Resources, Information Technology, and academic and co-curricular units.
TIMELINE	Spring 2020
RESOURCES	Staff/faculty/administrator time and centralized support and training
STATUS	TBD

KEY PERFORMANCE INDICATOR 4.2.2

Develop policy, set expectations, provide resources and develop reporting procedures related to the assessment of diversity, equity and inclusion.

RESPONSIBLE PARTIES	Office of Diversity and Inclusion and select members of the task force
TIMELINE	Spring 2021
RESOURCES	Staff/faculty/administrator time
STATUS	TBD

DEVELOP, IMPLEMENT, ASSESS AND REPORT ON UNIT-BASED STRATEGIC PLANS TO ADVANCE INCLUSIVE EXCELLENCE

⇒ OBJECTIVE 4.2, CONTINUED

KEY PERFORMANCE INDICATOR 4.2.3

Create and manage a dashboard and develop and annually distribute transparent, high-level reports that communicate evidence, progress and updates to campus stakeholders in this plan.

RESPONSIBLE PARTIES Office of Diversity and Inclusion with campus partners, including Marketing and Communications and UDiT

TIMELINE Spring 2022

RESOURCES Staff/faculty/administrator time, drawing on high levels of communication and IT expertise, and funding to support distribution in appropriate media

STATUS TBD