



# Institutional DEIJ Plan Starter Kit

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Resources and Examples to Streamline the  
Planning and Writing Process

- Section 1: Initiating the Planning Process
- Section 2: Plan Development
- Section 3: Writing and Organizing the Plan
- Section 4: Implementation



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# Initiating the DEIJ Planning Process

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SECTION

1

- Assess Your Institution's Readiness
- Choose Your Planning Time Horizon
- Build and Organize Your Planning Team
- Ground DEIJ Planning With an Organizational Framework

# Assess Your Institution's Readiness

## Questions to Ask Before Starting an Institution-wide DEIJ Planning Process

Demands for quick action to address racial justice are growing in urgency. But without due diligence, the planning effort may lose momentum or point your institution in the wrong direction. Use the questions below to determine whether your campus is ready to proceed with institution-wide DEIJ planning. Your answers will indicate whether you need to build a stronger foundation for success or whether the essentials are in place to get started.



### Leadership Support and Buy-In

*Clear support from institutional leaders is essential to establishing DEIJ as an institutional priority and driving progress.*

- ▶ Does our executive leadership see the strategic value in DEIJ planning and progress?
- ▶ Does our DEIJ planning initiative have vocal support from departments and units across the institution?

*University of Michigan*

- [Building High-Level Buy-in and Support](#)
  - Suggested goals, collaborators, planning, and advice to sustain support with the executive ranks at your institutions

*Society for Human Resource Management*

- [Commitment From the Top](#)
  - Questions to consider (e.g., who are your natural champions?) and recommended action steps for securing leadership buy-in



### Institutional Strategic Plan

*Alignment with overarching institutional goals is key to successful DEIJ strategic planning.*

- ▶ Is DEIJ a key component of our institution's most recent strategic plan?
- ▶ How will the DEIJ plan align with and build off the strategic plan?



### Key Stakeholders and Resources

*DEIJ planning requires diverse perspectives and participation across the institution and beyond.*

- ▶ How can we recruit stakeholders from across the institution so that responsibility is not placed solely on our Chief Diversity Officer?
- ▶ What mechanisms do we have to engage our surrounding community in the planning process?



### Data Infrastructure

*Trusted, high-quality data is a primary input measuring progress on DEIJ initiatives and affects the credibility of the plan.*

- ▶ Can we access high-quality data as needed to support DEIJ strategic decision making?
- ▶ Does our institutional culture embrace the use of success metrics to measure impact and progress toward strategic goals?



### Communication

*The DEIJ plan must resonate with a variety of audiences, both internally and externally.*

- ▶ Can we make use of a robust network of channels for communicating strategic issues and goals (e.g., website, blog, town halls, social media)?

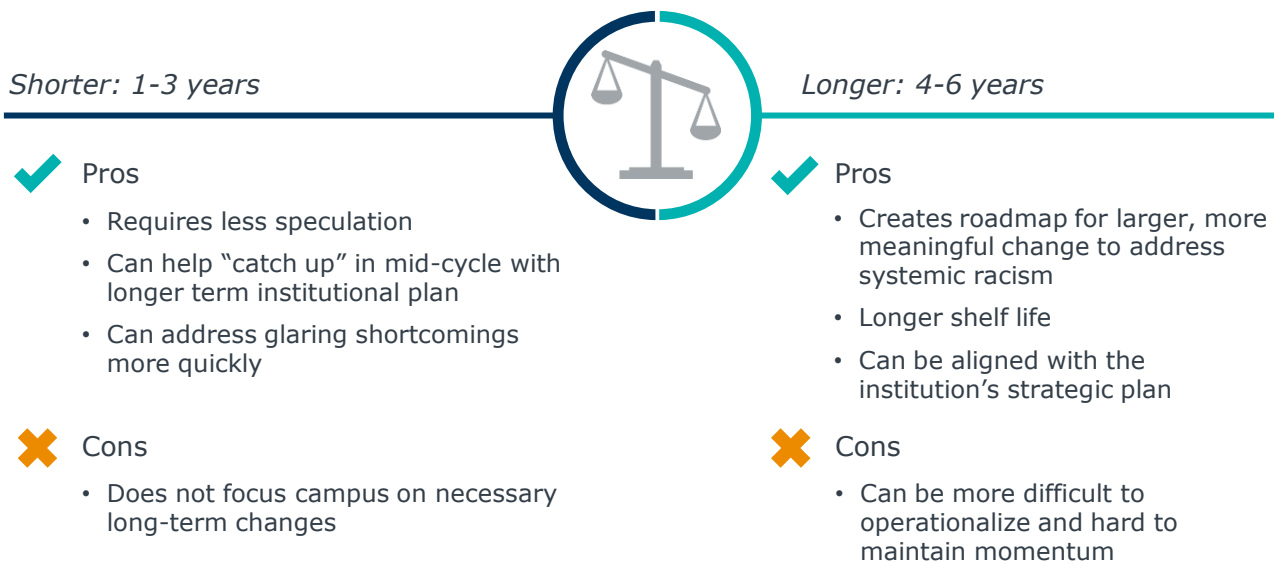
Source: EAB interviews and analysis.

# Select an Appropriate Planning Time Horizon

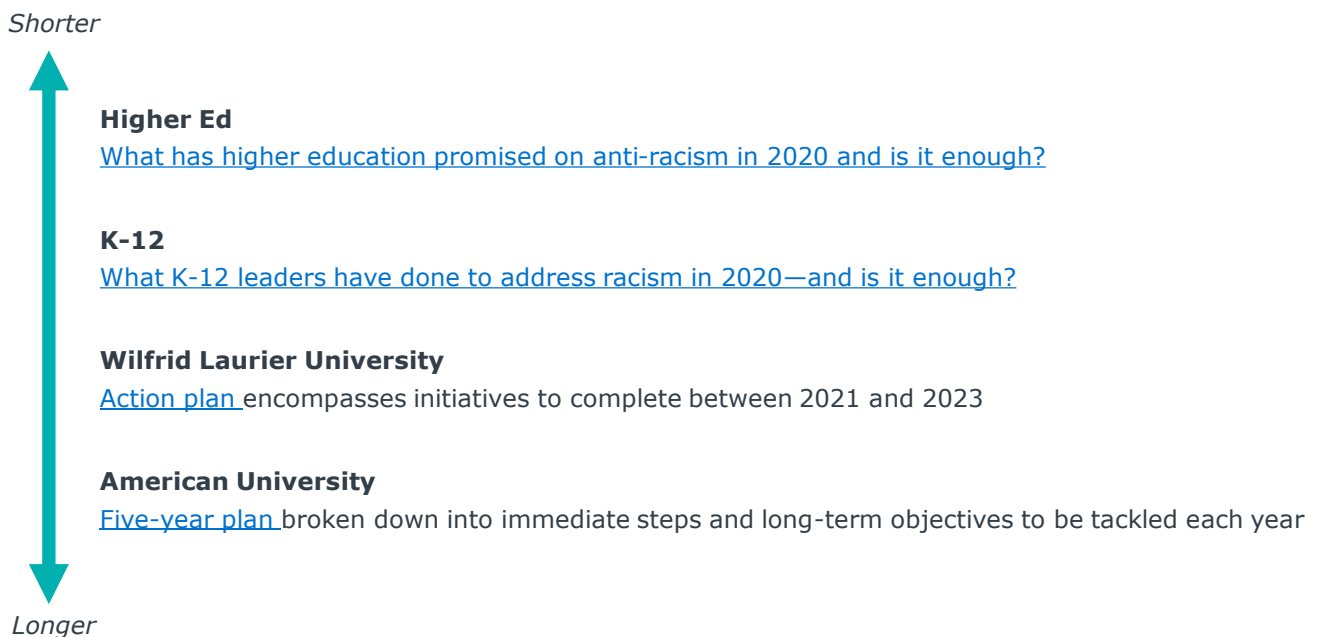
## Considerations for Choosing Your DEIJ Plan Timeline

Once your institution is ready to proceed with DEIJ planning, one of the first details to decide is the time period your plan will cover. This decision has implications for the whole process, affecting actions like what goals to set and what kind of data and analysis you require. More fundamentally, it sets bounds on the sort of institutional and organizational changes the plan will consider. Four to five years is a common DEIJ strategic planning timeframe, but some institutions may prefer a shorter period to better respond to pressing challenges. See below for pros and cons of both shorter- and longer-term DEIJ Plans.

### Weighing Agility and Preparation for Long-Term Needs in Your Planning



### DEIJ Plans Across the Time Horizon



Source: EAB interviews and analysis.

# Build a Representative Planning Committee

## Considerations for Who To Involve

While the Chief Diversity Officer plays a critical role, EAB research highlights how no single individual or office should be solely responsible for the planning and execution of an institution-wide DEIJ plan. To drive meaningful progress, coordination across the institution is essential and your planning committee should reflect this reality.

In general, committee members can be either appointed, nominated, or recruited through an open call to participate. Other factors to consider include participant availability, time commitment, expertise, and how size of group can help or hinder progress. Keep in mind that participants can serve in either permanent positions or supplemental advisory roles as needed for specific issues or project phases.

Use the checklist below to ensure the planning committee accurately reflects your campus.

### Potential Stakeholders for DEIJ Strategic Plan Development

Department Representative	Permanent Member	Advisory Role
Human Resources	<input type="checkbox"/>	<input type="checkbox"/>
Finance	<input type="checkbox"/>	<input type="checkbox"/>
Registrar	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment Management	<input type="checkbox"/>	<input type="checkbox"/>
Institutional Research/Institutional Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
Academic Affairs	<input type="checkbox"/>	<input type="checkbox"/>
Center for Teaching and Learning	<input type="checkbox"/>	<input type="checkbox"/>
Office of VP Research	<input type="checkbox"/>	<input type="checkbox"/>
Academic Dean(s)	<input type="checkbox"/>	<input type="checkbox"/>
Student Affairs	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Senate	<input type="checkbox"/>	<input type="checkbox"/>
Students/Student Government	<input type="checkbox"/>	<input type="checkbox"/>
IT	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>
Advancement	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>



See how [University of Toledo](#) includes VP-level leadership, directors, faculty, lecturers, and students in its 26-person ad hoc committee.

Source: EAB interviews and analysis.

# Build a Representative Planning Committee (cont.)

## Achieving a Diversity of Perspectives and Embracing Strategic Change


Too often, planning committees, composed of stakeholders with different backgrounds and expertise, produce incremental visions and poorly articulated goals, failing to envision the institution as different in the future. That is typically because they must navigate group dynamics and mindsets that limit strategic thinking, namely, cognitive biases or inclinations toward a particular thought pattern.

To effectively manage group dynamics and let go of preconceived ideas, EAB recommends applying psychological principles through role play at some of your planning meetings. This will force participants to adopt the perspectives of others. EAB recommends the Six Thinking Hats Framework to guarantee that a variety of different perspectives are represented:

- White: focus on data and gaps in knowledge
- Red: focus on emotion and gut reactions
- Grey: focus on weaknesses and criticism
- Yellow: focus on strengths and optimism
- Green: focus on creativity and imagination
- Blue: focus on leading, making sure all "hats" are represented

Applying this framework will force your team to communicate in new and different ways, crafting arguments and narratives that speak to another group's thinking style, improving the likelihood that initiatives and messages will gain traction and engagement across campus







### Apply Psychological Principles at Some of Your Meetings



#### Six Thinking Hats Framework Role Play

Assign a role to each team member to avoid groupthink and ensure that a variety of interests (if not bodies) are represented in strategic conversations

Use the worksheets in the appendix to familiarize your team with the variety of stakeholder perspectives on campus in order to a) identify the best-fit stage/process that each role should be plugged in to

<p>Orange</p>  <ul style="list-style-type: none"><li>• Focus on data</li><li>• Analyze trends</li><li>• Identify gaps</li></ul>	<p>Red</p>  <ul style="list-style-type: none"><li>• Focus on emotion</li><li>• Provide skeptics' gut reaction</li></ul>
<p>Black</p>  <ul style="list-style-type: none"><li>• Focus on weaknesses</li><li>• Be critical</li></ul>	<p>Yellow</p>  <ul style="list-style-type: none"><li>• Focus on strengths</li><li>• Be optimistic</li></ul>
<p>Green</p>  <ul style="list-style-type: none"><li>• Focus on creativity</li><li>• Brainstorm out-of-the-box solutions</li></ul>	<p>Blue</p>  <ul style="list-style-type: none"><li>• Focus on steering the meeting</li><li>• Direct conversation</li></ul>



See the appendix for a group exercise to practice applying the six thinking hats framework.



# Organize Your DEIJ Planning Committee

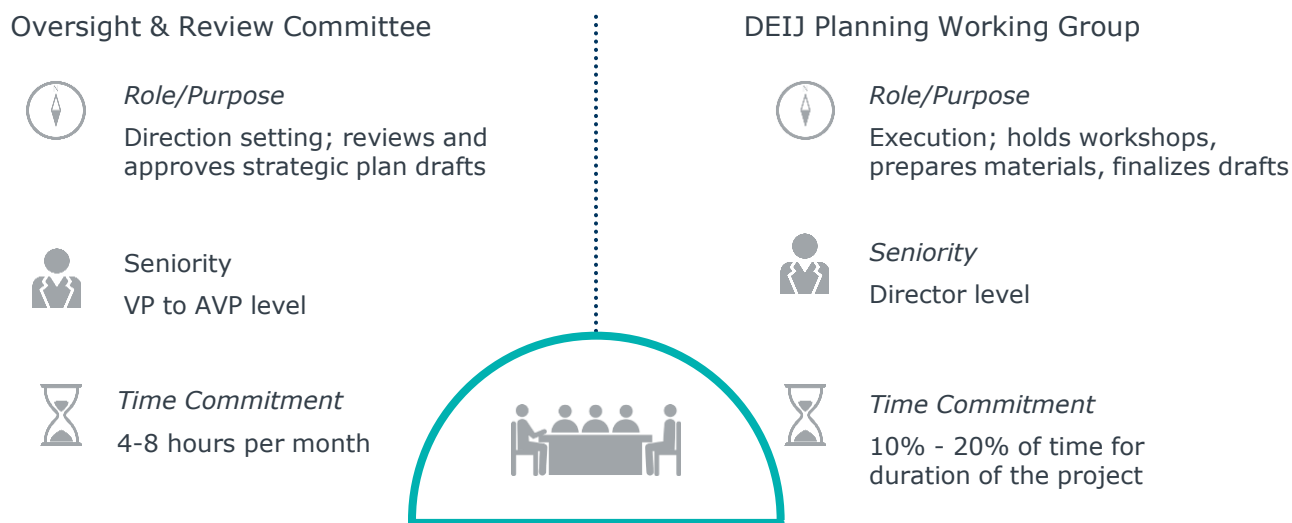
## Considerations for Organizing Your Team

DEIJ planning committees should be organized in a way to overcome common strategic planning pitfalls, including:

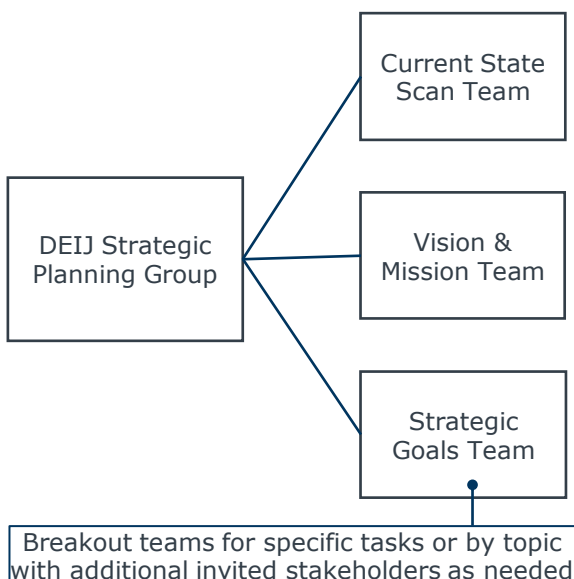
- Committee deadlocks that stall progress
- Too much emphasis on discussion, not enough on making decisions and drafting the plan
- Lack of accountability for attendance
- Loss of interest due to lack of senior leadership involvement

That said, there is no “correct” infrastructure for the planning team. Explore the sample organizational structures below to determine the best fit for your institution.

### Bicameral Committee Structure Balances Steady Work With Periodic Oversight



### Organize Subcommittees by Task/Topic



### Institutional Guidance and Examples

- ▶ *University of California, Berkeley*
- [Strategic Planning Toolkit for Equity, Inclusion, and Diversity](#) (p. 17)
- Guidance and considerations for establishing the infrastructure of your DEIJ planning process, including planning team models, roles, and responsibilities

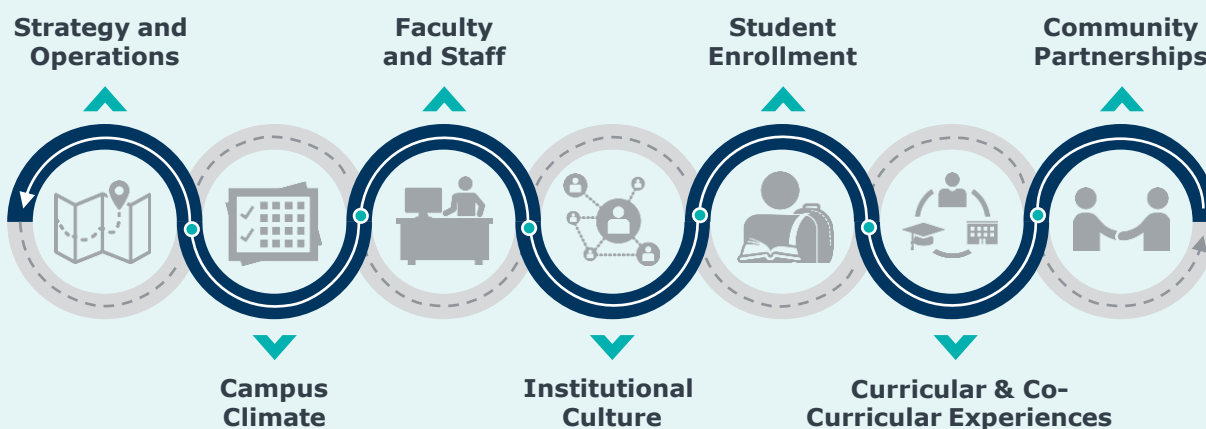
# Ground Your Plan With an Organizational Framework

Institutions need to center their DEIJ planning around a comprehensive framework that marries transformative goals with more granular components to support ongoing actions at all levels. While the context of your institution and community will change, an organizational framework will help to ensure that racial justice remains a centerpiece of your institution's mission and work.

Explore EAB's framework below and review the related webinars to ensure the actions you take will not just be one-off or standalone initiatives, but rather a part of ongoing conversations and work to meet long-term strategic goals for your institution, students, employees, and communities.

## EAB's Framework for Transformation

*Continuous Behaviors and Actions that Promote Racial Justice in Education*



### Webinar: Uncover the Hallmarks of an Anti-Racist Institution



[Higher Education](#)



[School Districts](#)



[Independent Schools](#)

## Institutional Framework Examples

### ► *Fordham University*

- [Diversity, Equity, and Inclusion Strategic Framework](#)
  - See how Fordham's framework addresses institutional vitality, access and success, education and scholarship, and climate and intergroup relations

### ► *California State University San Marcos*

- [CSUSM's Definition of a Diversity Framework](#) (p. 2-3)
  - See how CSUSM, as a public institution, tailored an executive order into its own Diversity Framework

Source: EAB interviews and analysis.

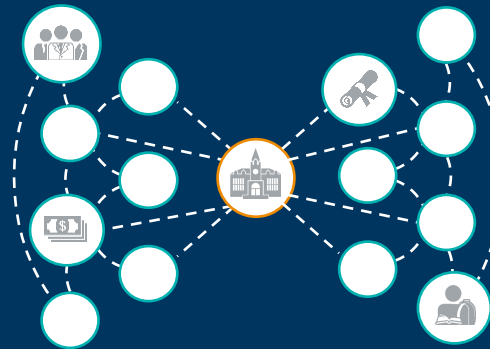
# Use Systems Thinking to Apply Your Framework

The traditional approach to solving problems in higher education is by breaking down complex issues into discrete, isolated units. When addressing structural racism, this approach fails to account for the interconnected nature of institutions and the dynamic impacts that elements have on each other in a system. Systems thinking, however, allows for better understanding complex systems and how they operate. It considers the processes, inputs, and feedback loops happening congruently across interconnected parts of a system. Within a hallmark, using systems thinking supports strategy and intention because it:

Consider participating in an EAB-facilitated workshop to equip you and your cabinet with the tools to analyze how units across the institution must work together to amplify and scale the impact of racial justice efforts.

## What Is Systems Thinking?

**A holistic approach to understanding the complex nature of systems by considering the relationships and patterns between inputs, processes, and their feedback.**



### This virtual workshop will:

- Outline EAB's industry-wide point of view on what are the **defining actions and behaviors** of an anti-racist institution
- Analyze existing **racial inequities and barriers** to transformative change across the higher education system
- Introduce **systems thinking frameworks** as approaches to address systemic barriers to racial equity on campuses

### Virtual Workshop Elements



*Systems thinking frameworks and tools*



*Blueprint of behaviors and actions of anti-racist institutions*



*Facilitated cross-cabinet discussion*

## Participation

If you are interested in participating, **please reach out to your strategic leader** to begin the process.



# Appendix

Initiating the Planning Process

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APPENDIX

- Six Thinking Hats Persona Exercise

1

# Six Thinking Hats Persona Exercise

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## Facilitator Guide

**Exercise Goal:** To familiarize participants with the variety of stakeholder perspectives on campus in order to identify the best-fit stage/process that each role should be plugged in to.

**Learning Outcomes:** By the end of the exercise, participants should be able to:

- Identify the various stakeholders/situations on campus that display different kinds of thinking
- Understand the personas (including priorities, fears, concerns) typically exemplified by each type of thinking
- Identify the processes/stages on campus that would most benefit from the injection of certain thinking styles

**Exercise Time:** One hour, including share outs and large group discussion

- Assigned hat worksheet (15 minutes)
- Discussion/presentation of questions to role-playing group members (15 minutes)
- Discussion/presentation of questions to larger group (10 minutes)
- Large group pull-up (20 minutes)

**Role of the Facilitator:** Fairly minimal. This activity is designed to facilitate discussion and ideas-sharing between participants. The facilitator will function mostly as a discussion starter (when necessary), and an unobtrusive guide (e.g., if the conversation veers into nonstop complaining).

### Do's and Don'ts:

- **Do** allow participants to largely determine the flow and pace of the discussion. These are issues that are highly relevant to every campus, so participants will likely have a lot to say here
- **Do** encourage leaders to think about their role as Blue Hat (i.e., strategy leaders, discussion/culture drivers) Thinkers, rather than as involved in highly operational activities. This discussion should have them focus on their role as campus visionaries and communicators
- **Do** encourage participants to share ideas and tips with one another
- **Don't** allow the conversation to devolve into simply complaining about certain roles/processes. Ask questions like "What do you think the motivation is behind that?" or "Who has found a solution to this issue?" to guide the conversation to a more productive point

# The Orange Hat: Facts and Figures

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## What Orange Hat Thinking Does:

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- Collects available information
- Focuses on objective facts and figures
- Separates facts from interpretation and belief
- Prevents distortion of information and ideas
- Excludes hunches, intuition, judgment, feeling, impression and opinion



## Typical Orange Hat Phrases:

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- *I want to start by thinking through what we know about this topic*
- *Just give the facts without an argument*
- *We don't know that for a fact*



## Typical Orange Hat Questions:

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- *What data do we have?*
- *What is the evidence?*
- *Is that a fact or a likelihood?*
- *Is that a fact or a belief?*
- *Is that a trend?*

## The Black Hat: Cautious and Careful

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### What Black Hat Thinking Does:

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- Prevents groups from doing overly risky things
- Introduces caution and skepticism to the conversation
- Identifies why something may not work
- Points out how something does not fit available resources, policy, strategy, mission
- Questions the strength of the evidence and conclusions



### Typical Black Hat Phrases:

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- *I can see a number of risks and vulnerabilities for us in this plan*
- *Let's try to see the obstacles so that we can figure out how to overcome them*
- *We need to know how risky this is for us*
- *I'm skeptical this will work as planned*



### Typical Black Hat Questions:

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- *What is the downside?*
- *What are all the potential problems?*
- *Does this conclusion make sense?*
- *Does this fit our past experience?*
- *Do we have the resources to do this?*
- *Is this in line with our policy and strategy?*
- *What can go wrong?*
- *Will this continue to be sustainable?*

# The Green Hat: Creative Thinking

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## What Green Hat Thinking Does:

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- Generates new ideas and new ways of looking at things
- Suggests multiple courses of action
- Invested in making changes and innovating
- Interested in thinking through all the alternative ways to solve a problem or launch a new initiative



## Typical Green Hat Phrases:

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- *I can think of a number of ways we could solve this problem.*
- *We should think through how we could try this idea.*
- *I have a wild idea, but it just might work.*
- *Let's try something different.*



## Typical Green Hat Questions:

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- *What are all the possible alternatives?*
- *Is there any way we can use this idea?*
- *Can we shape the idea so that it works for us?*
- *How could we test this idea?*
- *What comparisons can we make?*
- *What if we tried it, what would happen?*



# The Red Hat: Emotions and Feelings

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## What Red Hat Thinking Does:

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- Acknowledges the hidden emotions that affect every conversation and decision, bringing them to the surface
- Insists that feelings have a right to be made visible
- Honors and gives voice to gut reactions, intuition, hunches, intuitions, impressions



## Typical Red Hat Phrases:

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- *I feel like this idea has potential.*
- *I find this solution threatening.*
- *That is an unusual approach.*
- *Don't ask me why, I just don't like this vision.*
- *I have a hunch...*
- *I have a soft spot for...*



## Typical Red Hat Questions:

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- *What is your gut reaction?*
- *How do we think people will react?*
- *How will our stakeholders feel?*
- *What's our best guess?*
- *What is the opinion about...?*
- *Is this fair?*

# The Yellow Hat: Speculative-Positive

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## What Yellow Hat Thinking Does:

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- Looks for the benefit, value, and potential positive outcome in everything
- Provides deliberate constructive thinking as a counterweight to critical thinking
- Thinks about opportunities, and willing to explore remote possibilities of success
- Makes concrete proposals and suggestions for what to do



## Typical Yellow Hat Phrases:

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- *I have a vision where we could make this happen*
- *I can see how we get this done.*
- *There are a lot of benefits to trying this.*
- *This is going to work.*
- *If there is a remote chance this will work, we should explore it.*
- *Here is the first thing we should do.*



## Typical Yellow Hat Questions:

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- *What is the best-case scenario?*
- *What are the benefits?*
- *What are all the reasons we could succeed at this?*
- *What is the best next step?*
- *How much do we stand to gain?*
- *Under what conditions would this work?*

# The Blue Hat: Running the Show

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## What Blue Hat Thinking Does:

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- Acts as the “conductor of the orchestra”
- Organizes and manages thinking of the different hats
- Provides an overview of the conversation
- Makes sure people stick to their hats
- Breaks up arguments
- Asks for an outcome at the end—a summary, conclusion, decision, or solution



## Typical Blue Hat Phrases:

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- *Let’s start by thinking about...*
- *I think we are headed in the right direction, let’s hear some more ideas.*
- *We need to hear more from the orange hat to understand the problem.*
- *Now we need some concrete suggestions, let’s hear from the yellow hat.*
- *Hold off on the black hat thinking for a moment—we’re still listening to ideas.*
- *We’re spending too much time arguing.*
- *I hear two conflicting views. We don’t have to decide which is correct right now.*



## Typical Blue Hat Questions:

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- *What perspectives will we need to have a productive conversation?*
- *What do we need to understand to make a decision or come to an agreement?*
- *Is this the real objective here?*
- *Are we getting anywhere in this conversation?*
- *What outcome would be successful?*
- *What do we all agree on?*

# Identifying the Six Thinking Hats on Your Campus

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- 1 What behaviors or tendencies have you observed from campus stakeholders who tend to display [color] hat thinking?
- 2 What are their long-term priorities? What are they concerned about?
- 3 What is the most effective way to persuade a [color] hat thinker?
- 4 Where is [color] hat thinking valuable when creating strategy? Where should we be plugging [color] hat thinkers in?

# Identifying the Six Thinking Hats on Your Campus

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**1** What hat(s) did you identify with most before joining your institution's planning committee/task force?

**2** What is the composition of your committee/task force, in terms of thinking styles? What thinking style(s) is underrepresented?



**Group Discussion:** Now that you've reflected on the thinking styles within your institution, how would you better drive progress on a key initiative (e.g., task force structure, accountability mechanism, org design, goals)



# Plan Development

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SECTION

2

- Assess the Current State of DEIJ at Your Institution
- Uncover Hidden Sources of Data
- Engage Students through Fair Process
- Hold Unit-Level Listening Tours
- Evaluate Local Community Needs
- Conduct a SWOT Analysis

# Assess the Current State of DEIJ at Your Institution

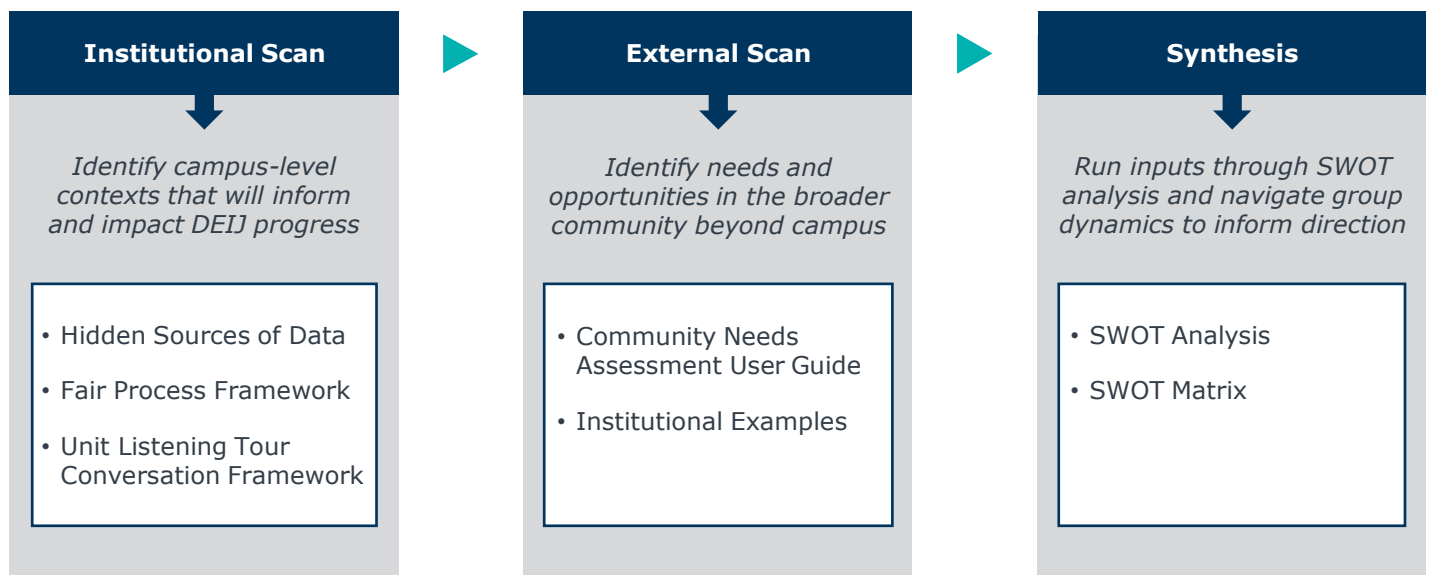
## Gathering Information to Provide Context for Planning

One of the first steps the committee should take on is an environmental scan of current DEIJ state at the institution to set the context for effective planning. In this process, the committee will gather intelligence to identify strengths, weaknesses, opportunities, and threats. These inputs will help to inform the direction of the DEIJ plan and the strategic goals and actions within it. Data and feedback collected in this stage (e.g., current demographic diversity, retention, and success metrics for students, faculty, and staff) will also provide a baseline that institutions can use to measure progress against.

Beyond helping to set course, including context about the institution's current DEIJ state in your plan helps to build credibility and ensure that all community members understand the analysis and intentionality that went into creating the institutional strategy.

To conduct a thorough scan, DEIJ planning committees must gather information from across and beyond their institution, accounting for past performance, current capacity, and emerging possibilities. The following pages offer guidance and resources to identify these opportunities.

### Key Steps of an Environmental Scan and Analysis



Source: EAB interviews and analysis.

# Uncover Hidden Sources of Data

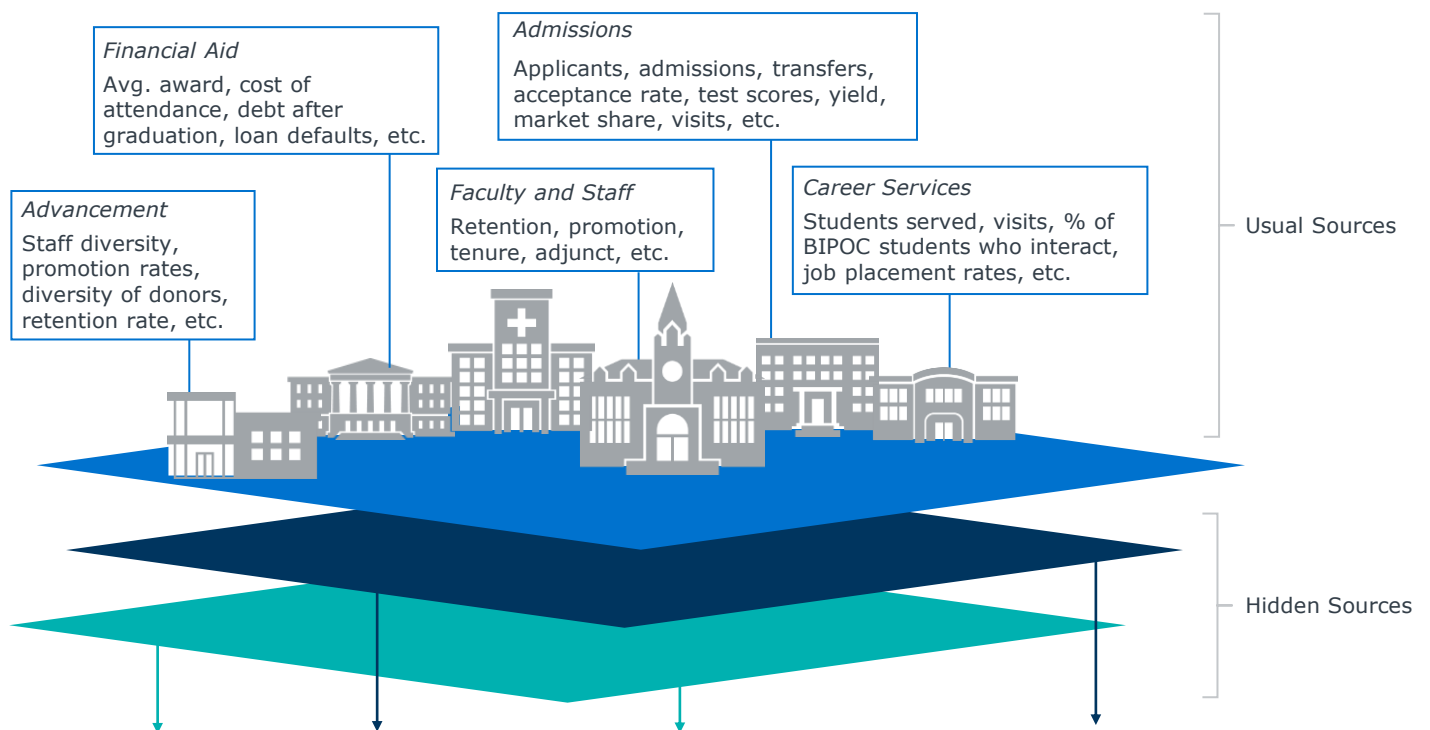
## Painting a Fuller Picture with Qualitative Information

Institutions possess an abundance of data across countless sources. Still, leaders sometimes feel like they lack credible data in certain areas, inhibiting their efforts. This is especially true for qualitative data, which can serve as critical inputs for DEIJ planning.





Some data, like demographics and success, are easier to collect than others. They live within the institutional research office or are tracked in learning management systems. Other data, like responses to climate surveys and other qualitative assessments, can be more difficult to collate into useful formats or even to identify at all. Yet they can help to identify pain points and make improvements.

Consider the data sources and questions below to help inform your planning process.

### Usual Data Sources Helpful, But Obscure Troves of Meaningful Qualitative Data



### Tools You Already Have to Surface Institution-Specific Trends Among Students

-  Past Student Activism
-  Climate Survey Data
-  Student Roundtables
-  Real-Time Intel Online

#### Finding Insights in the Qualitative Data

- What have past student activists asked for?
- How do students' experiences on campus differ?
- What does our communication with students say about how their needs are evolving?
- How do current and prospective students see our institution?



# Engage Students through the Fair Process<sup>1</sup> Framework

## Following Through on Gathering Student Input


Input from students is critical to DEIJ planning, but traditional efforts don't always instill confidence in the larger student body. There are several reasons for this:

- Students may not believe the small sample of students who have been included in conversations represent the opinions of all students or an important vulnerable student group.
- Students are unaware of the role of the student government association.
- Emerging student groups are increasingly active on campuses, yet the leaders of these groups often are not included in conversations with university leaders.
- Decisions are not disseminated on platforms students use most, limiting clarity and leave many students to make assumptions about the process.

To limit issues, institutions show embrace a formalized process for incorporating student input. EAB recommends fair process framework for inclusive decisions that prompts you to seek the perspectives of those who will be affected before making a decision that will impact them and explain and clarify the decision after. Above all, fair process ensures that impacted parties have an opportunity to be heard.

## Using the Fair Process Framework for Inclusive Decisions

**Fair Process:** a commitment to **seeking the perspectives of those who will be affected before making a decision** that will impact them. *Fair Process is NOT a commitment to consensus.*



<p><b>Engagement</b></p> <p>Creating space and time to hear the perspectives of those who will be affected by a decision</p>	<p style="text-align: center;">✓</p> <p><i>How have we sought the perspectives of those who will be affected? If not, how can we?</i></p>
<p><b>Explanation</b></p> <p>Prioritizing explaining the reasoning behind a decision to everyone who has been involved or affected by it</p>	<p style="text-align: center;">✓</p> <p><i>How do we plan to communicate why we chose to implement or not implement?</i></p>
<p><b>Clarity</b></p> <p>Providing a clear explanation about what is expected moving forward after a decision</p>	<p style="text-align: center;">✓</p> <p><i>How do we ensure students understand what to expect from us moving forward?</i></p>

1) Fair process is the commitment to seeking the perspectives of those who will be affected before making a decision that will impact them

Source: "Defining Fair Process," IIRP, accessed May 2021; EAB interviews and analysis.

# Hold Unit-Level Listening Tours

## Surfacing Diverse Campus Needs

Cross-campus conversations can also help to unearth perceived strengths, weaknesses, opportunities, and threats. These conversations with academic and administrative leaders (as well as focus groups with larger groups of campus constituents) should concentrate on future-focused goals. That said, planning committees should ask about both direction and execution to uncover the “what” and “how” of campus DEIJ progress.

Consider the questions and tips for a conversational framework below when seeking unit- and department-level guidance on your DEIJ plan.

### Four Tips for Productive Engagements



### Sample Questions

*Direction Questions*

- What is the department trying to accomplish in relation to DEIJ in the next three to five years? How will the department be different than it is today?
- What are things we do well as a department? As an institution?
- What areas could we improve?
- How must your department change or shift in the next few years to thrive?
- What is the morale like here among staff/faculty?

*Execution Questions*

- What does meaningful DEIJ progress look for your department?
- How will your department know the DEIJ plan is successful?
- How would you assess the tolerance for risk across campus and within your department?
- How will your department know the DEIJ plan is successful?

# Evaluate Local Community Needs

## Including Local Community Members in the Planning Process

Institutional DEIJ plans will affect more than just students, faculty, and staff. Executed well, strategy will also impact the surrounding community, and their input should be incorporated into the planning process. To do so, consider conducting a community needs assessment (CNA) and/or community forums for feedback.

These assessments provide a snapshot of local policy, systems, and/or environmental status and identify areas of need and possible improvements. They identify needs based on regional scoping and various populations or groups. Once information is collected, needs are prioritized, and the appropriate strategies are developed.

A full formal community needs assessment may not be necessary in every case, including instances:

- When the most important needs of the community or group are well-known, agreed-upon, and have not changed
- When an assessment was conducted recently, and needs have not changed.
- When the community or group would view the process as redundant and wasteful, hurting the goal.

In such cases, planning committees may consider more informal listening sessions and focus groups with local community members.

### Community Needs Assessment Process Guide

**1** *Plan Assessment*

- Identify diverse team and assign responsibilities
- Define parameters
- Determine data requirements
- Create data collection plan
- Develop messaging and marketing
- Create timeline
- Confirm budget

**2** *Conduct Assessment*

- Gather external local data
- Interview community members
- Host listening sessions/ focus groups
- Conduct opinion survey
- Inventory community resources
- Map community assets

**3** *Analyze Data*

- Develop rating scale
- Enter, total, summarize data
- Evaluate and organize qualitative responses

**4** *Develop Action Steps*

- Create reports and present feedback
- Prioritize needs and relevant action steps

# Evaluate Local Community Needs (cont.)

---

## Implementation Questions and Institutional Examples

### Implementation Questions to Consider

- What information will the CNA seek to uncover? Who makes up the relevant populations? How large is the scope?
- Who at your institution will lead the CNA process? Which other internal stakeholders should be involved?
- Which internal and external data sources are available to the CAN team? Which will provide the most relevant data?
- Which are the right/best-fit community partners who can assist with trust-building and messaging?
- Which government or other external partners could support the execution of a CNA?
- Are there external funding opportunities to support program implementation?
- How will you communicate the findings and the value of the CNA? How will you incorporate local community feedback?
- Who will create and who will sign off on the action steps?
- Who will be responsible for reporting on progress and at what frequency?

### Institutional Examples and Guidance

- Utah State University [Community Needs Assessment Survey Guide](#)
- Missouri Association for Community Action [CNA Toolkit](#)
- NC Community Health Assessment Process [Community Assessment Guidebook](#)
- University of Michigan [Engaging Your Community Guidance](#)
- [Saline Area Schools](#) organized sequential listening sessions to move forward and address new topics .

# Conduct a SWOT Analysis

## Compiling Comprehensive Environmental Scanning Documents for Review

Completing both internal and external scans produce a varied and potentially large set of outputs to synthesize in a strengths, weaknesses, opportunities, and threats (SWOT) analysis. Ultimately, this exercise will help set direction for your DEI plan.

Strive for concise and readable documents that focus on the essential issues of each scanning exercise. Make the materials available to SWOT exercise participants at least a week in advance and reserve them for reference by other parties in later stages of the planning process. Follow the steps below and use the resources in the appendix to conduct a SWOT analysis of your findings.

### Conducting a SWOT Analysis

1

#### Facilitator separates participants into groups.

Participants will be assigned either to a Strengths/Weaknesses group or to an Opportunities/Threats group. All participants should have read all the preparatory material.

2

#### Within groups, participants complete the appropriate *Individual SWOT Analysis Worksheet* (see appendix), then share answers.

Each group selects a reporter to record draft items. Note common elements among different items, scrutinize items for clarity, accuracy, and strategic significance.

3

#### Participants revise draft SWOT items as desired.

Participants may work individually or collaborate. Draft items may be left the same, withdrawn, or rewritten.

4

#### Groups break up for lightning review and voting round.

Participants circulate around the room reading the posted drafts. Each person has five voting stickers each for S, W, O, and T which they affix to the draft items of each type they think are best.

5

#### Top-voted statements read aloud.

Return to tables. Facilitator identifies the five top-voted items in each category and reads them aloud. Draft statements are documented with author name(s) and vote count and forwarded to the ITSP working group for creation of a finalized SWOT matrix.

### What to Look for In a SWOT Matrix



Taken as a whole, the matrix comprehensively expresses the institutional DEI environment



Items have strategic, not merely tactical significance



Items are easy to understand and concisely expressed



# Appendix

Plan Development

- 
- SWOT Analysis Toolkit

APPENDIX

2

# Individual SWOT Analysis Worksheet #1

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Strength	Why is this a current strength? Please provide specific examples.	What are the implications for the institution?

Weakness	Why is this a current weakness? Please provide specific examples.	What are the implications for institution?

# Individual SWOT Analysis Worksheet #2

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Opportunity	Why is this an area of opportunity? Please provide specific examples.	What are the implications for the institution?

Threat	Why is this a current weakness? Please provide specific examples.	What are the implications for institution?



# SWOT Matrix

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Strengths	Weaknesses
Opportunities	Threats



# Writing and Organizing Your DEIJ Plan

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SECTION

3

- Key Components of an Institutional DEIJ Plan
- Avoid These Common Language Mistakes in Your DEIJ Plan
- Develop Actionable Goals and Objectives
- Enhance Action Steps with the SMART Goals Framework
- Define Success Metrics

# The Key Components of an Institutional DEIJ Plan

## Structuring Your DEIJ Plan

While there is no single ideal structure of a DEIJ plan, each should address seven essential components to demonstrate commitment to and ensure progress toward institutional goals. These elements, uncovered in a review of 50+ plans, are outlined below, with additional guidance on the following pages.

### 1 Making the Case for DEIJ Progress



Plans that do not outline the institution-specific urgency and need for DEIJ progress can signal inauthenticity and a lack of real commitment.

### 2 Finding a Common Language



Progress requires a clear understanding of the key terms that compose this topic and the power of language. DEIJ plans can be an important avenue through which institutions can create a common foundation and standard definitions

### 3 Understanding the Plan Development Process



Include details about the plan development process to build credibility and ensure that all community members understand the analysis and intentionality that went into creating the institutional strategy.

### 4 Developing Actionable Goals and Objectives



DEIJ goals need to be responsive to community needs. A plan that is divorced from reality will not inspire confidence and further exacerbate the trust gap between historically underserved communities and institutional leadership.

### 5 Embedding Accountability Measures



All too often, institutions fail to make progress on strategic DEIJ goals because they have not assigned responsibility for them and/or established deadlines and timelines for their objectives.

### 6 Defining Success Metrics



Without metrics, institutions cannot evaluate progress toward goals. However, many DEIJ plans either omit metrics entirely or conflate them with status tracking, defining success simply as executing an action.

### 7 Establishing Ongoing Communication Processes



Institutions need to set the expectation upfront that there will be regular updates about the work in the plan to keep the community informed and start to establish trust with groups that have been previously disappointed by institutional efforts.

# Avoid these Three Language Mistakes in Your DEIJ Plan

## Part 1

While developing a DEIJ plan, it's important for to consider how to frame your priorities and commitments. Many plans use generic and deficit-based language to articulate their priorities. This inattention to language impedes the specificity of action plans and can raise doubts amongst students, faculty, and staff about the institution's commitment to progress. To create a common foundation and a shared understanding of institutional priorities, academic leaders should avoid the following common mistakes made in DEIJ plans.

### ✘ **Avoid Using Generic Definitions of Diversity, Equity Inclusion, and Justice**

### ✔ **Contextualize Definitions to Your Institutional Reality**

Often, institution leaders use DEI and J terms interchangeably without recognizing the distinct meaning each concept brings to this important work. To make progress on DEIJ priorities, institutions must have a clear understanding of what each theory actually means. However, including standard definitions of DEIJ is not enough.

DEIJ plans should be unique and relevant to the distinctive context of your institution. This also applies to the language used in these plans. Leaders should ensure that all community members have a shared, institution-specific understanding of what diversity, equity, inclusion, and justice means at their institution. This creates a common foundation for progress.

#### *Institutional Examples*



Diversity: the full array of individual differences we all have in regards to ability, age, country of origin, culture, economic class, ethnicity, gender identity, immigration status, political affiliation, race, religion, sexual orientation, worldview, and other ways we may be unique but also similar to one another. Diversity includes everyone to facilitate the expansion of a welcoming and nurturing environment for discovery, inquiry, and learning that enriches UW's academic environment.

[University of Wyoming Strategic Plan for Diversity, Equity, and Inclusion](#)



Equity is the moral responsibility of each member of our learning community to take the intentional actions necessary to create a learning community free of barriers, biases, and disproportionality for each and every person regardless of personal characteristics and social Circumstances.

[Ann Arbor Public Schools Equity Plan](#)



See the appendix and [additional key terms here](#) to contextualize EAB's definitions to your institution.

# Avoid these Three Language Mistakes in Your DEIJ Plan

## Part 2

### ✘ Do Not Use Euphemisms When Discussing Target Populations

### ✔ Be Explicit About Who You Are Trying to Serve, While Recognizing Intersectionality

Most DEIJ plans include goals related to supporting “underserved”, “underrepresented”, “marginalized”, or “minoritized” communities on campus. While there are implied definitions of these terms, it’s important to consider how they vary for each institution. Leaders should unpack these terms to provide greater specificity into the populations they hope to serve and support through their plans. Without this foundational work, it is challenging to develop targeted solutions and to accurately assess progress and the impact of proposed action steps.

Further, it is important to recognize how different social identities impact one another. An intersectional DEIJ approach recognizes that social identities do not exist in isolation and instead are interconnected and impact one another. When applying an intersectional lens to DEIJ strategies, institutions acknowledge how systems of oppression affect one another. For example, they consider how race and gender intersect to shape the experiences of women of color or recognize how class and ability status impact the needs of disabled low-income folks. This perspective will help institutional leaders develop solutions that account for the holistic experience of their community members.

#### *Institutional Examples*



See how [University of Wisconsin, Superior](#) explicitly states their institutional definition of underrepresented minorities and underserved populations in their DEI plan (p. 6)

“For the purposes of this plan, it’s also important that the campus community understand the demographics in which the plan prioritizes:

Underrepresented Minority Students at UW-Superior

- Native American/American Indian
- African American
- Hispanic/Latino
- Southeast Asian of Vietnamese, Cambodian, Hmong or Laotian descent who entered the U.S. after 12/31/1975
- Two or more races (either alone or as two or more race/ethnicities)



See how [University of Alberta’s EDI Strategic Plan](#) incorporates an intersectional lens to their work.

#### *Intersectionality*

An intersectional approach to equity, diversity, and inclusivity begins from the understanding that the different vectors of social diversity, (race, class, gender, sexuality, disability, nationality, religion, language, age, etc.) do not exist separately or in isolation from each other. Instead, the various vectors of social diversity are interwoven and affect each other. Intersectionality focuses on how multiple, interwoven vectors shape social belonging, cultural representations, social and political institutions, as well as the material conditions of our lives in ways that are not reducible to any singular vector or social category.

# Avoid these Three Language Mistakes in Your DEIJ Plan

## Part 3

### ✘ Avoid Using a Deficit-Based Approach in Your DEIJ Plan

### ✔ Use Asset-Based Language throughout Your Document

When drafting DEIJ plans, institutional leaders should refrain from using a deficit-based approach which places the onus for current disparities on marginalized communities. This runs the risk of reinforcing stereotypes. Instead, plans should focus on how institutional processes, policies, or strategies contributed to or exacerbated entrenched inequities. This asset-based approach centers institutional responsibility over perceived “deficits”. For example, instead of pointing out how students lack college navigation skills, institutional leaders should consider why their institutions are hard to navigate in the first place and work to rectify that.

This approach is essential in ensuring that institutions take responsibility for their actions and recognize their role in dismantling systems of oppression. It also ensures that action steps and strategies are addressing systemic and structural issues that perpetuate inequities on campus.



#### Deficit-Based Language

Focuses on rectifying a perceived “shortcoming” of a person or community and assumes that they need to be “fixed” to succeed. Examples include achievement gap, at-risk, learning loss, underprepared.



#### Asset-Based Language

Asset-based language emphasizes that institutional structures and systems must change to better serve historically marginalized communities—not the other way around. Examples include equity gap, education debt, opportunity gap.



Review the [Center for Urban Education at University of Southern California’s toolkit](#) to learn more about the pitfalls of deficit-mindedness.

# Develop Actionable Goals and Objectives

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## Considerations for the Structure and Content of Goals

For a DEIJ plan to be successful, overarching goals need to be broken down into sub-steps and strategies to demonstrate commitment and provide a blueprint for progress. Moreover, plans need to be institution-specific and contextualized to their reality—there is no one size fits all approach to advancing DEIJ on campus. These elements are essential in ensuring that DEIJ plans are actionable and conducive to building trust with the campus community. See below for guidance and blinded examples on how to structure goals and reflect institutional context in their content.

### 1 Break High-Level Goals into Discrete Action Steps to Provide a Blueprint for Progress

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- Increase enrollment of minority students, those with disabilities, low income, and international populations by providing access and opportunity through removal of barriers and more intentional and targeted recruitment efforts
  - Develop a comprehensive recruitment and communication plan with tailored messaging and outreach while providing students and their families with any assistance needed through the entire application and admission process.
  - Use data-informed graduate student financial aid and stipend policies to attract and retain an increased number of graduate students of color, women, and those with disabilities

### 2 Target Goals to Support Institution-Specific Historically Underserved Groups

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- Enhance Indigenous presence in public spaces, as well as the availability of cultural and living spaces for Indigenous students, faculty, and staff.
- Review institutional policies that establish accommodations for students with disabilities and observing religious holidays to ensure, insofar as possible, equity in academic assessments.

### 3 Address Institution's Role in Perpetuating and Benefiting from Systems of Oppression

---

- Lead research initiatives to enhance knowledge of, and to address equitably, the institution's connections to slavery and colonialism.
- Explore ways to better engage the community in our complex institutional history with respect to racial and social equity.

### 4 Incorporate a DEIJ Lens into Strategy and Operations at All Levels of the Institution

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- Continue efforts to diversify the Board of Trustees membership, and build their cultural competency to lead more effectively.
- Maintain recognition for diverse research ideologies and methodologies, including community-engaged, land-based, and participatory action research.

### 5 Recognize the Institution's Broad Reach and Role in the Local Community

---

- Expand supplier diversity program to focus on local businesses with a focus on BIPOC-, woman-, and veteran-owned businesses.
- Supporting advocacy work to end systemic racism and violence, including community organizing, protest/dissent, electoral engagement, and legislative and policy changes.

# Enhance Action Steps with SMART Goals Framework

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## SMART Goals Inspire Commitment and Make It Easy to Evaluate Progress

Institutions can better deliver on their DEIJ strategies by developing action items using the SMART goals framework. SMART goals are defined as specific, measurable, attainable, realistic, and timely. For example, instead of committing to a more general goal like “diversifying faculty,” an institution might commit to specifically recruiting more Black faculty and establishing new positions.

SMART goals benefit DEIJ plans by providing clarity and direction, as well as setting expectations for the campus community. Use this framework and the tools in the appendix to ensure that goals can be acted upon in a strategic manner.

### The SMART Goal Framework

*Questions to Consider When Defining Campus-Wide Goals*

# S

**Specific**

- Who will be responsible for reaching the goal?
  - What are specific outcomes of the goal?
  - Why is this goal our top priority
- 

# M

**Measurable**

- What metrics will be used to assess impact and progress toward or away from goal?
  - At what benchmark is goal considered achieved?
- 

# A

**Attainable**

- Does the institution have reasonable means to achieve the goal?
  - Has the goal been achieved at other comparable institutions?
- 

# R

**Realistic**

- Do all stakeholders agree on the desired outcome of the goal?
- 

# T

**Timely**

- At what point should the goal be achieved?
  - At what point should progress updates be made?
-



# SMART Goals in Practice

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The following SMART goals are collected from different institutional initiatives to provide real-world examples of how institutions adopt SMART goals in practice. The components of the goal that are specific, measurable, actional, realistic, or time-bound are highlighted in bold.



"ASU commits to **recruit more underrepresented faculty** with a **commitment to 10 positions this year.**"

*Arizona State University*  
[Arizona State University list of 25 actions to support Black students, faculty and staff](#)



"Colgate will **provide enhanced funding to student organizations** or individual students to **incentivize programs and projects that help to build greater inclusivity on campus.**"

Responsible: Finance and administration division; Dean of the college division

**Target Date: Funding identified; communication to students by the beginning of the 2020 spring semester"**

*Colgate University*  
[The Third-Century Plan](#)



"Bias awareness training will be held for senior leadership (Deans, VPs) and inclusive excellence training held for Vice-Provosts' Council. The outcome of this initiative will be **two training sessions for senior administrators** completed by the **end of the 2018-2019 academic year.**"

*University of Alberta*  
[Strategic Plan for Equity, Diversity, and Inclusivity](#)



"Pima Community College will **establish an office of Diversity, Equity and Inclusion by June 30<sup>th</sup>, 2018.**"

*Pima Community College*  
[Diversity, Equity and Inclusion Plan](#)



"University of Toledo will **develop a Student Success Web Page** in the Office of the Provost to **communicate major student success initiatives, standing committees, etc.**

Responsible Unit: Office of the Provost

**Time period: 1 to 5 months**

**Measure: Web Page established and online"**

*University of Toledo*  
[The University of Toledo's Strategic Plan for Diversity, Inclusion and Equity 2020-2023](#)

# Define Success Metrics

## Demonstrating Progress and Impact of Strategies as a Means of Accountability

Too often, DEIJ plans either omit metrics entirely or conflate them with status tracking, defining success simply as executing an action. For example, many plans contain success metrics that track progress on the completion of specific initiatives related to strategic objectives, rather than progress on the objectives themselves. Institutions that view metrics this way run the risk of inaccurately measuring the impact of their DEIJ efforts.

While there is no one-size-fits all approach to measuring success, planning committees should ensure that metrics in their plans are measurable, instill accountability, directly link to strategic objectives, measure impact, and provide actionable information for future work.

Characteristic	Progress Tracker	Success Metric
<i>Example</i>	<i>Antiracism taskforce is stood up and meets consistently for a year</i>	<i>Change in student retention rates for Indigenous men year-over-year</i>
Documents the Execution of a Stated Action Item	Yes. Progress trackers instill accountability by allowing institutions to <b>demonstrate completion status of promised commitments.</b>	No
Measures the Impact of Action Items on Achieving Overall Plan Objectives	No	Yes. Success metrics instill accountability by allowing institutions to <b>determine if action items help achieve overall plan objectives.</b>
Provides Information for New Future Programming	No	Yes. Success metrics allow institutions to <b>diagnose opportunities for continued growth and development.</b>
Connects to Specific Sub-Goals and Action Items	Yes. Progress trackers are most helpful when <b>linked to specific action items to allow constituents to determine whether institutional commitments are successfully executed.</b>	No
Connects to Overall Action Plan Goals and Objectives	No	Yes. Success metrics are most useful when <b>linked to the overarching goals or objectives of a DEIJ action plan.</b>
Can be Compared to Baseline Data	No	Yes. Success metrics can be <b>easily compared to status quo data to determine the efficacy of an action plan.</b>
Can be Staggered Based on Time Horizon for Goal Execution	No	Yes. Success metrics can be <b>adapted to the specific timeframe for execution of the goal.</b>
Can be Disaggregated by Demographic or other Data Vectors (e.g., race or ethnicity, gender, socioeconomic status, first-gen status, veteran status)	No	Yes. Success metrics <b>allow for greater nuance because they can be adapted to the target populations of the plan.</b>



# Appendix

Writing and Organizing Your Plan

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APPENDIX

SMART Goals Framework  
EAB's Glossary of Terms

3

# Applying the SMART Goals Framework

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## Directions

### **Purpose of this Tool**

DEIJ strategic plans include a number of top goals and priorities that institutions wish to achieve. However, these goals often lack clear definitions, implementation steps, and success metrics. EAB recommends that planning committees consider the SMART goal framework when outlining campus-wide goals. This tabletop exercise will help planning committees better understand SMART goals and draft more accountable plans.

### **How to Use This Tool**

This exercise will walk you and your team through five key steps for developing SMART goals:

1. Choosing a goal for your institution to pursue
2. Identifying three to five current barriers to achieving your goal
3. Brainstorming one to three SMART goals that could help mitigate or address each barrier
4. Assigning the appropriate project owners for each action item
5. Determining your initiative's metrics of success

# Choose Your DEIJ Strategic Goal

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## Step 1

### Instructions

Review the following strategic goals, based on EAB's hallmarks of an anti-racist education institution framework, and choose one as the focus of your activity.



Consistently Assess Institutional **Strategy, Policies, and Operations** Through a Racial Justice Lens



Build an **Inclusive Campus Climate** that Promotes Learning and Safety for All Community Members



Sustain Investment in **Recruiting, Developing, and Advancing** BIPOC Faculty and Staff



**Center and Celebrate** the Lived Experiences of BIPOC within Institutional Culture



Expand Enrollment Strategy to Promote **College Access and Financial Justice** for BIPOC Students



Create and Scale **Curricular & Co-Curricular Experiences** that Are Reflective and Inclusive of BIPOC



Establish Robust **Partnerships to Advocate for Racial Justice** in the Local and Extended Community

# Identify Barriers to Achieving Your Goal

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## Step 2

### Instructions

Identify three to five barriers or challenges at your institution that have prevented you from accomplishing the goal you chose above.

Existing Barriers to Success	
Goal:	
1.	
2.	
3.	
4.	
5.	



**Pro Tip:** Review materials from your institutional and external scans to identify problems in this area.

# Brainstorm SMART Goals

---

## Step 3

### Instructions

Choose three SMART goals that could help mitigate or address each barrier. Consider the questions below and the previous examples ensure your goals add clarity and direction to initiatives.

Barriers to Success	SMART Goal #1	SMART Goal #2	SMART Goal #3



### Guiding Questions

---

- Do all stakeholders agree on the desired outcome of the goal?
- Does the institution have reasonable means to achieve the goal?
- Has the goal been achieved at other comparable institutions?
- At what point should the goal be achieved?
- At what point should progress updates be made?

# Assign Project Owners

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## Step 4

### Instructions

Identify the appropriate project owners for each action item. When choosing project owners, consider the questions below to determine the appropriate university leader, staff or faculty member for each action item.

SMART Goal	Project Owner



### Guiding Questions

---

- Does this action item fall within the purview of the project owners' unit?
- Does this project owner have the necessary authority to effectively execute on this action item?
- Does this project owner have the necessary expertise and experience to effectively execute on this action item?
- Does this project owner have the bandwidth to take on this action item? Can they meet the expected deadline? If not, should the deadline be adjusted or should a new project owner be designated?
- How will this project owner be motivated to execute on this action item? Will it be tied to performance reviews? Will they be able to gain professional experience they have asked for in the past?



# Determine Metrics of Success

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## Step 5

### Instructions

An essential component to developing SMART goals is knowing when and how your goal has been accomplished, as well as the impact it has had. While one aspect of that component is captured through developing measurable goals, it can be difficult in higher education to know what metrics are appropriate to measure. With your team, review the SMART goals you've developed and discuss what metrics could apply to each goal to track progress, considering the questions below.

SMART Goal	Metric for Success



### Guiding Questions

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- At what benchmark is goal considered achieved?
- Does the metrics stem connect to the over-arching strategic objective?
- Does the metric define success as structural and/or behavioral change, rather than execution of an action?
- Will the metric provide information for new future iterations of the goal?

# Glossary of Terms

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The power of language matters, and we must be clear about the concepts that we are applying to our institutional concepts. Use the common terms and definitions below to help make dialog about diversity, equity, inclusion, and justice explicit at your institution.

## **Ableism**

---

Practices and dominant attitudes in society that assume there is an ideal body and mind that is better than all others.

## **Allyship**

---

An active and consistent practice of using power and privilege to achieve equity and inclusion while holding ourselves accountable to marginalized people's need.

## **Anti-Racism**

---

Identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism.

## **Asset-Based Language**

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By defining communities by their aspiration and contributions the focus shifts from what's wrong with this person or community to what's right. Asset-based language leads with shared values and emphasizes collective responsibility for solving collective problems.

## **Belonging**

---

A sense of fitting in or feeling like you are an important member of a group.

## **Centering the margins**

---

The discursive shift from the majority or dominant perspective to that of minority or subaltern groups.

## **BIPOC**

---

An acronym that stands for Black, Indigenous, and People of Color communities.

## **Critical Race Theory (CRT)**

---

Developed officially in 1989 by a group of legal scholars of color and has since spread to many disciplines. CRT suggests that racism remains pervasive in the US, impacts all aspects of society, and is seamlessly embedded in policies and social life—and the individual racist does not need to exist for institutional racism to be pervasive.

## **Culturally Responsive Teaching**

---

Research-based approach to teaching that makes meaningful connections between what students learn in schools and their cultures, languages, and life experiences.

## **Diversity**

---

Representation of all the different characteristics that make one individual or group different from another.

# Glossary of Terms

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## **Dominant Culture**

The cultural beliefs, values, and traditions that are centered and dominant in society's structures and practices. Dominant cultural practices are thought of as "normal" and, therefore, preferred and right. As a result, diverse ways of life are often devalued, marginalized, and associated with low cultural capital. Conversely, in a multicultural society, various cultures are celebrated and respected equally.

## **Equity**

Evaluating systems and institutions to remove biases in the distribution of opportunities and resources.

## **Ethnicity**

A socially constructed grouping of people who share a common cultural heritage derived from values, behavioral patterns, language, political and economic interests, history, geographical base, and ancestry. Examples include: Haitian, African American (Black); Chinese, Korean (Asian); Cherokee, Navajo (Native American); Cuban, Mexican (Latinx); Irish, Swedish (White European).

## **Gender Expression**

External appearance of one's gender identity, usually expressed through behavior, clothing, haircut, or voice—which may or may not conform to socially defined behaviors—and are typically associated with being either masculine or feminine.

## **Gender Identity**

One's innermost concept of self as male, female, a blend of both, or neither—how individuals perceive themselves and what they call themselves, sometimes different from their sex assigned at birth.

## **Implicit Bias**

The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases are activated involuntarily and without an individual's awareness or intentional control.

## **Inclusion**

Ensuring differences are welcomed, different perspectives are respectfully heard, and every individual feels a sense of belonging.

## **Inclusive Pedagogy**

A student-centered approach to teaching by which teachers create an inviting and engaging learning environment to all students with varied backgrounds, learning styles, and physical and cognitive abilities in the classroom.

## **Individual Racism**

The conscious prejudice, hate, or bias against people based on race.

## **Interest Convergence**

The notion that progress toward racial equity is only accommodated when it is also in the interests of whites.

# Glossary of Terms

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## **Intersectionality**

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A lens through which to view social issues and see where power and oppression intersect, providing a more holistic view of how individuals are impacted. It includes the understanding that individual or group experiences of oppression cannot be distilled into a single identity.

## **Justice**

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Systematic and proactive reinforcement of public policies, institutional practices, cultural messages, and social norms needed to achieve and sustain equity for all.

### **Economic Justice**

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Economic justice infuses economic recovery and development with social justice best practices. The goal is to heighten equitable access to resources, including but not limited to access to childcare, healthcare, employment opportunities, healthy food, affordable housing, and education.

### **Racial Justice**

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Systematic reinforcement of policies, practices, attitudes, and cultural messages needed to achieve and sustain racial equity, resulting in equitable opportunities and outcomes for all.

### **Social Justice**

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The equal access to wealth, opportunities, and privileges within a society.

## **LGBTQIA**

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Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual.

## **Marginalized**

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Excluded, ignored, or relegated to the outer edge of a group/society/community.

## **Minoritized**

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Used in place of minority (noun) to highlight the social oppression that minoritizes individuals. Minoritized groups in any society are those defined as “minorities” by a dominant group that is numerically larger. This involves a power relationship between dominant and minoritized groups.

## **Oppression**

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Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the advantaged norm, either intentionally or unintentionally.

## **Power**

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Access to resources that enhance one’s chances of getting what one needs in order to lead a safe, comfortable, and productive life

# Glossary of Terms

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## **Privilege**

Unearned social power accorded by the formal and informal institutions of society to all members of a dominant group.

## **Race**

Race is a socially constructed concept that places individuals into categories based on appearances that are ascribed with cultural characteristics.

## **Socioeconomic Status**

The social standing or class of an individual or group, often measured as a combination of education, income, and occupation.

## **Systemic Racism (Structural Racism)**

A system in which public policies, institutional practices, cultural representations, and other social norms—while not practiced consciously—reinforce and perpetuate racial group inequity.

## **Underrepresented/Underserved**

Underrepresented or underserved groups are those that are disproportionately lower in number in the university or organization, relative to their number in the general population. They also, historically or currently, have received less attention, resources, and status than others with more power and privilege, resulting in patterns of exclusion and unbalanced difficulty in obtaining social and economic prosperity or other social benefits, such as education.

## **White Privilege**

Race-based advantages, institutional preferential treatment, and exemption from racial oppression.



# Implementation

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SECTION

4

- Operationalize Strategic Initiatives
- Establish an Ongoing Communication Process
- Share Out DEIJ Successes and Progress

# Operationalize Strategic Initiatives

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## Assigning Project Owners for Goals and Sub-Goals

Institutions are being asked to go further than ever to foster equity and dismantle systemic racism, but too few have the accountability systems in place to facilitate follow through and drive meaningful progress on their DEIJ plans. In addition to SMART goals, accountability measures like project owners and timelines are critical to moving from rhetoric to meaningful action. See the strategies and examples below to embed accountability measures into your DEIJ plan.

### **Assign Dual Project Owners at Cabinet and Unit Levels to Encourage Collaboration**

No single person can (or should) hold sole responsibility for DEIJ strategy. Dismantling systemic racism demands coordination among multiple departments, so responsibility is necessarily diffuse. Without the right accountability systems in place, however, this can lead to a piecemeal approach to DEIJ efforts.

As a result, EAB recommends that institutions should assign action items and objectives to “project owners” at both the cabinet- and unit-level. Naming a senior leader for each item helps ensure buy-in and signals that DEIJ work is a cabinet-level priority. At the same time, assigning objectives to unit-level owners also establishes frontline commitment and helps to translate broad strategy to the department and individual levels.

These “project owners” should include representatives across the entire institution and not just one specific office or role. For example, the onus for DEIJ progress should not be placed solely on Chief Diversity Officers. Systemic change requires action from many stakeholders, including enrollment management, residence life, athletics, to health services, academic affairs, and beyond. Finally, project owners must collaborate to ensure everyone is coordinated in both their understanding of the problem and their implementation of solutions.

#### *Institutional Examples of DEIJ Project Owners*

▶ [Arcadia University](#)

- Arcadia assigns not just an office, but specific faculty, staff, and administrators to be accountable for each action item.

▶ [Lee’s Summit R-7 School District](#)

- Action steps are assigned to teams with executive and unit-level representation

▶ [American University](#)

- In phase two of its Plan for Inclusive Excellence, American University holds cabinet-level leadership accountable while also delegating responsibility to different unit-level owners.

▶ [University of Denver](#)

- University of Denver’s plan includes a list of sub-goal level collaborators to facilitate intra-institutional collaboration.

**Continue to the next page** for more

# Operationalize Strategic Initiatives (cont.)

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## Establishing Deadlines to Drive Tangible Progress

### **Facilitate Follow-Through on Strategic Objectives With Concrete Timelines**

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Demands for change are growing in urgency. Today's students expect fast responses, but too often, institutions get caught in a state of inertia.

As another measure of accountability, the leaders responsible for developing DEIJ plans must establish concrete deadlines and timelines for objectives. EAB's review of DEIJ plans revealed that most institutions tend to focus on incremental quick wins, rather than bold, sustained action that addresses systemic issues over the long term. The best plans have a balanced mix of short-, mid-, and long-term timelines, so as to not overprioritize one set above another (e.g., focusing too much energy on short-term symptom relief without investing in structural change). That said, it is not enough to label an objective as "short"- or "long"-term. Leaders must define what that means by applying actual lengths of time to them.

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#### *Institutional Examples of DEIJ Timelines*

▶ [American University](#)

- AU breaks down its goals into immediate steps and long-term objectives that will be tackled each academic year

▶ [Southern Utah University](#)

- SUU outlines a specific time period for each action based on a standard scale they have defined as immediate, short, medium, and long.

▶ [University of North Alabama](#)

- UNA commits to completion target dates for each of its action steps.

Taken together, these strategies create a shared understanding of who on campus is responsible for each action item and the estimated time for completion. Ultimately, these accountability elements will help to ensure that DEIJ plans are conducive to making progress and building trust with campus community members that have long waited for advancement on DEIJ issues.



# Establish an Ongoing Communication Processes

## Keeping the Community Involved in DEIJ Initiatives

Making progress on DEIJ is a continuous improvement process, and institutions should therefore set the expectation upfront that there will be regular updates about the work in the plan. These updates will serve to keep the community informed and start to establish trust with groups that have been previously disappointed by institutional efforts.

Beyond semester or annual updates, it is also important to show where the institution is in making progress on specific goals. Providing details and information on more granular action items gives the campus community a sense of how the day-to-day work is progressing and can highlight any specific roadblocks. This allows for in-the-moment course correction and helps instill a culture of transparency around the work.

To make it easy to find these updates, EAB recommends institutions create a central webpage or hub with their DEIJ plan, any updates, and key resources. This ensures that all relevant information is easily accessible. Institutions should provide quarterly updates on the progress on strategic goals and action items. These updates should be shared by the President. See below for additional guidance around key elements of DEIJ plan communication.

### Create Central Website for Current Plan

Review the University of Michigan's DEI page for their [strategic plan](#) and [progress report](#).

### Share Progress on Goals and Initiatives

See how [Dartmouth University](#) provides details about whether actions are in the planning, in progress, or completion phase.

### Embed Link to Giving Opportunities

Review [University of Michigan's](#) webpage to see how to encourage visitors to donate to fund ongoing DEI activities.

### Allow Individuals and Units to Share Contributions

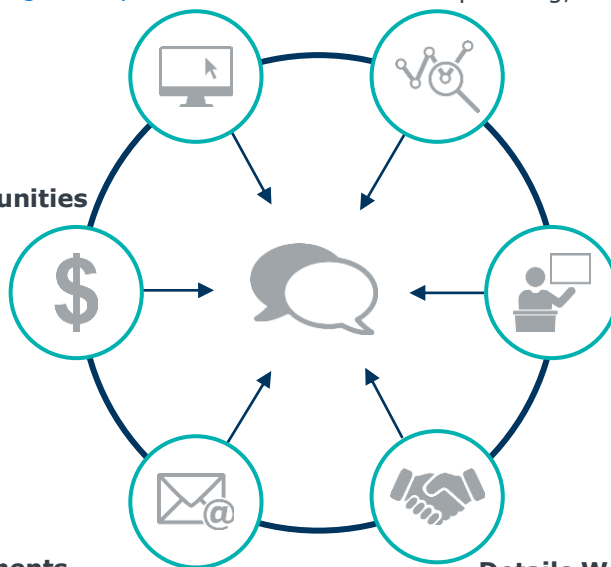
Learn how the [University of Iowa](#) uses a survey to collect progress information from individuals and units.

### Solicit Input and Comments

See how [Dartmouth University](#) includes a form for sharing questions and comments at the bottom of each DEI-relevant webpage and commits to replying to every submission.

### Details Ways to Get Involved

See how the [University of Iowa](#) encourages community members to become involved in institutional DEIJ strategies.



# Share Out DEIJ Successes and Progress

## Keeping the Campus and Local Communities Up to Date

Institutions should publish comprehensive DEIJ plan updates to their central websites. Doing so increases transparency and allows institutions to celebrate its successes while also laying out clear plans for the work yet to be done. Ultimately, keeping the community updated will build credibility and demonstrate that your institution remains committed to the work.

### University of Michigan's Annual Progress Reports

Progress Report

Track Unit Plan Progress

Annual DEI Summit

Campuswide & Unit Plans

DEI Strategic Planning Toolkit

Community Engagement

#### Navigation

Provides easy access to institution-wide progress reports, as well as unit-level plans, and ways for the community to get involved.

#### Annual Updates

Offers round up of previous year's work, as well as next steps for the year ahead.

#### Comprehensive Updates

Breaks down status of institution-wide, school-wide, and unit-level objectives and initiatives.

### Strategic Plan

## PROGRESS REPORT

Each year, the University of Michigan creates an annual report in an effort to both support the work over the previous year, and provide transparency in its five year, DEI Strategic Planning Process. To learn more about the progress of U-M's DEI efforts, select a corresponding report below.

#### Year 4



Strategic Plan Progress Report



Executive Summary



Unit-Based Strategic Objectives & Action Items

#### Year 3



Strategic Plan Progress Report



Digital Progress Update

Source: University of Michigan, [DEI Strategic Plan Progress Reports](#), accessed May 2021; EAB interviews and analysis.

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