

Action Agenda for Racial Equity and Inclusion

***Draft Report
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Executive Summary

Historical Context

Our country has recently experienced a significant resurgence in civil activism, primarily focused on historical and systemic racial injustice. Activism culminated this summer in the murders of George Floyd, Breonna Taylor, and Ahmaud Arbery, which was in part the inspiration for the creation of Valparaiso University's Action Agenda for Racial Equity and Inclusion.

Valparaiso University acknowledges the need to examine racial injustice and other forms of oppression that directly impact the lives of our students, faculty, staff, families, and alumni. As an academic and faith-based community, it is our calling to celebrate God-given human diversity, and to work for positive systematic change. A real strength of Valpo is its sense of "community." In that spirit we gather together, can have dialogue, learn from our differences, and be stronger and enriched with a greater understanding of celebrating our diversity and making a true impact. Racism is not a part of God's plan. According to contemporary Lutheran theology, and as a University rooted in the Lutheran tradition, we understand that it is our responsibility to help dismantle systems of oppression so that we can uplift the inherent dignity of our community, knowing that God's love for all inspires a commitment to justice. The Action Agenda is our call to critically examine this inequity and helps to lay out the strategic vision we will use for working toward a more equitable campus community.

Format of the Action Agenda

The Action Agenda is made up of the five Agenda Items which are listed below:

- (1) Student Recruitment, Retention, and Academic Success
- (2) Faculty and Staff Recruitment, Retention, and Success
- (3) Diversification of the Curriculum and Promotion of Inclusive Programming
- (4) Community Engagement
- (5) Inspirational University Leadership

Under each of the *Agenda Items* are multiple *Action Items* that outline specific efforts that can be taken to address the larger theme, with additional *Action Steps* that are specific and measurable. The *Action Items* and *Action Steps* provide a high-level of direction and strategy to the Action Agenda.

Operationalizing the Action Agenda

Over the course of the fall semester, the Associate Provost for Inclusion and Retention and the Co-Chairs for the Presidential Commission for an Inclusive Valparaiso Community (CIVC) identified 75 campus colleagues whom they believed were best equipped to develop the Action Agenda. After reaching out and appointing 13 chairs and 62 members, 13 out of 15¹ Task Forces were convened.

Each Task Force had a chair to direct its work with diverse representation of faculty, students, and staff from across campus. Each Task Force was charged with working together to generate ideas, collect feedback (in and outside of their Task Force), and finalize a specific plan using the Actions Steps outlined under each of the Action Items. Task Forces began their work the week of Monday, Sept. 21, 2020, and diligently completed their reports by Friday, Nov. 6. Upon submission of each Task Force's final report, each chair was asked to meet to share the process they used in creating their report and to answer outstanding questions by the Interim President and members of the CIVC during their November meeting period. This document is a summary provided by each Task Force.

¹ Two of the Action Items 5.1 and 5.3 were placed on hold due to administrative focus and timing.

Synergy

It is important for University constituents and any others utilizing this report to read this document in its entirety because it will emphasize the similarities in the strategic thinking of our community. We must appreciate the synergy that has been created between Action Items and recommended Action Steps throughout this document. For example, Action Item 5.2 which discusses the creation of Unit-Level Strategic Plans should actually draw from all the recommendations generated from the Action Agenda. This will ensure that plans are not a duplication of efforts or siloed thinking. Other examples include Action Items 2.3 and 3.1 which both address issues related to faculty review, promotion, and tenure and Action Items 2.1 and 4.3 which both provide recommendations for changes with human resources processes. Of course, a common thread between all Action Items and Steps directly relates to the work of the Office for Inclusion and Retention, but it is intended for the entire University community to be actively involved to accomplish what is being proposed within the Action Agenda.

Areas of Focus

Although all Agenda Items are significant to the future of Valparaiso University, those that impact enrollment, retention, and the student experience need the most immediate attention and should be of the utmost priority. These include:

- Agenda Item 1. Student Recruitment, Retention, and Academic Success
 - Action Step 1.1.a. Implement intercultural competency educational development series (Low Cost)
 - Action Step 1.1.b. Continue participation in the short- and long-term review process for the discontinuance of standardized testing (No Cost)
 - Action Step 1.2.a. Discussion on the need for and potential location of a safe space for historically underrepresented students to process experiences both on and off campus (Low Cost)
- Agenda Item 2. Faculty and Staff Recruitment, Retention, and Success
 - Action Step 2.3.a. Create annual cohort models for all junior faculty to support them through the tenure track process, with additional attention paid to the experiences and barriers of historically underrepresented faculty (Low Cost)
- Agenda Item 3. Diversification of the Curriculum and Promotion of Inclusive Programming
 - Action Step 3.1.b. Assessment of historically underrepresented academics, scholars, authors, and scientists, having an intellectual presence in curriculum development (Low Cost)
- Agenda Item 4. Community Engagement
 - Action Step 4.1.a. Review of policing model, philosophy, and protocols (Low Cost)
 - Action Step 4.1.c. Coordination, community engagement, and outreach programs (Low Cost)
 - Action Step 4.4.b. Increase communication from the Town Gown committee to campus constituents (No Cost)

Conclusion

While the University navigates ever changing elements of higher education, fiscal challenges, and anticipates a newly created strategic plan with the leadership of President-Elect Padilla, it is important to recognize that many of the recommendations within the Action Agenda will take time to implement. That said, there are many items that can be addressed at this time (see above).

As we begin the spring 2021 semester it is imperative that we not lose momentum and move forward those items that can be easily attained. It is also important to identify the next responsible parties to help continue to move this plan to fruition. This may include the development of implementation committees and/or teams with the expertise, professional roles, or knowledge to make them directly responsible for the long-term implementation of these recommendations.

Agenda Item 1: Student Recruitment, Retention, and Academic Success

Action Item 1.1: Educational and professional development opportunities for the offices of Enrollment Management and Student Life.

Charge

Given the changing demographics of students nationally, the shortfall² that is anticipated in the next five years in the Midwest region, and the continued need to recruit students from larger, more diverse geographical regions of the country, it is imperative that our Enrollment Management and Student Life teams be strong leaders in the admission and support of our students and their families.

Action Step 1.1.a: Implement intercultural competency educational development series

Responsible parties: Enrollment Management and Student Life

CIVC Recommendation(s): The implementation of intercultural competency professional development (internally or externally led) for the units of Enrollment Management and Students Affairs. This strategy can also include recommendations for professional development for other University units that have direct and/or day-to-day contact with students (e.g., Student Financial Services).

Task Force Recommendations

1. The implementation of intercultural competency professional development (internally and externally led) for the units of Enrollment Management and Student Life. The **C.A.N. I. series** is one such internally led initiative that can support professional development provided all members within the Student Life and Enrollment divisions participate and are encouraged to implement the material learned. This strategy should also include recommendations for professional development for other University units that have direct and/or day-to-day contact with students (e.g., Student Financial Services).

An initial externally led assessment can be obtained through offering a Request for Quotation (RFQ) for a consultant to assess growth edges and strengths. Annual follow-up initiatives can be sought through an annually funded RFQ for consultant training opportunities. Two organizations identified as training options are **Crossroads Antiracism Organizing and Training** (crossroadsantiracism.org) which offers support for organizations wishing to make a change as well as several training options for staff. The second organization is the **Racial Literacy Advocates LLC** (rladvocates.com) which offers support for organizations wishing to make a change as well as several training options for staff and students.

We also recommend the development of **Learning Communities**³, to sustain and expand the growth and training experiences provided. These can be action-oriented small groups to address an issue that has been assessed and promote additional celebration and/or education-based events for the larger campus constituency. These groups are intended to be transformational versus transactional.

² The number of high school students in the Midwest region is expected to decline by 41,200 in the years 2019–2020. Another decline of 29,700 is anticipated between 2024–2025 and by 2029–2030 those numbers will swell to 92,700. During these same time periods, graduation rates of Latinx/Hispanic students is anticipated to increase by 50% in the nation by 2025.

³ The term learning communities refers to a cohort of campus constituents charged with working together to promote additional learning opportunities for themselves or other members of the campus community.

Financial Implications: 1.1.a

Description of Action Steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
Development of Learning Communities	Meals and speaker stipends (if necessary)	Enrollment and Student Life	Low-Cost Investment (LCI)	
Description of Action Steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
Anti-racism training groups	Training events	Enrollment and Student Life/Measure of success is 76% attendance of all staff within each division per year	Low-Cost Investment (LCI)	

Action Step 1.1.b: Continue participation in the short- and long-term review process for the discontinuance of standardized testing

Responsible parties: Committee of Academic and Professional Standards (CAPS) and Enrollment Management

CIVC Recommendation(s): The continued tracking of the recently implemented discontinuance of standardized testing policy and its effectiveness in 1) increasing overall enrollment and 2) increasing the enrollment of historically underrepresented students.

Task Force Recommendations

1. The continued tracking of the recently implemented discontinuance of standardized testing policy and its effectiveness in (1) increasing overall enrollment, and (2) increasing the enrollment of historically underrepresented students.

Financial Implications 1.1.b.

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
“Scrub” high school transcripts to determine math & science courses, grades, and SAT/ACT scores for future studies	Student help	Admission	Low-cost investment (LCI)	

Implementation Timeline for 1.1.a. and 1.1.b.

Spring Semester 2021

- Jan. 15 Begin the engaged, external consultant’s work to assess issues to be taken up in Learning Communities
- Jan. 25 *Monday Instruction begins*
- Feb. 1 Launch C.A.N. I. Series
- May 15 Begin “scrubbing” incoming freshman transcripts for math/science courses, SAT/ACT scores

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July 15	Conclude “scrubbing” incoming freshman transcripts for math/science courses, SAT/ACT scores
July 16	Deliver math/science courses, SAT/ACT scores to CAPS/IE for analysis

Fall Semester 2021

Aug. 25	<i>Wednesday Instruction begins</i>
Aug. 25	Promote the establishment of Learning Communities
Sep. 15	Begin Learning Communities
Dec. 15	Learning Communities conclude for the semester

Spring Semester 2022

Jan. 12	<i>Wednesday instruction begins</i>
Jan. 12	Promote the establishment of Learning Communities
Jan. 17	<i>MLK Day</i>
Feb. 15	Begin Learning Communities
May 15	Learning Communities conclude for the semester

Action Step 1.1.c: Financial Literacy Programs to assist underrepresented students and their families.

Responsible Parties: Enrollment Management and CIVC/Task Force

CIVC Recommendation(s): Develop a list of financial literacy programs that might be effective for Valpo students and their families, making a pros and cons recommendation, that will include a rollout plan for the best/chosen option.

Task Force Recommendations

The team recommends the course be broken down in order to have topics for each of a student’s four years that would be relevant to them at that time. The goal of having a financial literacy program is to help students and their families plan for how to continue paying for college, manage a budget while a student and post-graduation, and prepare for a financially stable future.

Student Life Cycle Timeline:

- **Admission to Valpo:** Financial Aid and Student Accounts will be sending a short video along with a student’s financial aid package. This video will help students and their families understand how to read their aid package, so they have all of the information in order to move forward.
- **Freshman Year:** Students will be introduced to the program through a required CORE lab. There they will view an introductory video and create an account. Accompany this with a short presentation by Financial Aid Counselors and (electronically) assign students a lesson related to paying for college and quiz. A “To-Do” can be created in Starfish that will go out to students and be viewable by advisors. (Incentive: offer a \$250 scholarship for the following year once assigned courses have been completed by a determined date.)
- **Sophomore Year:** Students will have been introduced to the program freshman year, so they will be electronically assigned an applicable lesson and quiz to complete. (Possible lessons related to budgeting.) A “To-Do” can be created in Starfish that will go out to students and be viewable by advisors. Transfer students should receive information during Welcome Week, so they are prepared to create an account. (Incentive: offer a \$500 scholarship for the following year once assigned courses have been completed by a determined date.)
- **Junior Year:** Students will have been introduced to the program freshman year, so they will be electronically assigned an applicable lesson and quiz to complete. (Possible lessons related to saving.) A “To-Do” can be created in Starfish that will go out to students and be viewable by advisors. Transfer students should receive information during Welcome Week, so they are prepared to create an account. (Incentive: offer a \$750 scholarship for the following year once assigned courses have been completed by a determined date.)

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- **Senior Year:** Students will have been introduced to the program freshman year, so they will be electronically assigned an applicable lesson and quiz to complete. (Possible lessons related to credit and investments.) A “To-Do” can be created in Starfish that will go out to students and be viewable by advisors. Transfer students should receive information during Welcome Week, so they are prepared to create an account. (Incentive: offer a \$1,000 scholarship for the following year once assigned courses have been completed by a determined date.)

There is also a potential to work alongside the Career Center in developing a certificate program for completion of CashCourse along with GS-390 Financial Literacy and GS-489 Professional and Career Development. Additional information on CashCourse can be found through CashCourse Training webinar. You can see a recording of the webinar here: <https://vimeo.com/470317534>

Timeline: Begin the discussion when a student receives their financial aid package along with admission. Implement the CashCourse program beginning fall of a student’s freshman year. As we roll out the program, non-freshmen would also be given the opportunity to utilize the courses and features within CashCourse.

Budget: No direct cost for the CashCourse program, however, our team feels a scholarship incentive would help more students complete the valuable courses assigned each year. Scholarship eligibility would be for completing the cumulative courses to that point (e.g., sophomore year would need to have completed both freshman and sophomore requirements, and so on.). Other universities have hired graduate assistants to help implement and oversee the course on a very part-time basis. This could be something we consider down the road.

Financial Implications 1.1.c.

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
Implement a non-transcript, required financial literacy course for students to complete throughout their time at Valpo	CashCourse or Financial Literacy 101	Financial Aid Career Center (Potentially with the assistance of Retention and Student Success)	CashCourse: NCI Financial Literacy 101: MCI	CashCourse: Free tool for non-profit universities Financial Literacy 101: Approx. \$3,500 for the first year; \$1,500 per year thereafter

Action Step 1.1.d: Increase the retention and graduation rates of historically underrepresented students⁴

Responsible Parties: Executive Director for Retention & Student Success in collaboration with various campus constituencies

CIVC Recommended Deliverable: Using the University’s Retention Committee and the four key factors for student retention (academic under-preparedness, financial pressures, institutional ambivalence, and belonging), have the committee provide three key-strategies they will be implementing in the next six months to a year to help retain underrepresented students at the University.

⁴ The five-year retention rates for domestic minorities between the first to second year is 63.3% as compared to 74.2% of the overall class. This number drops significantly for five-year graduation rates, domestic minorities being at 56.6% as compared to 70.1% of the overall class.

Task Force Recommendations

1. Require GS-100: Strategies for Academic Success for all first quintile students in their first semester

We cannot imply causation; however, with the data we have, we do see a correlation between the first quintile students who completed GS-100 being retained at a higher percentage than those who did not. (See attached breakdown of outcomes.)

The material covered in GS-100 is appropriate for all first-year students but has proven to be a useful course for first quintile students. It would be especially helpful to underrepresented (including first-generation) students who may not have academic support at home or from family due to lack of post-secondary education experiences. (See attached for topics covered.)

As an alternate implementation, to not single out first quintile students, the General Education Committee should consider requiring GS-100 as part of the general education requirements. The course could potentially be reconfigured into a two-credit course that would then include freshman seminar components including a deeper look at financial literacy and diversity training.

Timeline: Starting with Fall 2021 classes (Aug. 25)

Budget: Approximately \$9,000 per year for 5 additional sections/instructors

2. Hire a part-time Program Coordinator for the Office of Multicultural Programs

Programs within OMP exist but cannot be run without additional capacity. With the assistance of a limited part-time Program Coordinator, existing programs can run, and additional programs and activities can be planned that would contribute to the feeling of belonging for our historically underrepresented student population. (See attached list for an example of three existing programs that had to be cut this year due to understaffing.)

Timeline: Post job and start hiring process as soon as possible with an estimated start date of the first day of spring 2021 classes.

Budget: Approximately \$20,000–\$25,000 per year for one part-time staff member

3. Hire a full-time STEM-DEI Project/Grant Coordinator

The University needs additional funding to support students in many areas across campus. In particular, the STEM departments would like to increase their student-centered research which would give underrepresented students an opportunity to earn money, skills, and experience which can ultimately lead to a higher chance of retention. With sponsored research, we would also be able to advertise the work our diverse students are doing on campus in order to attract a more diverse population in the future.

One area that STEM-DEI Project/Grant Coordinator(s) who would be tasked with coordinating and promoting success across all aspects of the grant process. Specific focus would be on seeking external funding (NSF, DoE, etc.) to develop programs that will increase diversity, equity, and inclusion in STEM programs on campus and aid in supporting students academically and financially (scholarship, research stipend, etc.). The position(s) is in addition to the Office of Sponsored and Student Research.

The position responsibilities would include supporting faculty and staff in the process of identifying, pursuing, and implementing successful STEM-DEI projects/grants. This would include establishing internal and external relationships to identify optimal funding sources that would leverage the strengths of faculty, staff, and programs at Valpo. These positions would also help with applying for grant funding by assisting with grant writing and by assisting with writing grant proposals, including with idea generation, building collaborative teams, budgets, etc. Ideally this position would also support grant writing activities by coordinating workshops, tracking progress on grant writing, and providing continuity from year to year in grant-related support activities.

- Increase external funding received to fund programs, support faculty, and provide support or scholarships to students.
- Increase diversity of faculty, staff, and students in STEM and STEM-related fields.

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- Increase student retention by building sustainable programs/funding sources.
- Increase communication between units on campus and increase collaborations within and between units on campus

Timeline: Post job and start hiring process as soon as possible with an estimated start date of the first day of spring 2021 classes. Because the grant writing, submission, review, and processing can take close to a year, in many cases, the sooner we are able to have someone start, the better.

Budget: \$40,000-45,000 salary annually; Faculty or Staff Position with 10 hours/week assigned to STEM-DEI work. Faculty could receive 1–3 OLC.

4. Hire Learning Assistants as in-class aides and/or as Peer Learning Instructors for MATH 110/111/115

Students starting at Valpo on the lower end of the math placement often need additional support in order to successfully pass and move on to higher level math or STEM courses. Professor Bob Clark developed a model for CHEM-121: General Chemistry I by adding in Learning Assistants to lecture sections and Peer Learners that run CHEM-120: Peer Learning sections during the fall semester. Doing both of these has helped students gain a better understanding of the foundational material in order to successfully move on to the next level.

Our recommendation is for math to implement a model after CHEM-121 and CHEM-120. Currently, Chemistry runs four sections of CHEM 120 to support 130–150 students. Learning Assistants receive GS-180 credit. Two Peer Learners are hired for each section of CHEM-120 and paid for three hours per week of work (one hour prep, one hour class time, one hour meeting). The cost to the department is about \$2,000. As a note, there are between 20–25 sections of MATH 110/111/115 per year.

Timeline: To be in place before FOCUS 2021 in order to run with the start of classes fall 2021

Budget: \$2,000–\$6,000 annually

5. Create a new fund: “Valpo Fund for Economic Hardship”

Creating a new fund that could be advertised during crowdfunding efforts would not only serve our current students on campus but may appeal to alumni who had been reluctant to give in the past, especially if they were students who faced economic hardship while at Valpo. Students with great financial need could apply for assistance in situations in whether or not they are set up for success is dependent on approximately \$100 or less (access code, book, lab coat, etc.).

Timeline: As soon as possible, but no later than Day of Giving Spring 2021

Budget: No direct costs

6. Implement a required CORE lab on diversity training or workshop

We need to increase positive diverse engagement among our students in order to retain our underrepresented population and attract more diverse cohorts in the future by proving to be an inclusive campus. If we want our students to lead a life of service, we need to ensure they are well prepared to serve a diverse population. We don't currently have any required element of diversity training for students. CORE-110 (The Human Experience) would be a great platform because it will engage a majority of our students their first semester on campus, therefore, preparing them for their future at Valpo. We feel implementation of a diversity training or workshop for students will help them not only while students at Valpo, but after graduation as well. This should be carefully coordinated between the CORE Director and those under the Inclusion and Retention umbrella.

Timeline: Fall 2021 semester

Budget: No direct costs unless an outside speaker is brought in to facilitate

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Financial Implications 1.1.d.

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
1. Require GS-100 for all first quintile students in their first semester at Valpo.	Approximately five additional sections of GS-100 for fall semesters; would require additional instructors.	Tricia Armstrong already oversees the GS-100 course (five sections during the fall 2020 semester) and instructors.	HCI	Approx. \$9,000 per year
2. Hire a part-time Program Coordinator for the Office of Multicultural Programs.	Program Coordinator to be hired at a minimum of 20 hours per week.	OMP Directors would oversee the position and implement initial training.	HCI	Janelle White estimated approx. \$20,000–\$25,000 per year
3. Hire a full-time STEM-DEI Project/Grant Coordinator.	STEM-DEI Project/Grant Coordinator(s)	STEM faculty or staff member to oversee and collaborate with Coordinator. Faculty or Staff provided with 10 hours/week release time or defined job responsibilities assigned to STEM-DEI work.	HCI	Approx. \$40,000–\$45,000 salary per year
4. Hire Learning Assistants as in-class aides and/or as Peer Learning Instructors for new, parallel recitation sessions for MATH 110/111/115.	Hire students as peer instructors to support student learning in course sections and in new recitation/peer learning sections.	Faculty Coordinator would recruit students and manage schedules during the semester. If a Peer Learning (PL) section were implemented, Tricia Armstrong would oversee as that runs similar to SI (supplemental instruction) sessions.	MCI	\$2,000–\$6,000 for student pay depending on scale of implementation 1 TLC/OLC or minimum compensation for faculty coordinator A stipend for Tricia if PL sections were implemented
5. Create a new fund: “Valpo Fund for Economic Hardship.”		Creating and advertising: Advancement Overseeing applications: Financial Aid and/or Exec. Director for	NCI	No direct cost

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		Retention and Student Success		
6. Implement a required CORE lab* on diversity training or workshop.		CORE Director in collaboration with Inclusion and Retention	NCI	No direct cost

*Without a freshman seminar program, CORE is the only freshman required course for all first-time students. If the university were to implement a freshman seminar during the fall semester, this would be a topic to include as part of the curriculum.

Implementation Timeline

Embedded under each of the recommendations above.

Action Item 1.2: Designated Safe Space for underrepresented students.

Charge

The retention of our historically underrepresented and often marginalized student populations continues to be a challenge at the University. A designated location may provide the social-emotional safe space needed to help students succeed.

Action Step 1.2.a: Discussion on the need and potential location of a safe space for historically underrepresented students to process experiences both on and off campus.

Responsible Parties: The Office for Inclusion and Retention and the President’s Office

CIVC Recommendation(s): Identifying a space on or adjacent to campus that can be used as a satellite safe space for students who frequent the Office of Multicultural Programs. This space will be used primarily by the student organizations: Alliance (LGBTQIA+), the Asian American Pacific Islander Coalition (AAPIC), the Black Student Organization (BSO), and LatinX in Valparaiso for Excellence (LIVE), and international students whose identities intersect with those of the OMP’s student orgs. This Task Force should be inclusive of student voices. This plan should include a staffing model that allows for the space to be used during both the day, early and late evening hours, with a process of accountability for the management of the space and any cost related to acquiring or retrofitting a space.

Task Force Recommendations

Task Force 1.2 committee recommends that the Veteran’s Services house on 902 Linwood be dedicated for use by historically underrepresented and often marginalized students during the hours of 4 p.m. – midnight daily. The space is currently usable and could function “as is” without significant renovation (only furniture removal and replacement) for a soft/temporary opening for the start of the spring semester on Feb. 1, 2021. With additional renovations including ADA access, the space could function with a hard opening on Aug. 16, 2021, for use during Welcome Week. The total cost at this time is \$57,260 as it will require multiple Facilities Management work orders to cover furniture removal and replacement*, painting, deck repair, and updating ADA access and staffing costs**. At the suggestion of Facilities Management (FM), we submitted “for estimate only” work orders to FM to assess cost and that report is included in the supporting documents section. Positional oversight will be held with the Director of Multicultural Programs with staff support from the Program Coordinator of the Gandhi-King Center and six student aides.

The largest cost barrier is ADA compliance at \$32,000. Currently, the building has partial ADA access through the ground floor back door, but this access needs updating and is insufficient for providing full access to the building. Likewise, the entrance doors and restrooms will need ADA modifications. The Task Force recommends that a front door ramp be installed and that both front and ground entry doors be outfitted with handicap buttons. This will require replacing the doors and widening the door frame of the first floor.

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An additional barrier regarding use of the house developed during the tour of the space with FM. The house is still in use by a few students, which is why the house is still on FM’s cleaning rotation as noted below. We are assuming that there may be Veteran students who have access to the space via their OneCard and are using the lower entrance to access the house. If those using the space are confirmed to be Veterans, the committee has concerns about taking away/repurposing a space that is currently in use by another marginalized student group as their resources and support on campus are limited.

- The cost of moving furniture in/out of 902 Linwood was requested, but not calculated in the estimate sheet.
- At the time of submission, staffing numbers for housekeeping have not been provided. 902 Linwood is currently on rotation within the Facilities Management schedule and receives trash removal three times a week. To increase this rotation to daily trash removal would require an increase in budget to pay for additional staffing.

Financial Implications 1.2.a.

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
Staffing	Students	OMP	HCI	(6 students @ \$8hr, 9hrs/wk) \$12,960 @ 30-wks
Staffing	Professional	OMP	NCI	Currently employed
Staffing	Facilities: 3-day cleaning rotation	Facilities Management	NCI	Currently employed
Staffing	Facilities: 5–7-day cleaning rotation	Facilities Management	LCI-HCI	Unknown at this time, additional hours added to FM rotation.
Student mural design contest	Supplies: either to be reimbursed by or purchased by OMP	OMP — Funds FM — Prep Materials	MCI	\$300 stipend
Grand Opening	Reveal of mural and of space (indoor & outdoor event)	OMP	MCI	\$2,500
Facilities Work orders	ADA, deck, ramp, cleaning, exterior repair, painting	Facilities Management	HCI	\$41,500

Implementation Timeline:

Spring Semester 2021

- Jan. 11 All work orders for furniture removal and replacement should be submitted by this time.
- Jan. 25 Begin hiring process for student staff (if approved for spring opening, staff recruitment can occur in fall)

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Jan. 29–30	Training for student staff
Feb. 1	House soft opens with hired student staff and professional staff schedule (4 p.m. – midnight).
Feb. 5	OMP Annex Mural design contest announced
Feb. 22	OMP Annex mural design contest committee selected
March 15	Mural design submissions due
April 9	Mural design selected
May 3	Summer work orders for ADA access, painting, deck repair, and house repairs submitted.
May 14	Annex closes for summer to allow for summer work orders/repairs to begin

Fall Semester 2021

Aug. 2	Confirm status of work orders
Aug. 16	Building should be ready for Welcome Week events
Aug. 16	Start of mural prep
Aug. 25	Full operation of house with staffing
Sep. 4	Mural finished and ready for reveal
Sep. 7	Mural reveal & grand opening
Dec. 17	House closes at 5 p.m. for winter break

Supporting Documentation: Facilities Management Estimates.

Agenda Item 2: Faculty and Staff Recruitment, Retention, and Success

Action Item 2.1: Institutionalization and expansion of the Search Process Advocate (SPA) role and training program

Charge:

The SPA role was originally designed to help support faculty searches with the intent of diversifying our faculty. By expanding this role to staff search processes, the University will have a uniform way of conducting searches.

Action Step 2.1.a: Expand this role to the staff search processes, beyond the original faculty search focus.

Responsible Parties: Human Resources and the Office for Inclusion and Retention

CIVC Recommendation(s):

Creating an annual timeline for training both faculty and staff on affirmative search process management. This timeline should include multiple training dates and refresher training dates for those who wish to upgrade their knowledge and/or skills. In addition, identify a team of staff who can review the University's current hiring practices to create a new universal step-by-step process with guidelines for staff searches that is inclusive of a SPA representative.

Task Force Recommendations

1. That SPA Training be held at minimum four times per year (quarterly) including summer to increase the number of SPA representatives.
 - a. Specific to Faculty/Academic Colleges:
 - i. For the Colleges of Business/Engineering/Library Services/Nursing & Health Professions, we require a minimum of three trained SPAs.
 - ii. For Christ College — the Honors College, we will require one SPA.
 - iii. For the College of Arts and Sciences, we require a minimum of one SPA per department.
 - iv. For the Graduate School, we require at least one trained SPA.
 - b. Specific to non-Academic Units (e.g., Advancement, Athletics, Campus Ministry, Enrollment Management, Finance & Administration (Facilities Management, Procurement, and Student

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Financial Services), General Counsel Office and Human Resources, Integrated Marketing & Communications (IMC), Provost Office (Office for Inclusion, Registrar), Student Life, President and Provost Council’s, etc.)

- i. Each division or department is required to have a minimum of two SPAs.
 - c. Long term, all employees be trained through the SPA process.
2. Create a training of trainers to build internal capacity (i.e., save money).
3. Create a SPA refresher training for those who already serve as SPA reps.
4. Under the direction of the Director of HR and the API, the University will review and redesign the staff hiring process to include the role of SPA as part of all recruitment and selection processes.
 - a. This new process will include hiring guidelines (like the Faculty guidelines), and a step-by-step best practice hiring manual.
 - b. Ensure that hourly staff participation in hiring processes be permitted and encouraged, through supervisor approval and scheduling flexibility. This includes but is not limited to attending the SPA training and/or training of trainers, the refresher training, and participation on search committees.
5. Review and revise the current SPA training to incorporate the following:
 - a. scenario-related questions based on or inspired by actual student experiences
 - i. share the priorities and concerns of students with candidates and ask them how they would respond and/or support
 - ii. whether that’s in the classroom, the entire campus, etc.
 - b. suggest international background checks (ones that surpass the United States)
 - i. used when an applicant has lived abroad or if the company has offices abroad
6. Bi-annual Recruitment and Selection Process Meetings (August/January): mandatory University leadership hiring process meetings to explicitly communicate the guidelines and role of SPA during recruitment and selection of new faculty and staff.
 - a. Pre-Search Prep meeting for SPAs who will serve on search committees prior to the start of their search appointment
7. Review our criminal background check criteria
 - a. Universal exclusions for criminal sexual conduct and financial convictions directly related to positions that directly handle finances already considered.
 - i. Consider adding criteria related to groups and organizations that promote racist and/or white supremacist ideology.
 - ii. Consider the creation of a standard reference check document which includes a question(s) related to bias incidents or sexual harassment.

Financial Implications 2.1.a.

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
*SPA Training	Consultant	14 hours	HC	\$15K–\$20K
*SPA Training Expenses	Travel (Flight, transportation), Food, Materials	0	MC	\$5,180
*SPA Training of Trainers	Consultant	21 hours	MC	\$7,500
*SPA ToT Expenses	Travel, Food, Materials	0	LC	\$1,790

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Time in Training (Hourly)	Time Away from Office	14 hours	LC	\$2,000
			Total	\$31,470 or \$36,470

***Special Note:** The SPA annual and Training of Training could potentially be a one-time cost provided that we institute the training of trainers module during the same year.

Implementation Timeline:

- Fall Semester
 - Recruitment & Selection Process Meeting — Aug. 1–15
 - First SPA Training — October Fall Break
- Spring Semester
 - Recruitment and Selection Process Meeting— Jan. 2–15
 - Second SPA Training — January 2–15
 - Third SPA Training — Spring Break
- Summer
 - Fourth SPA Training — May 15–31
 - Alternate SPA Training — July

Action Item 2.2: Explicit programs to support the retention of historically underrepresented faculty and staff

Charge:

The Underrepresented Faculty Staff Coalition (UFSC) — formerly the Minority Employee Support Group (MESG) — has informally existed at the University for more than 10 years and is defined as underrepresented racial, ethnic, and international faculty and staff. This group supports its members, many of whom are often siloed from each other across campus. This group would benefit from formal recognition and inclusion on the University Council. This group will collaborate with the University Council to recognize the UFSC and amend its bylaws to include a representative from UFSC as one of its members.

Action Step 2.2.a: Collaborate with the University Council to recognize the UFSC and amend its bylaws to include a representative from the UFSC as one of its members.

Responsible Parties: University Council and the Office for Inclusion and Retention

CIVC Recommendations:

Helping the Underrepresented Faculty Staff Coalition (UFSC) get institutional recognition within the University Council’s governing body structure. The Task Force will need to determine the level of formality needed to get this group recognized institutionally and whether or not new language needs to be added to the bylaws or governing documents of the University Council, Faculty Senate, SEAC, and/or University Faculty and Staff handbooks. Lastly, this group will determine who within the institution makes the final determination for formal recognition.

Task Force Recommendations

We are proposing the appointment of two UFSC representatives to University Council — a faculty and a staff member. We suggest a model in which the administrator responsible for diversity, equity, and inclusion identifies these two UFSC representatives to serve on University Council for staggered two-year terms. Faculty Senate and SEAC will then fill 12 seats instead of 13. These UFSC representatives will represent both UFSC and their faculty/staff constituencies. This model retains equal representation of students, faculty, and staff on University Council (13/13/13). This action step does not require a budget, beyond the personnel time needed to draft and pass these bylaw changes. Additionally, the University Council will invite the designated UFSC faculty and staff representatives to University Council meetings as soon as they are identified.

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In order to ensure that UFSC receives institutional recognition, we propose adding a section describing UFSC to the [Faculty Handbook](#) (Chapter 6). There is no section of the [Staff Employee Handbook](#) currently dedicated to campus organizations, and no formal process through which changes can be submitted for consideration. Adding content to the Faculty Handbook does not require a budget, beyond the personnel time needed to draft and pass this handbook change.

Our final recommendation is for the University to provide a modest budget of \$1,200 per year for UFSC to use for meals and speaker stipends to support their success at the institution, encourage a sense of community, and thus retention.

- By the end of the fall 2020 semester, the 2.2 Task Force will develop a proposal to amend the University Council Bylaws to include the UFSC members.
- During the spring 2021 semester, the University Council Executive Committee will put this proposed amendment on an agenda to begin the bylaw amendment process. The full amendment approval process can be [found here](#) (see last section).
- By the end of the fall 2020 semester, UFSC will provide a description of the group for addition to the Faculty Handbook.
- During the spring 2021 semester, the Faculty Senate Executive Committee will propose an amendment to the Faculty Handbook to include the UFSC description.

Financial Implications: 2.2.a.

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
Provide UFSC with annual budget	Meals and speaker stipends	Provost's Office	Low-Cost Investment (LCI)	\$1,200/year

Implementation Timeline:

Spring Semester 2021

Jan. 25	<i>Monday Instruction begins</i>
Jan. 27	University Council Meeting — Vote on adoption of University Council Bylaw changes
Feb. 2	Faculty Concerns Meeting — Vote on addition of UFSC description to Faculty Handbook
Feb. 17	Faculty Senate Meeting — Vote on addition of UFSC description to Faculty Handbook
Feb. 24	University Council Meeting
March 31	University Council Meeting
April 29	Faculty Meeting — Vote on adoption of University Council Bylaw changes
May 14	<i>Friday Final examinations end</i>

Summer 2021

- President approves adoption of University Council Bylaw changes and Faculty Handbook changes
- Associate Provost for Inclusion & Retention appoints UFSC faculty and staff members to University Council

Fall Semester 2021

Aug. 25	<i>Wednesday Instruction begins</i>
Aug. 25	University Council organizational meeting — new UFSC representatives attend UC for the first time as voting members

Action Item 2.3: Tenure Track Support for underrepresented junior faculty.

Charge:

Issues of historically underrepresented faculty unsuccessfully achieving tenure track is well documented. Research studies indicate that these barriers include bias in teaching evaluations based on race and/or gender, as well as bias related to the legitimacy of their research agendas. All faculty, especially those from underrepresented communities, would benefit from a coordinated support system for navigating the tenure track process.

Action Steps 2.3.a: Create annual cohort models for all junior faculty to support them through the tenure track process, with additional attention paid to the experiences and barriers of historically underrepresented faculty.

Responsible Parties: Office of the Provost, Office for Inclusion and Retention, Academic Deans, and Department

CIVC Recommendation(s): Creating an annual timeline for training both faculty and staff on affirmative search process management. This timeline should include multiple training dates and refresher training dates for those who wish to upgrade their knowledge and/or skills. In addition, identify a team of staff who can review the University’s current hiring practices to create a new universal step-by-step process with guidelines for staff searches that is inclusive of a SPA representative.

Task Force Recommendations

Mentoring is critical to the success of underrepresented junior faculty on the tenure track. It is also critical that standards for tenure and promotion are reviewed to eliminate any inherent biases.

To address these important steps, we suggest the following:

1. Ongoing tracking of all tenure-track faculty hires that records when a person is hired and when they leave (and why). This data should also indicate whether the person belongs to a minoritized group.
2. The introduction of Tenure Process Advocates (TPAs). Similar to Search Process Advocates, the TPA would sit in on department-level tenure and/or promotion meetings. Their role would be to identify and challenge any biases that are present. They would write a report that is submitted along with the department’s report.
3. The creation of a faculty cohort of tenure-track faculty, each of whom will be assigned individual mentors. Minoritized members of the cohort will be assigned to a TPA-trained mentor. The cohort will meet as a group twice per semester for each of their first three years and individual mentor meetings will take place monthly.
4. All academic units at the University will formally review their tenure and promotion standards so that differences in expectations related to teaching evaluations, rates of publication, and service burdens are identified and corrected within each College. All tenure and promotion guidelines should be made explicit and should be equitable rather than equal, reflecting current evidence on bias related to teaching evaluations and publication rates.

Financial Implications 2.3.a.

<i>Description of Action Steps</i>	<i>Item purchased/service rendered or to be hired</i>	<i>Position(s) responsible/Hrs. required for implementation and measures of success.</i>	<i>** Financial implications</i>	<i>Actual Cost if Known</i>
Tracking faculty hires	N/A	Provost’s Office	NCI	N/A

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Select and Train Tenure Process Advocates for mentorship	Training	Associate Provost Miller	LCI	?
Set up cohort plan	Speakers and/or stipends for mentors. Funds for two dinners.	Asst. Provost Yogan	LCI	?
Explain how to review & create new T&P guidelines	Fall faculty workshop speaker	Provost's office	LCI	?
Academic units review and create new guidelines	N/A	Deans	NCI	N/A
Tenure Process Advocates are trained to serve on departmental tenure committees	Training costs	Associate Provost Miller	LCI	?
Department T&P reviews include Tenure Process Advocate who writes report	Use of Tenure Process Advocates	Deans	NCI	N/A

Implementation Timeline

Fall 2021	Begin tracking new, tenure-track faculty hires. Record their status as a member of a minoritized group. Responsibility lies with the Provost's Office (Laura Beach) .
Spring 2021	Select and train Tenure Process Advocates. Associate Provost Miller .
April 2021	Identify dates, speakers and topics for cohort meetings during AY21–22.

Provost office responsible — Yogan

August 2021	Create a tenure-track faculty cohort. (Yogan) In September of 2021, assign mentors and tenure process advocates/mentors to members of 2021 cohort. (Miller) Introduce guidelines for reviewing T&P standards at Fall Faculty Workshop (Aug. 21). (Provost's office)
Fall 2021	All academic units review and adjust T&P guidelines. (Deans)
December 2021	All academic units submit new T&P guidelines to Academic Deans .
Spring 2022	All College-level T&P committees review new department-level T&P guidelines and prepare to use them during AY22–23.
Spring 2022	Tenure Process Advocates are trained for service on department tenure committees. (Miller)
Fall 2022	All Department T&P reviews include a Tenure Process Advocate who writes a report and submits that report to the Dean of the college. (Deans)

Agenda Item 3: Diversification of the Curriculum and Promotion of Inclusive Programming

Action Item 3.1: Elevation and support for historically underrepresented voices in the curriculum

Charge:

No matter the subject or discipline, historically underrepresented voices have an intellectual presence that if continually left out and/or dismissed from the curriculum, fail to prepare students to be true critical thinkers and global citizens. The existence, viewpoints, and research of underrepresented scholars need to be valued, shared, and included as part of the overall learning environment.

Action Steps 3.1.a: Support the efforts currently taking place through the Faculty Senate's General Education Committee (GEC) to revise the current diversity requirement.

Responsible Party: Faculty Senate

CIVC Recommendations: Supporting the efforts of the GEC's DEI subcommittee with their revision of the University's current diversity requirement, by identifying where they are in their process, and what resources they need to move the requirement forward.

Task Force Recommendations

We recommend a 14-credit Equity/Diversity/Inclusion (EDI) course sequence included in the new General Education plan proposed by the GEC (see appendix) and will support the proposed plan by encouraging our Educational Policy Committee representatives and Faculty Senators to approve the plan when it is formally submitted in Spring 2021.

Action Step 3.1.b: Assessment of historically underrepresented academics, scholars, authors, and scientists having an intellectual presence in curriculum development.

Responsible Parties: Deans and Faculty

CIVC Recommendations: Creating a recommendation for how best to assess: 1) the use of underrepresented voices in the curriculum; 2) the current awareness, knowledge, and/or comfort faculty have with the use of underrepresented voices within their course offerings; and 3) how best to help faculty develop knowledge and comfort with adding underrepresented perspectives within their course syllabi. Additionally, time should be spent evaluating adding diverse perspectives as a point of review during the tenure track process.

Task Force Recommendations

To determine the status of underrepresented voices in the curriculum and to identify related faculty development needs, we recommend developing a new assessment protocol. The assessment will be a self-study at the departmental level that uses current syllabi, a faculty survey, and external discipline-specific EDI benchmarks. Such assessment would be conducted either at departmental or college level, at the discretion of the dean. Subsequently, analysis of the use of underrepresented voices should be part of regular University program reviews.

Further information should be gathered by including additional questions on curricular use of underrepresented voices and viewpoints to the standard University course evaluation form. Progress in this area should be tracked on a University level through analysis of the course evaluations as well as the use of NSSE data by the Office of Inclusion and Retention, in consultation with VITAL. To indicate the importance of EDI in the curriculum and to hold faculty accountable, statements regarding the use of underrepresented voices in the curriculum should be part of the annual review, initial hiring application, tenure file, and promotion files at all levels.

Faculty development opportunities should be identified based on the faculty survey, identification of current campus best practices, and the work of a new part-time position in VITAL. Such activities might include disciplinary or interdisciplinary reading groups, faculty learning communities, consultations, or workshops. The Provost's Office should fund several faculty development grants targeted specifically at improving underrepresented voices in the

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curriculum, create a new teaching award to recognize such efforts, and add consideration of underrepresented voices as one criterion for the current teaching awards.

Recommendations Outlined:

1. Departmental/college assessment of current practices and faculty development needs. *Responsible party (RP): Deans*
2. Add the requirement of assessing use of underrepresented voices to regular program reviews. *RP: Provost and Council of Deans*
3. Revise the standardized end-of-year course evaluation form to include questions on the use of underrepresented voices and viewpoints. Some courses may not easily lend themselves to this requirement, and language on exceptions must be explored. *RP: Assessment Committee*
4. Yearly analysis of inclusion of underrepresented voices in the curriculum to track progress. *RP: Deans, OIR, VITAL*
5. Require diversity and inclusion statements referring to the use of underrepresented voices in the curriculum in applications for faculty positions, tenure, and promotion at all levels. In faculty annual reviews, include a category for faculty to report their EDI efforts in the curriculum. *RP: Council of Deans, Faculty governance (Handbook issue)*
6. Create new faculty development programs to facilitate these initiatives. *RP: Provost, VITAL*

Financial Implications 3.1.a. & b.

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
Curriculum assessment		Deans/department chairs / 20 hours	NCI	
Revise program review and FARs protocol		Deans' Council and Provost / 10 hours	NCI	
Revise course evaluations		Assessment Committee / 20 hours	NCI	
Yearly analysis of progress		Deans, VITAL, OIR / 10 hours	NCI	
Required statements in hiring process		Deans' Council and Provost / 10 hours	NCI	
Required statements for tenure and promotion		Faculty governance / 40 hours	NCI	
New Faculty Development Funding	Books, films, consultants, part-time hire	Provost and VITAL	LCI-HCI	

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Budget: Many hours of work. Expenses for faculty development additions range from \$1,000 (books for reading groups) to \$60,000 (with addition of part-time line to VITAL, new programs, faculty development grants, and teaching award). **Primary barriers:** finances, inertia, overwork

Implementation Timeline

Spring Semester 2021

Jan. 25	<i>Instruction begins</i>
Jan. 25	Resolve to include diversity and inclusion statement in new candidate application packets. <i>RP: Provost's Council</i>
Jan. 25	Survey distributed to measure faculty awareness, knowledge, and comfort levels teaching underrepresented voices in their courses
Jan. 25	Resolution: Diversity and inclusion statement required as part of new candidate application packets
March 10	Deadline for Curriculum Changes for the fall term
March 15	Complete curricular assessment <ul style="list-style-type: none">• Current status of underrepresented voices in the curriculum for each unit• Faculty development needs by unit. <i>RP: Deans and Chairs</i>
March 17	Grades due for first half short courses
March 21	Chairs report to deans on data drawn from current syllabi on underrepresented voices in curriculum, identify gold standard among comparison schools, and request funding for department development needs
April 6	Spring recess — No classes
May 1	Include diversity and inclusion updates in Faculty Activity Reports (FARs)
July 1	Make funding available for faculty development. <i>RP: Provost's Office</i> <ul style="list-style-type: none">• Reading groups and learning communities• Competitive grants for conference registration and or travel, and material purchase to develop EDI curricular material

Fall Semester 2021

Aug. 25	<i>Instruction begins</i>
Aug. 25	Funding for EDI available and applications open

Spring Semester 2022

January	Implement increased EDI in curriculum and syllabi. <i>RP: Faculty</i> <ul style="list-style-type: none">• Application protocols available to individuals and units• One part-time position added to VITAL for administration of plan
Jan. 12	<i>Instruction begins</i>
Jan. 17	<i>Observation of Martin Luther King, Jr.'s birthday</i>
March 20	Resolution: Diversity and inclusion statements required in applications for tenure and promotion
May 9	<i>Final examinations begin</i>
May 13	<i>Final examinations end — Semester ends</i>

Action Item 3.2: Support and promotion of University-wide programs

Charge:

One of the strengths of Valparaiso University is our ability to hold difficult and meaningful conversations when viewpoints are in opposition with one another. Created in 2016, the Dialogue and Discernment Series: Seek First to Understand, serves as a way for the University community to engage in conversations about seemingly irreconcilable differences. In its first three years, the series has tackled marriage inequality, women's reproductive

rights, and immigration. Given the pandemic and the need for safe physical distancing we will expand the series into other media formats.

Action Step 3.2.a: Expansion of concepts born from the Dialogue and Discernment Series into other media formats.

CIVC Recommendations: Task Force 3.2 is charged with mapping out a strategy for:

- a. The development of a four-year curriculum for the Dialogue and Discernment Series that will rotate through specific topics that are important for our students to engage in prior to graduation.

Action Step 3.2.b: Expansion of availability of Racial Justice and Equity Education information

CIVC Recommendations: Task Force 3.2 is charged with mapping out a strategy for:

- b. The development of a plan for a fall and spring common read for faculty and students surrounding issues of equity and inclusion.

Action Step 3.2.c: Community Engagement and Professional Development

Responsible Parties: The Office for Inclusion and Equity

CIVC Recommendations: Task Force 3.2 is charged with mapping out a strategy for:

- c. The creation of a repository of all of the University's most prominent DEI programming (the C.A.N. I. Series, Dialogue and Discernment, the Welcome Project, SAFE Zone and Green Zone Training, MLK Day, etc.) with a plan for consistent promotion and communication of these programs annually.

Task Force Recommendations

In brief, we recommend the creation of a Dialogue & Discernment committee carefully seeded with constituents from across the University who will help coordinate the workings of the committee with other relevant areas of University life. The D&D committee as a whole will select an annual Diversity/Equity/Inclusion (DEI) topic or theme and likely be comprised of three subcommittees: one to organize a Common Read signature event every fall; one to organize a D&D signature event every spring; and one to recruit and coordinate curricular and co-curricular activities related to the topic/theme throughout the academic year. The Office of Inclusion and Retention will be responsible for convening and charging the D&D committee. In addition, the OIR will create and annually update an online DEI repository of the University's most prominent DEI programming. Integrated Marketing and Communications will support this work with consistent promotion of the D&D events and programming in the DEI repository. The most significant challenge to this proposal is the level of coordination and planning required. We expect that after year one, the committee will be planning a year in advance in order to meet this challenge. Final budget request is: \$10,600–\$15,300 (the range is dependent on the honorariums for visiting speakers).

Key Deliverables:

- By **February 1, 2021**, the Office of Inclusion and Retention (OIR) will create a **master organizing Google Calendar** that pulls together all important, annual DEI dates currently celebrated on campus — e.g., Hispanic Heritage Month, National Coming Out Day, Black History Month, Diwali, Ramadan — as well as programs in the DEI repository. Various units on campus, including the D&D committee, can use this calendar to assist with planning and to avoid competing events.
- By **February 12, 2021**, OIR will **convene and charge the Dialogue and Discernment Committee** — including faculty/staff/student representatives from OMP/OIP, the Library, Core, CC First Year Program, the General Education Committee, Fraternity/Sorority Life, the Office of Student Life, and Student Senate — with identifying an annual DEI topic/theme for campus-wide engagement, to begin AY21–22. Members of the D&D committee will populate three subcommittees: the Common Read subcommittee, the D&D event subcommittee, the D&D curricular/co-curricular subcommittee. (See Appendix A for overall timeline.)

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- By **February 19, 2021**, OIR will **charge the Common Read subcommittee** to develop a plan for an annual Campus Read program (tied in with the Dialogue and Discernment topic/theme) and a Campus Read webpage to launch fall 2021 with a fall semester signature event. (See Appendix B.)
- By **February 19, 2021**, OIR will also **charge the D&D event subcommittee** to develop a plan for an annual D&D event (tied in with the Dialogue and Discernment topic/theme) and a D&D Series webpage to launch spring 2022 with a spring semester signature event. (See Appendix C.)
- By **April 2021**, IMC and OIR will **launch an online repository** of all major campus-wide, annual DEI programs (name, brief description, contact person, and relevant dates) and include a submission form for groups to request their programs addition to the repository. (See Appendix D and E.)
- Starting in **August 2021** and operating annually throughout each academic year, IMC will **launch their PR/marketing plan of events** included in the DEI repository.
- Beginning **Fall 2021**, IMC and OIR will **launch a passive programming campaign** that supports the Dialogue and Discernment topic for the year, utilizing at least five different messaging mediums, including “swag,” e.g., shirts, flags, wristbands.
- Beginning **September 2021**, OIR will annually **convene and charge the D&D curricular/co-curricular subcommittee** with organizing a plan to recruit campus constituents (e.g., deans/departments/faculty and VP of Student Life) to create curricular and co-curricular experiences that engage the D&D topic for the *next* academic year. (See Appendix C.)
- Beginning **December 2021**, OIR will annually **convene and charge the Campus Read subcommittee** with developing a plan for the following academic year’s Campus Read program and signature event. (See Appendix B.)
- Beginning **March 2022**, the D&D curricular/co-curricular subcommittee will annually **advertise D&D courses** to all academic advisors prior to student registration, in March and October respectively. (See Appendix C.)
- Beginning **April 2022**, OIR will annually **convene and charge the D&D event subcommittee** with developing a plan for the following academic year’s D&D signature event. (See Appendix C.)

Financial Implications 3.2.a.

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
<i>Dialogue and Discernment Series</i>	Signature event	Office of Inclusion and Retention (OIR); D&D event subcommittee (30 hours annually)	MCI	\$1,000–\$3,000 annually
	curricular/co-curricular activities	D&D curricular/co-curricular subcommittee (10 hours annually to recruit faculty/staff and to advertise D&D courses to academic advisors); faculty/staff who plan courses or activities (time will vary and could be part of normal workload)	MCI	\$3,000 annually (to be made available by application to offices proposing programming)

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	passive programming campaign (public media ads, swag)	IMC (Kristen)/OIR	MCI	\$3,000 annually (see Appendix F)
	web page	IMC — minimal time to set up template; OIR — 2 hrs to add and regularly update content	NCI	
<i>DEI Repository</i>	web page	IMC — minimal time to set up template; OIR — 10 hrs to add content; 2 hrs to regularly update	NCI	
	PR/marketing plan	IMC takes the lead — included in normal workload	NCI for internal publicity; MCI for NWI Time ads	\$3,000 annually (see Appendix G)
	master organizing DEI Google Calendar	OIR — 2 hours to add and regularly update content	NCI	
<i>Campus Read</i>	Signature Event with smaller, additional programs	Campus Read subcommittee (40 hours annually)	MCI	\$500–\$3,000 annually
	web page	IMC — minimal time to set up template; Campus Read subcommittee— 2 hours to add and regularly update content	NCI	
	10 books	Library Acquisition — minimal time	MCI	\$100–\$300 annually

Implementation Timeline

Spring Semester 2021

Jan. 25 Monday Instruction begins
 Feb. 1 Create/Launch public, master DEI Google calendar
 Feb. 12 Convene and charge Dialogue and Discernment Committee as a whole
 Feb. 19 Charge Campus Read sub-committee D&D event subcommittee
 March 1 Create template for DEI repository
 March 8 Add web content to DEI repository
 April 9 Test/debug DEI repository website
 April 26 Launch DEI repository website and submission form

Fall Semester 2021

Aug. 1 Launch web pages for D&D Series and Campus Read
 Aug. 23 Launch PR/marketing of events in the DEI repository

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Aug. 25	<i>Wednesday Instruction begins</i>
Sep.	Campus Read signature event (additional programming may happen throughout fall semester)
Sep. 7	Launch passive programming campaign for Dialogue and Discernment theme of the year
Sep. 7	Convene D&D committee as a whole to select AY22–23 topic/theme
Sep. 13	D&D curricular/co-curricular subcommittee recruits campus constituents for F22 experiences
December	Annually reconvene Campus Read subcommittee to plan next academic year

Spring Semester 2022

Jan. 10	Deadline for curricular/co-curricular experiences for D&D F22
Jan. 12	<i>Wednesday instruction begins</i>
Jan. 17	<i>MLK Day</i>
Feb. 25	Deadline for changing curriculum for Fall registration
March 5–20	Spring recess — No classes
March 21	Classes resume
March 21	Advertise Dialogue and Discernment F22 courses to all academic advisors
March 21–31	Dialogue and Discernment signature event during this period
April	Annually reconvene D&D event subcommittee to plan next academic year

Action Item 3.3: Institutionalization of the Creating and Nurturing Inclusivity (C.A.N. I.) Series

Charge:

Created in the summer and launched in the fall of 2019, the Creating and Nurturing Inclusivity (C.A.N. I.) professional development series was created to increase institutionally facilitated conversations on diversity through a tiered approach that serves to meet participants at their level of knowledge and awareness.

Action Step 3.3.a: Provide C.A.N. I. level-one training series for all new University employees.

Responsible Parties: The Office for Inclusion and Equity

CIVC Recommendations: Developing a plan so onboarding of all new employees (faculty and staff) ensures they have the opportunity to participate in the C.A.N. I. series within the first six months of their hiring. This plan should include a way to track all new hires' participation and expansion of the current trainer team to help deliver the C.A.N. I. series content.

Task Force Recommendations

By the beginning of the fall semester 2021, C.A.N. I. will have a sustainable institutional infrastructure that can train all new hires within their first 90 days of joining the campus community.

Action Step 3.3.b: Provide C.A.N. I. level-one training series to University-sponsored student leadership roles and other responsibilities.

Responsible Parties: The Office for Inclusion and Equity

CIVC Recommendations: Working with the Student Senate to make completion of level one required for all student leaders before receiving operational funds for their student organization.

Task Force Recommendations

By the beginning of the fall semester 2021, C.A.N. I. will have a sustainable institutional infrastructure that can train all incoming students and student organization leaders within two months of them joining the campus community.

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Financial Implications 3.3.a. & b.

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
By January 2021 the C.A.N. I. team will develop a train the trainer option for C.A.N. I. at Valparaiso University		ED International & Intercultural Engagement and Dir. Of Multicultural Programs (30 hrs. over two weeks)	NCI	\$0
By May of 2021, the C.A.N. I. team will have trained and qualified 10 additional trainer to deliver level-one material.		ED International & Intercultural Engagement and Dir. Of Multicultural Programs (32 hrs. over two weeks)	MCI	\$--
By May of 2021 Human Resources will make necessary additions to onboarding platform to assign and track employee participation in the C.A.N. I. Series.		Assistant Director of HR and Onboarding specialist.	NCI	\$0
By March 2021 the C.A.N. I. team and the Asst. Provost for Inclusion will develop the appropriate compensation model for individuals facilitating the trainings.		Asst. Provost for Inclusion, ED International & Intercultural Engagement and Dir. Of Multicultural Programs	LCI	\$5,000–\$10,000
By May 2021 the Asst. Provost for Inclusion will create a budget line under their Office for Training Materials		Asst. Provost for Inclusion and Business Liaison	LCI	\$5,000 Annually

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By May 2021, Student Life, in collaboration with Student Government, will Champion the C.A.N. I. Series among all students and Student Organization leaders.		C.A.N. I. Team, VPSA, & Student Government	NCI	\$0
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Implementation Timeline

Spring Semester 2021 (note the example above highlighted in bold)

- Jan. 25 Monday Instruction begins
- Feb. 1 Launch C.A.N. I. Train the Facilitator Courses.
- March 20 Begin Co-Facilitation Practice

Fall Semester 2021

- Aug. 1 Work with Certified C.A.N. I. Trainers to promote training options
- Aug. 25 Wednesday Instruction begins

Agenda Item 4: Community Engagement

Action Item 4.1: Transparent communication of Valparaiso University Policing Model Charge:

It is important that our University’s police department go above and beyond to ensure the safety and security of our University community. In partnership with the Valparaiso University community, the Valparaiso University Police Department (VUPD) has agreed to proactively review its current policing model, philosophy, protocols, and training and development, to affirm fair and impartial policing.

Action Step 4.1.a: Review of policing model, philosophy

Responsible Parties: VUPD, The Office for Inclusion and Retention, and an ad hoc Task Force of students, faculty, and staff

CIVC Recommendations: Review of the agency’s policing model, philosophy, and protocols. The review process should include: 1) the development of a comprehensive list of changes that university police departments have made to their policing model and use these changes to inform recommendations for the change and/or modification of policies, procedures, and/or protocols as well as background checks; 2) a communications plan for consistent communication with the University community with the intent on enhancing positive public perception and connection with the agency. This communications plan should include the introduction of new officers to the campus community.

Action Step 4.1.b: Participate in ongoing professional development to include diversity and inclusion workshops and seminars.

Responsible Parties: VUPD, The Office for Inclusion and Retention, and an ad hoc Task Force of students, faculty, and staff

CIVC Recommendations: The implementation of professional development sessions that will provide members of the Valpo community opportunities to increase their own intercultural competency and engage with the public in non-official capacities.

Action Step 4.1.c: Coordination of community engagement and outreach programs

Responsible Parties: VUPD, The Office for Inclusion and Retention, and an ad hoc Task Force of students, faculty, and staff

CIVC Recommendations: Identify a strategy for ongoing engagement with the community bi-annually or quarterly through listening sessions, educational forums, and safety prevention outreach.

Task Force Recommendations

The commitment to a safer, more inclusive campus requires partnership between police, students, staff, faculty, and community. Because of the serious threat to Black and Brown life and lack of trust between police and community, transparent data, strong communication, and perspectives of underrepresented members of the campus community must be central to the ongoing planning and implementation of any changes. The task force's significant recommendations include: 1) collecting and sharing more equitable and transparent data, 2) updating the VUPD website, 3) improving frequency and quality of inclusive and overt dialogue about campus policing, and 4) creating student and police partnerships with underrepresented populations. Additionally, the task force strongly recommends the purchase of a police computer-aided dispatch (CAD) record management system (RMS) as a necessity for quick and reliable data communication. Lack of funding, lack of availability of student, staff, and faculty time, or unwillingness of key players to incorporate new programmatic changes could threaten the plan.

Key Deliverables: The task force has identified ten (10) SMART Goals:

A. Review of policing model, philosophy and protocols

1. VUPD will purchase a computer-aided dispatch (CAD) records management system (RMS), which will make reporting the data in SMART goal #2 possible, hopefully by August 15, 2021.
2. VUPD will increase the frequency of and kind of data available to the public on their website, including the following data in a Transparent Data Report by October 31, 2021.
 - a. Daily crime/call log
 - b. Stops, Warnings, Arrests by year and by race and gender both of officer and person stopped; reason for stop (e.g., suspicious activity, call for assistance, call — complaint, traffic stop, patrol), was it citizen or officer initiated, was the officer on or off duty
 - c. Use of Force reporting by year and by race and gender both of officer and person (firearm, taser, mace (OC), weaponless, and complaints about use of force, threat, verbal, pointing of such weapons)
 - d. Hiring data (Officer selection by race, gender, applications received, background check complete, length of service)
 - e. Officer promotions, including eligibility by race and gender by year, length of service
 - f. Annual records of training and what the training consisted of
 - g. Number and type of complaints/grievances (e.g., use of force, illegal search, threats/verbal abuse), internal (by officers) and external (by community), including demographics of complainant
 - h. Personnel actions by year that involve officer suspension or disciplinary action
 - i. Calls for service by year
 - j. Community involvement (e.g., referrals to mental health services, participation in campus and community events)
 - k. Narrative to explain process/policies, methods for data collection, and other factors.
 - l. Name of person who reviews data, how frequently data is reviewed for negative trends, and how trends are reported

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3. VUPD with IMC will add or enhance the following key information to the front page of the VUPD website to enhance accessibility and transparency. All changes except for the daily call log will be complete by March 30, 2021. The daily crime log will be implemented by June 30, 2021.
 - a. Anonymous tip line
 - b. Daily crime/call log
 - c. Link to Title IX
 - d. Link to bias-incident reporting
 - e. Link to specific annual and mandated trainings police engage in each year
 - f. Link to Reports (Clery and New Transparent Data Report, see #1).
 - g. Link to Community engagement activities
Annual list and description of existing community outreach activities such as safety and risk management training/presentations, fundraisers, service trips, staff advisors, participating and supporting campus community activities.
 - h. Transparency about what policing agency jurisdiction looks like and who has jurisdiction when
 - i. Policy for VUPD uniform dress. VUPD should review policy and revise to favor soft uniforms whenever possible on campus when interacting with students, staff, faculty, and community.

B. Participate in ongoing professional development

4. By October 31, 2021, VUPD will continue to complete Fair and Impartial Policing and Implicit Bias training at least one time per school year. (This could happen as early as summer.)
5. VUPD current and new hires will participate in C.A.N. I. diversity and inclusion trainings for campus community by March 15, 2022.

C. Identify a strategy for on-going engagement with the community bi-annually or quarterly through listening sessions, educational forums, and safety prevention outreach.

6. By August 15, 2021, VUPD will begin to hold sessions bi-annually at orientations for first year, transfer students (at Welcome Week) and parents (at FOCUS) and faculty (Fall/Spring Faculty Workshop) and staff (already happening) to cover the importance and its commitment to Community Policing & Tactical/Crisis Readiness. Topics include the use of force, the purpose of campus police and public safety, and how to participate in a safe culture, rationale for armed police officers on campus related to active shooter threats. (This will go beyond existing police officer talks at FOCUS sessions. Goal to get as many officers as possible involved.)
7. VUPD and student leaders will form an ongoing group by March 31, 2021, to create a plan for annual partnerships that build stronger visibility and relationships between students and police. Representatives from the group will include outreach to BSO, LIVE, AAPIC, Alliance, AARC, RAs, Social Justice Group, and VUPD. At least one partnership activity should focus on building relationships with underrepresented communities. This group could explore serious attempts for VUPD to formalize relationships/internships and provide a report out on progress.
8. By May 1 of 2021, the implementation committee assigned by the Office of Inclusion will continue to figure out a regular community listening session format and/or what to do with topics including: 1) revising the campus alert system to reduce negative impact on underrepresented racial groups, 2) determining protocol for dialogue after a negative high-profile police event on campus, 3) creating annual structure for increased information flow between police and community, which would include the introduction of new officers to the campus community, 4) reviewing the VUPD “stop and frisk” policy, and 5) other student input. Officers should not be armed or in uniform when attending listening session events. Listening session events should be in a place of the student organization’s choosing.

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9. By Dec. 15, 2020, with planning committee input, the 4.1. Chair will suggest names/ideas for members of the implementation committee to Stacey Miller, including students, faculty, and staff who can meet with VUPD for a sustained period (six months to a year) to support plan implementation.

10. By March 15, 2022, the University will fully staff the University Police Department, continuing to focus on recruitment and retention of underrepresented officers. It would be a priority that at least one of the police officers will be an underrepresented police officer. Officers would be committed to C.A.N. I. diversity and inclusion training and partnerships with students. Without an adequately staffed police department, it makes it difficult to build meaningful relationships with students. Recruiting and retaining is a problem because of monetary and benefit differences between VUPD and other law enforcement agencies.

Financial Implications: 4.1. a – c.

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
Action Item #1: Upgrade police computer-aided dispatch (CAD & RMS) system	CAD & RMS purchase; time for training and getting system up and running	Assistant Chief of Police. Training hours built into quote	HCI	Basic rudimentary system: Start up one-time fee approx. \$2,500; Annual cost approx. \$4,740 per year (Omnigo platform)*
Action Item #6: Police orientation planning and Action Item #7: implementation of student underrepresented partnerships	Orientation to new students, parents; Coordination of student partnerships	Assistant Chief of Police, for all officers to meet it could cause some overtime.	MCI — small food budget for student partnership group.	
Action Item #4: Fair and impartial police training	Fair and impartial policing training	VUPD, Office of Inclusion	NCI Chuck and Stacey are instructors, minimal food costs.	
Action Item #3: VUPD website update and Action Item #2: transparent data reporting	Time to update website (Hrs. TBD with input from IMC)	IMC — TBD on the amount of time, but not significant	NCI assuming there is someone on campus who can do this	
Action Item #8: 4.1. Implementation Committee determines format for community discussion on additional topics.	Some kind of listening session or discussion event/s TBD.	Could include Office of Inclusion staff and VUPD and committee members in planning and implementation. It could cause overtime if all officers are needed.	MCI assuming there is someone on campus who can do this	

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Action Item #10: Fully staff police department and attract at least one underrepresented officer. Both officers would be focused on C.A.N. I. and student partnerships.	TBD	TBD	HCI	TBD
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Implementation Timeline:

Dec. 15 Action Item #9: Planning chair will suggest names for implementation committee

Spring Semester 2021

March 30 Action Item #3: VUPD will ask IMC to complete all website updates, except call logs.
 March 30 Action Item #7: VUPD and Underrepresented Student Leaders Partnerships Group Forms.
 May 1 Action Item #8: Community Listening Session Format/Structure determined for additional topics .

Fall Semester 2021

Aug. 15 Action Item #1: VUPD will purchase CAD record management system.
 Sep. 15 Action Item #6: Begin bi-annual VUPD orientation sessions for new students, parents.
 Sep. 30 Action Item #3: Daily call logs will be added to the campus website.
 Oct. 31 Action Item #4: VUPD will continue next round of Fair and Impartial Policing Training.
 Oct. 31 Action Item #2: VUPD will increase transparent data available to public on website and in report.

Spring Semester 2022

March 31 Action Item #5: Current and New Hires will complete C.A.N. I. series diversity and inclusion Trainings.
 March 31 Action Item #10: The department will be fully staffed with two more officers, focused on C.A.N. I., and students’ partnerships.

Action Item 4.2: Outreach and program development with our historically underrepresented alumni

Charge:

Valparaiso University continues to struggle with connecting with its historically underrepresented alumni, i.e., alumni of color, LGBTQIA+, and Veterans communities. Alumni Engagement can strategically re-engage these historically marginalized populations in pursuit of building a more open and inclusive campus.

Action Step 4.2.a: Reengage historically underrepresented alumni in the aforementioned communities

Responsible Parties: Advancement and the Office for Inclusion and Retention

CIVC Recommendations: Reaching out to historically underrepresented Valpo alumni and reconnecting them to the University community through the Valparaiso University Alumni Association (VUAA) or directly to the Advancement Office. This plan should also include: 1) the identification of key stakeholders within the sub-communities of our historically underrepresented alumni who can serve as a communications arm to the University/Advancement/VUAA; 2) an incentivizing plan for their participation (e.g., free cost for attending events, or special status to athletics or other types of events); 3) providing them with the resources for bringing these communities back to campus through key/special events/programs and events targeted toward reconnection, reconciliation, and re-engagement; and 4) work to develop a plan for future pipelines and leadership within the VUAA, Guild Boards, and the National Councils.

Action Step 4.2.b: Formation of caucus groups for historically underrepresented alumni

Responsible Parties: Advancement and the Office for Inclusion and Retention

CIVC Recommendations: Discussion and recommendation about the implementation of a caucus structure for the VUAA that allows for more participation and more interaction of historically underrepresented alumni.

Task Force Recommendations

The 4.2 Taskforce has convened four times in the past few months in order to build out these initial recommendations per our charge. Collectively, the 4.2 Taskforce agreed to concrete operationalization of our deliverables within a larger framework focusing on sustainable change and long-term commitment. The Taskforce's theory of change focuses on core elements within the University structure that require sustained investment of vision, people, and resources. The core elements presented herein include initiatives stewarded out of the Alumni Engagement Office, significant communication and outreach efforts to underrepresented alumni, and the development of leadership opportunities. In sum, the following goals are recommended for action:

1. Build a robust and accessible alumni database which includes Alumni Engagement Metrics.

- a. By March 2021, develop and build a relational database that can house alumni-related data and produce reports for transparency in decision making. Baseline alumni engagement scores of our Black and Latinx alumni via a Pursuant product. Utilize this tool on a quarterly/yearly basis.

2. Collect alumni feedback and invite voices into alumni-based programming.

- a. By March 2021, finalize a survey, and a related survey plan for years to come (e.g., five years, 10 years), that captures alumni communication preferences, preferred events/programming offerings, and desired methods of engagement with the University campus and community. Specific questions about diversity, equity, and inclusion to be incorporated within the survey.
- b. Refresh Homecoming and Reunion Weekend Programming to become more welcoming and inclusive by completing an audit of decision-making processes, stakeholders, marketing materials, and targeted alumni by SP22. Within the audit, consult University stakeholders, peer institutions, and best practices in alumni engagement.

3. Create a communication plan grounded on honesty, truthfulness, consistency, and transparency while acknowledging the University's history and role.

- a. By Fall of 2021, the AE office will produce a communication plan that is segmented for each underrepresented group. Creating a welcoming community requires patience and communication of a current and historical narrative. Share stories on a collective timeline
 - i. Expand the current AE communications plan to include new affinity events programming and to address ills/pain of prior decades. Identify changes to AE communications plan by SP22.
- b. Share current truths such as the Chapel is supportive of LGBTQIA+ weddings; replacement of the MLK house space, etc.; Black fraternity on campus
- c. Identify rallying individuals and/or campus organizations who may know more about specific advocacy issues for alumni concerns (e.g., trans housing "case by case" policy). Foster relationships between campus stakeholders and Alumni Affinity groups (ongoing task of AE).

4. Develop leadership and engagement structures for historically underrepresented alumni to access.

- a. By fall 2022, the AE office and VUAA will present a plan for affinity group structures and how such groups will be sustained. Additionally, AE office and VUAA will develop a leadership development strategy that is intentionally inclusive of historically marginalized persons for Alumni and Guild Boards, Affinity Networks, Regional Ambassadors, National Councils, and LUA Board
 - i. Create/Establish a Valpo Black Alumni Network by FA22 with an identified support staff for programming and needs identification.

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- ii. Create/Establish a Valpo Latinx Alumni Network by FA22 with an identified support staff for programming and needs identification.
- iii. Create/Establish a Valpo LGBTQIA Alumni Network by FA22 with an identified support staff for programming and needs identification.
- iv. Create/Establish a Valpo International Alumni Network by FA22 with an identified support staff for programming and needs identification.
- v. Veterans will be addressed in SP23.

Financial Implications: 4.2. a. & b.

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
1.a Relational Database	Pursuant Alumni Engagement Scoring Product (\$10,000)	Advancement Operations and Alumni Engagement — 40 hours to define the alumni engagement algorithms with the vendor. 200 hours to implement	LCI	\$10,000
2.a. Create & execute an alumni survey focused on messaging and communication preferences	Currently obtaining quotes for options on products	Chosen third party vendor and Alumni Engagement — 40–80 hours of AE creation and evaluation	Yes/unknown	Pending
2.b Homecoming Audit	Internal process of attendance and event feedback from 2018, 2019, 2020, and 2021.	AE and campus partners begin planning in January 2021 for September 24–26, 2021. Expect events of interest to new network constituencies. (3–4 events). Audit to inform a revamp of HC for 2022. AE spends 1,500 hours/year	Yes/unknown	Homecoming Funding at 2019 levels
3.a Communication Plan	Dedicated AE Staff	Marketing specialist hire and web designer hire.	Yes	\$50,000–\$60,000 loaded salary \$15,000–\$20,000 web redesign w/ iModules
3.b Share Collective Timeline/Stories	Outcome of survey	AE/IMC writing staff 240 hours/year	MCI	

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3.c Share current truths		AE/Writing staff 240 hours	MCI	
3.d Identify Allies/Collaborators On-Campus		AE Networking with collaborators 100 hours per year	MCI	
4.a.i Valpo Black Alumni Network	Dedicated AE Staff <i>*Adding three affinity networks will need a shift in personnel resources.</i>	Alumni Engagement and BSO working together to recruit students and alumni. January 2021. Begin by soliciting recruiting a team of Black Alumni from former members of the Black student organizations including Kappa Alpha Psi. Write the charter including programming for 2021–2022 for the Network during February 2021. Schedule four events per academic year. Goal — first event April 2021 AE — 160 hours/year for 4 events	LCI	
4.a.ii Valpo LatinX Alumni Network		Alumni Engagement and LIVE working together to recruit students and alumni. Begin with identifying the university staff in support and alumni with membership is LIVE. January 2021. Write the charter including programming for 2021–2022 for the Network during February 2021. Four events per academic year. First event April 2021 AE — 160 hours/year for 4 events	LCI	
4.a.iii Valpo LGBTQIA+ Alumni Network		Alumni Engagement, Alliance, Beloved (LGBTQIA+ group sponsored by The Chapel), and the LGBTQIA+ community working together to solicit students and alumni. January 2021. Write the charter including programming for 2021–2022 for the Network during February 2021. First event 2021 160 hours/year for 4 events	LCI	

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4.a.iv Valpo International Alumni Network		AE + VISA — 100 hours per year	LCI	
4.a Develop an inclusive leadership pipeline for Alumni & Guild Boards, Affinity Networks, Regional Ambassadors, and National Councils		Solicit recommendations of faculty, current students, alumni and staff. Begin the process January 10, 2021, by expanding current process in Alumni Award Nominations. 400 hours AE staff MGO and AGO — providing a pipeline from their call reports	NCI	

Implementation Timeline:

The timeline should be based on the University calendar presented below. Each of these plans must work in concert with the current University timetables to ensure the highest level of sustainability. For each project in **bold** all launch dates and due dates. Also, for any time-sensitive projects, there should be a go, no-go date clearly defined so each project can have its highest opportunity of success.

Spring Semester 2021 (note the example above highlighted in bold)

Jan. 25 *Monday Instruction begins*
 Feb. 1 Launch C.A.N. I. Train the Facilitator Courses
 March 20 Begin Co-Facilitation Practice
 April 16–17 C.A.N. I. Training for VUAA and Guild Boards
 April 30 Alumni Engagement Metrics in Advance Database

Fall Semester 2021

Aug. 1 Work with Certified C.A.N.I. Trainers to promote training options
 Aug. 25 *Wednesday Instruction begins*
 Sep. 24–26 Homecoming Weekend with event programming inclusive to Black, Latinx, LGBTQIA+, & International

Spring Semester 2022

April 16 Recruit VUAA and Guild Board Members inclusive of underrepresented
 April Virtual event sponsored by the Black Alumni Network
 May Virtual event sponsored by the Latinx Alumni Network
 June Virtual event sponsored by the LGBTQIA+ Alumni Network

Fall Semester 2022

Sep 23–25 **Homecoming Weekend with inclusive programming for Black, Latinx, LGBTQIA+. and Veterans Alumni**

Action Item 4.3: Transparent communication of all diversity related demographical data and information

Charge:

Potential employees, students, and families have a right to know transparently the type of campus they may be joining so they can make reasonable and educated decisions about their short- and long-term professional

development, education, and emotional and physical wellbeing. Demographic diversity information and data for our campus should be easily accessible to those who are interested in working at and/or attending Valpo.

Action Step 4.3.a: Ensure all diversity related demographic information is easily available to interested parties

Responsible Parties: Office for Institutional Effectiveness (OIE), Integrated Marketing and Communications (IMC), and the Office of Inclusion and Retention (OIR)

CIVC Recommendations: Compiling a list of all of the underrepresented communities within the Valparaiso University community of faculty, students, and staff; compiling the demographic information of these groups; identifying where this information should be made visible within the University’s website; and the creation of a calendar that will guide the annual update of this information within the website.

Task Force Recommendations

We recommend the following:

- The Department of Human Resource Services compile a list of categories that we would like to share with the University community and external constituents
- IMC identify exemplar websites that we wish to role model our website on
- The University disseminate an institutional demographic data survey to faculty and staff in order to update and ensure data accuracy
 - Timeline: November 2020
- IMC create webpages for the communication of Student, Faculty, and Staff data
 - Timeline: Fall 2020 ongoing (can be completed by fall 2020)
- The University/IMC launch demographical data webpages
 - Timeline: February/March 2021
 - We recommend that this demographic information be included on multiple/easy access points i.e.:
 - About Page — Main location
 - Links
 - Admission
 - HR Site
 - OIE
 - Inclusion & Retention
 - Main Page footer
- The University add demographic information to marketing publications related to admissions
 - Admission Fast specs document
 - Presidential Fast specs document
 - Advancement marketing
- The University “calendarize” updating of demographic pages annually
 - Student Data Only: Updated annually by January 1
 - Faculty/Staff Data Only: Updated annually by January 1 (IPEDS/HR Data)
- A quick fast fact link for the City of Valparaiso and maybe the City of Chicago (Anna will send Admissions materials for addendums)

Financial Implications

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost/Time if known
Creation and Launch of demographic survey	N/A	HR Generalist (Kristy Merritt)	NC	1 hr

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Demographic data entry from faculty staff demographic survey	N/A	HR Generalist (Kristy Merritt)	NC	3–5 hrs
Creation of mockup demographic pages	N/A	Webmaster (Billy White)	NC	3 hrs
Launch of new demographic data pages	N/A	Webmaster (Billy White)	NC	4–5 hrs
Update Fast Facts and President’s Fast Facts Sheets (numbers)	N/A	OIE (Melizza Zygmunt)	NC	Regular Duties
Update Fast Facts and President’s Fast Facts Sheets (marketing)	N/A	IMC	NC	Regular Duties
Update demographics data on web pages (data)	N/A	OIE (Melizza Zygmunt)	NC	Regular Duties
Update demographic data on web pages (web)	N/A	IMC (Billy White and/or coordinator)	NC	1 hr

Implementation Timeline:

- November 2020: Launch demographic survey for faculty and staff
- End of fall 2020: Mock of pages for students, faculty, and staff demographic data
- February/March 2021: Launch of new demographic data pages
- September 2021: Update all Admission and President’s marketing materials i.e., Fast Facts (Admission) and President’s Fast Facts (Advancement)
- January 1, 2022: Update all demographic pages annually on the first of the year

Action Item 4.4: Town and Gown Relations

Charge:

While the University does not hold political positions on candidates that represent the City of Valparaiso, its constituents are directly impacted by the City’s policies and procedures. Whenever possible the University should continue to enhance its working relationship with the City’s Administration, including suggesting representation on non-elected boards and committees when appropriate.

Action Step 4.4.a: Representation on relevant City non-elected boards and committees

Responsible Parties: Vice President for Community and Government Relations

Action Step 4.4.b: Increase community from the Town Gown committee to campus constituents

Responsible Parties: Vice President for Community and Government Relations

CIVC Recommendations (a. & b. combined): More transparently communicate the current relationships Valpo has with the City of Valparaiso, including 1) the creation of a webpage that clearly defines what “Town & Gown relations” means and the ways in which the University and Town hold a mutually beneficial relationship; 2) communicating to the current Valpo faculty, students, and staff who serve on non-elected boards and/or committees within the webpage; and 3) identifying additional ways the University can engage with the City and the new Mayor to enhance University representation.

Task Force Recommendations

The Task Force recommends the following:

1. Development of a Community Engagement Committee in University Council — by end of spring 2021 semester.
2. Development of a Community Engagement Webpage — by start of the fall 2021 semester.

Financial Implications

Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
Develop a Community Engagement webpage on valpo.edu that shares information on campus engagement on City committees, commissions, and Town & Gown.	NA	University Webmaster for initial development, and committee members for ongoing information updates.	Staff time to develop website	MCI
Identify list of appointed positions that are <u>required</u> to be filled by Valparaiso University members and ensure the appointments are made in a timely manner.	NA		N/A — already completed (Appendix A)	NCI
Identify a list of existing faculty, staff, students, and alumni <u>already serving</u> on city councils/committees	NA		N/A — largely completed (Appendix A)	NCI
Identify the methods in which faculty, staff, and students can be appointed to city councils/committees. Identify methods that this can have community input. The University community is blessed with rich diversity including racial and other minority populations and international members, among students, staff, and faculty, whose experiences and	NA		Staff/student time through committee work — described below	NCI

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needs may differ from those of majority residents of Valparaiso and should be represented to the city.				
Identify other affiliated boards and committees that are related to the city (i.e. Valpo NEXT), and perhaps the county, and how to increase Valpo appointments.	NA		Staff/student time through committee work — described below	NCI
Publish the Town & Gown committee rosters, agendas, discussion topics on the Community Engagement webpage. Consider including staff/non-summit meetings if the President’s and Mayor’s schedules make regular meetings challenging to schedule.	NA		Staff/student time through committee work — described below	NCI
Develop a Community Engagement Committee that is representative of students, faculty, and staff that encourages participation in city boards, commissions, and Town and Gown. This group would identify the process by which students, faculty, and staff would get nominated or elected to serve on these committees while also bringing opportunities to be civically engaged within the City of Valparaiso. This could possibly report through University Council.	NA	Initially established by Vice President for Community and Government Relations. Requires a change in University Council bylaws and appointment of members.	NA	NCI
Develop a mechanism within the University to encourage participation within city commissions and review the nature and composition of these groups with a view toward diversity and inclusion.	NA		Staff/student time through committee work	LCI
Develop methods for the University to monitor items being discussed on city councils and committees, and in the broader Valparaiso community that would be of interest to the University community.	NA		Staff/student time through committee work	NCI
Review the nature and composition of the Town & Gown committee and develop a means for suggesting topics for discussion.	NA		Staff/student time through committee work	NCI

Implementation Timeline

Spring 2021	Development of a Community Engagement Committee in University Council by semester end
Fall 2021	Development of a Community Engagement Webpage, by start of the fall 2021 semester

Agenda Item 5: Inspirational University Leadership

Action Item 5.2: Unit Level Strategic Diversity Planning

Charge

In order for the University to support and successfully promote racial equity, there needs to be conscious and intentional effort. Through the creation of a strategic diversity plan, the University can track and measure the success of applicable faculty, staff, and student programs and/or services.

Action Step 5.3.a: In the context of the University’s Strategic Plan, examination of Unit-Level strategic plans that address community engagement, education and professional development, affirmative recruitment and hiring, systems analysis and policy review, and assessment.

Responsible Parties: President’s Council/Senior Leadership

CIVC Recommendations:

1. Developing a timeline for the creation and implementation of unit-level “diversity” strategic plans that address unit-level engagement and buy-in, educational and professional development, affirmative recruitment including hiring and retention, and a review of systems analysis and policy review.
2. Developing key metrics for measuring unit-level success in the aforementioned areas and creating a plan template that units can use as a guide.
3. Creating a communications plan for the new President and Provost to use as part of a long-term commitment to the University community.

Task Force Recommendations

In the context of the University’s Strategic Diversity Plan, each unit across campus should evaluate their current situation and create a two to three-year strategic diversity plan (SDP) that addresses the following components: community engagement, education and professional development, affirmative recruitment and hiring, systems analysis and policy review, and assessment. In the context of this document, a unit is defined as either a college or division within the University and the developed plans should focus on that level. Strategic diversity plans at lower-levels (departments or subdivisions) can be developed after these unit-level plans are completed.

Supporting documents for the development of unit-level SDPs are found in the Appendices of this report. Appendix A contains further descriptions of the different components of the plan and a list of possible quantitative and qualitative metrics that can be utilized in those areas. Appendix B contains a template for unit-level SDPs with examples from different colleges and divisions on campus. Appendix C includes resources that units can utilize as they develop their plans.

For each unit, the total budget needed to successfully complete the SDP involves only human hours which will vary between units. While we will not estimate how many hours are needed, the process that each unit will follow includes but is not limited to:

1. Conversations with unit constituents to secure buy-in for the plan.
2. Development of a draft SDP following a given format that will be reviewed by CIVC.
3. Completion of a final SDP including how the metrics will be assessed during the duration of the plan.

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Deans and Vice Presidents of the various campus units will provide oversight on the development of the SDPs and they have the responsibility to ensure their units complete the deliverables on time.

To ensure that the final SDPs are robust, a review cycle for draft SDPs is recommended. The group best suited to review the draft plans is CIVC and the best time for the review is during the summer of 2021. CIVC will ensure that there will be a representative from each unit who will take part in the review, even if it means adding a person to the review process that is not a member of CIVC. The amount of time needed over the summer to review the SDPs is estimated at 30 hours (2 hours per plan with at most 15 units developing SDPs). Since faculty are not under contract over the summer, those on CIVC should be paid for their time reviewing the draft SDPs and we recommend a stipend of \$750 for the review of all draft plans.

Key Deliverables

- By the end of the spring semester 2021, every unit on campus should have a draft of their SDP that can be reviewed.
- By the end of the fall semester 2021, every unit on campus will have completed a SDP.

Financial Implications

Budget: Description of Action steps	Item purchased /service rendered or to be hired	Position(s) Responsible/ Hrs. required for implementation & Measures of Success	**Financial Implications	Actual Cost if Known
President will launch the communication plan and set community expectations.	Human Hours 1–2/week	President/APIR President’s council: Develop clear expectations and clear points of encouragement	NCI	N/A
Draft SDPs	Human Hours 1–2/week	Dean or VP	NCI	N/A
Review of Draft SDPs	30 Human Hours	CIVC	LCI	\$3,750 (\$750 per CIVC faculty member)
Final SDP	Human Hours 1–2/week	Dean or VP	NCI	N/A

Implementation Timeline:

Spring Semester 2021

Jan. 25 *Monday Instruction begins*
 Jan. 18 Creation of a unit communication team
 Feb. 1 Create communication plan and launch Unit Strategic Diversity Plan Communication
 March 20 Complete Unit Conversations about SDPs
 May 21 Unit Draft SDPs due to CIVC

Fall Semester 2021

Aug. 25 *Wednesday Instruction begins*
 Sep. 6 Labor Day. No classes. University Closed.
 Sep. 17 Review of Unit Draft SDPs completed by CIVC
 Oct. 15 Complete meetings with Units to discuss SDP drafts
 Dec. 17 Unit Final SDPs due

Addendums

Addendum 1.1.c.

Comparison of Tools

	Financial Literacy 101	Cash Course
Accessibility/Login for Students	Access code provided to create account Program appears to be available to them after college is complete	Access code provided to create account
Assignability by Staff/Instructors	Available Courses can be tailored to each group and assigned by the instructor with completion deadlines	Available Courses are already designed with set time frames to complete
Quality of Content	Thorough and customizable — range from high school through adult More items on the dashboard, quality was good, and provided broad content	Thorough — Like the simplicity of the interface and the broad topic categories are very clear (e.g. Earn, Save, Spend, etc.) Did not have a similar dashboard to FL 101 but content was still good
Tools Available for Planning	20 Calculators & Assessments More support is provided, they have staff to assist with questions	17 Calculators & Assessments Webinars are available to help with learning and training. Jennifer checking on other support options and tools for planning
Reporting of Participation/Completion	Able to see in aggregate. Participation reports available on-demand Reports can be generated and run to see progress of students. Certificates of completion are available	Content by instructor only visible to that instructor Registration reports on request, can be scheduled (e.g. weekly, quarterly, etc.) We can request updates on progress. We were unsure if this is something we have request or it can be automatically done
Implementation Cost of Solution	Will require staff time in developing programs for each cohort.	Will require staff time in developing programs for each cohort.
Annual Cost	\$1,500 for up to 1,000 students, \$1/student after first 1,000	Free Possibility of \$500 grant, and \$500 for continuing education for instructors

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<p>Complexity of Implementation (i.e., Staff Time)</p>	<p>Not complex, but will require time and attention to customize and oversee</p> <p>Programs are already built ... implementation time would be based on what we want as a University</p>	<p>Not complex, but will require time and attention to customize and oversee</p> <p>Programs are already built ... implementation time would be based on what we want as a University</p>
<p>Assessment Tools</p>	<p>Custom surveys available</p>	<p>Custom surveys available</p>
<p>Languages available</p>	<p>English</p> <p>Will be available in Spanish in 2021.</p>	<p>English, Spanish</p>
<p>Who will oversee program</p>	<p>Courses could be developed early on and then tweaked as needed. I think those assigned to teach the classes could coordinate efforts</p>	<p>Courses here could be managed by those teaching, but the course material is not as easily tailored as with Financial Literacy 101.</p>
<p>General notes</p>	<p>Very thorough system, content is good, very customizable</p>	<p>Simplicity of interface and broad topic categories is appealing. Financial topics can be overwhelming, especially if terminology is unfamiliar, so I really like this approach.</p> <p>Provided and supported by a non-profit with endowed funding — minimal potential for ulterior motives and unlikely to discontinue.</p> <p>Ability to have some Peer-to-Peer connection</p>

Addendum 1.1.d.

GS-100: Strategies for Academic Success

Breakdown of Outcomes

Term	Initial Cohort Size of Students Recommended for GS-100 and in Fall	GS-100 Outcome in Entry Term		Number/Percentage Retained After 1 Semester		Number/Percentage Retained After 1 Year		Number/Percentage Retained After 2 Years		Number/Percentage Retained After 3 Years		Number/Percentage Graduated Within 4 Years or Less		Number/Percentage Retained After 4 Years		Number/Percentage Graduated Within 5 Years or Less		Number/Percentage Retained After 5 Years	
		Number of Students	Comment																
2010-2019 Fall Cohorts	1473	634	Successfully completed GS-100	587	93%	487	77%	366	64%	312	62%	194	48%	48	12%	179	58%	1	0%
		839	Did not successfully complete or did not enroll in GS-100 in entry term	727	87%	582	69%	434	57%	331	51%	227	41%	51	9%	230	51%	8	2%

Breakdown of fall semester 2010-2019 will be sent as a separate attachment.

Topics Covered

- Introduction to College, GS-100, and Campus Resources
- Effective Goal Setting and Time Management
- Building Academic Skills
- Test Preparation and Test-Taking Strategies
- Effective Communication, Collaboration, and Presentations
- Staying Motivated, Being Resilient, and Developing Grit
- Making Good Academic, Career, and Financial Decisions

Fall 2019 syllabus sent as a separate attachment for a more detailed overview of each topic.

Program Coordinator for the Office of Multicultural Programs

MEN (Male Empowerment Network):

Mission: To help maintain and secure the well-being, growth, and intellect of male student leaders at Valparaiso University, while also providing young men with a support system and the tools they will need to overcome any adversities on campus or in life in general.

Vision and Goals: Male Empowerment will provide support, retention, empowerment, and help to create better men on and around the Valparaiso University Campus.

WOW (Women of Worth):

Mission: To foster an inclusive environment among female-identified students to discuss wellness-promoting habits, leadership development, and empowerment within the female community at Valparaiso University.

Vision and Goals: Women of Worth will engage in open and inclusive dialogue that is centered on emotional, financial, social, spiritual, occupational, physical, intellectual, and environmental wellness as it pertains to the female identity.

SMART (Student Mentoring and Retention Team):

SMART Connections offers a peer-to-peer support system that eases the transition for new students. We pair them with upperclassmen students who have demonstrated an ability to be successful both in and out of the classroom. Through this program, students become acclimated with campus/community resources and attend workshops designed to develop leadership skills such as time management, study skills, and cultural competency.

Support the work of one or more STEM-DEI Project/Grant Coordinator(s)

In conversations with the Math Department and College of Engineering, there have been opportunities for grants that could help support the work of minority students. Some of these grants, however, have either not been sought out due to understaffing and limited time, or because the proposals were strong, but could have been stronger if there was someone dedicated to grant writing. Examples of past proposal activities include:

- A. The CoE submitted a NSF S-STEM program proposal last April that was a multi-institution collaboration headed by the University of Evansville ("Entrepreneurial Mindset Accelerator Pathway Scholarship

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Program”) that requested \$1.4 million over five years in student support in the form of scholarships and summer tuition reimbursements. The proposal was not funded.

- B. The Math Department submitted an NSF proposal with nine academic institutions, two research sites, and the Museum of Science and Industry. The plan was to provide early research experience for minority STEM students in interdisciplinary and inter-institutional setting. The proposal also included professional development and a multi-level mentoring component among other things. This proposal was turned down in May.
- C. Math is currently writing a NSF IUSE proposal that focuses on supporting curriculum changes to the Math 110, 111, and 115 courses and to introduce a two-semester calculus course.

Addendum 2.1.a

Financial Implications Breakdown:

Training Expenses

- SPA Trainings — \$5,000 per training
 - Travel Expenses:
 - Flight — $\$350 \times 4 = 1400$
 - Travel to and from airport — $\$25 \times 4 = \100
 - Lodging — $\$100 \times 8 \text{ nights} = \800
 - Meals — $\$30 \times 8 = \240
- Food — \$2,400 (40 participants x \$30 x 2 days)
- Materials — \$240
 - Binders
 - Name Tags
 - Handouts
- SPA Training of Training — \$7,500
 - Travel — Flight: \$350; Lodging: \$300; Meals \$90
 - Food — \$900
 - Materials — \$150

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Addendum 3.2.a

3.2 APPENDIX A

4-year academic calendar for Task Force 3.2 deliverables

	2021	2022	2023	2024
Jan		Deadline for curricular / co-curricular experiences for D&D F22	Deadline for curricular / co-curricular experiences for D&D F23	Deadline for curricular / co-curricular experiences for D&D F24
Feb	Create a master organizing DEI Google Calendar Convene/charge D&D committee Convene/charge Common Read committee			
Mar		D&D signature event D&D curricular/co-curricular subcommittee advertise F22 D&D related courses to academic advisers	D&D signature event D&D curricular/co-curricular subcommittee advertise F23 D&D related courses to academic advisers	D&D signature event D&D curricular/co-curricular subcommittee advertise F24 D&D related courses to academic advisers
Apr	Launch online repository	D&D event subcommittee starts to plan S23	D&D event subcommittee starts to plan S24	D&D event subcommittee starts to plan S25
May				
	<i>summer</i>	<i>summer</i>	<i>summer</i>	<i>summer</i>
Aug	Launch PR/marketing for items in repository (IMC) Launch passive programming campaign of D&D topic AY21–22 (IMC) Launch websites for D&D and Common Read	Launch PR/marketing for items in repository (IMC) Launch passive programming campaign of D&D topic AY22–23 (IMC) update master DEI Google calendar and repository as necessary Deadline for curricular/co-curricular experiences for D&D S23	Launch PR/marketing for items in repository (IMC) Launch passive programming campaign of D&D topic AY23–24 (IMC) update master DEI Google calendar and repository as necessary Deadline for curricular/co-curricular experiences for D&D S24	Launch PR/marketing for items in repository (IMC) Launch passive programming campaign of D&D topic AY24–25 (IMC) update master DEI Google calendar and repository as necessary Deadline for curricular/co-curricular experiences for D&D S25
Sept	Common Read signature event	Common Read signature event	Common Read signature event	Common Read signature event

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	D&D committee (as a whole) selects AY22–23 topic/theme D&D curricular/co-curricular subcommittee recruits curricular and co-curricular experiences for AY22–23 around <i>next</i> topic/theme	D&D committee (as a whole) selects AY23–24 topic/theme D&D curricular/co-curricular subcommittee recruits curricular and co-curricular experiences for AY23–24	D&D committee (as a whole) selects AY24–25 topic/theme D&D curricular/co-curricular subcommittee recruits curricular and co-curricular experiences for AY24–25	D&D committee (as a whole) selects AY25–26 topic/theme D&D curricular/co-curricular subcommittee recruits curricular and co-curricular experiences for AY25–26
Oct		D&D curricular/co-curricular subcommittee advertise S23 D&D related courses to academic advisers	D&D curricular/co-curricular subcommittee advertise S24 D&D related courses to academic advisers	D&D curricular/co-curricular subcommittee advertise S25 D&D related courses to academic advisers
Nov				
Dec	Campus Read subcommittee starts to plan F22	Campus Read subcommittee starts to plan F23	Campus Read subcommittee starts to plan F24	Campus Read subcommittee starts to plan F25

3.2 APPENDIX B

Common Read Program

The Common Read Program will select a common text for University constituents (and perhaps community members) that serves as the basis for additional programming (curricular and co-curricular) around equity and inclusion topics. This program will be aligned with the Dialogue and Discernment (D&D) topic/theme for the year, and the Common Read subcommittee will exist under the D&D Committee. We aspire to include the text in our students’ first year experience through Core and Christ College, but the text should also be considered for other courses and activities in order to reach all students, faculty, and staff. The Common Read subcommittee will organize a signature event every September, assist with curricular and lesson plan support for Core and CC, and work with the Christopher Center to create a library guide. They may wish to assist/encourage others in additional programming around the book.

Here is a timeline for the first year.

By **February 19, 2021**, a Common Read subcommittee will have been formed from the D&D Committee, including faculty/staff/student representatives from OMP/OIP, the Library, Core, CC First Year Program, the General Education Committee, Fraternity and Sorority Life, the Office of Student Life, and Student Senate.

1. The Committee should meet to plan their action calendar, learn procedures for their work, and document processes for current and future year's work. (The 3.2 Task Force created a [campus read programs](#) Google sheet that might warrant a look.)

On/near **April 12, 2021**, The Common Read subcommittee will begin meeting to:

1. Select the AY21–22 Common Read book (some good guides to share on selection criteria).
 - The book topic should align with the Dialogue & Discernment AY21–22 topic/focus.
 - The book should be paperback (as possible) to keep costs lower.

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- The book should be added as required text for Valpo Core and CC First Year Programs — *this might not be feasible the first year, but with future planning, departments and faculty would have enough time to think about how to adopt the text.*
 - When the D&D curriculum/co-curriculum subcommittee recruits campus constituents to create courses/activities around the D&D topic/theme, the Common Read should be shared as a possible text to incorporate into appropriate General Education classes.
2. Create a library guide for the book in general, and as requested in later years, assignments that support Core/CC students.
 - The Library commits to the purchase of ten books out of its regular budget to support the program.
 3. Arrange for a speaker — author or respected contributor to the topic — for a campus speaking engagement/panel/roundtable in September 2021.
 4. Plan or reach out to other organizations to plan additional programs around the Common Read book for F21, e.g., discussion circles, student-led discussion circles, student writing contest, Welcome Week activities, etc.

Starting in **December 2021** and then every subsequent December, the Common Read subcommittee will begin planning for the next academic year. This timeline will allow more faculty and units or organizations to plan curricular/co-curricular activities around the Common Read and the D&D topic/theme more broadly.

3.2 APPENDIX C

What Could a Four-Year Dialogue & Discernment Series Curriculum Look Like?

The **Dialogue and Discernment Series** (D&D) aims to create a venue for campus constituents to observe civil discourse around seemingly irreconcilable differences, which is part of our "pan" Lutheran ethos. The series ideally creates brave spaces for encountering disagreement and role models how to engage in difficult conversations around divisive issues that typically intersect with issues of diversity and inclusion.

Each year, the series will **sponsor a signature event** in March based on its topic or theme for the year. In addition, the D&D Curricular/Co-curricular subcommittee will **recruit campus constituents** (e.g., deans, departments, faculty, and VP of Student Life) to create curricular and co-curricular experiences that engage the D&D topic for the *next* academic year. Planning ahead will be necessary. The D&D C/C subcommittee is also in charge of **publicizing D&D related courses** that faculty submit/propose. Finally, the D&D **Common Read** subcommittee will select a campus text around the D&D topic/theme and organize their signature event in September to create synergy across programming.

Unresolved decision for the first D&D committee to tackle: should the committee choose four “hot” topics which our society continually engages and continue to cycle through them one per year, or should the committee be more responsive to the most pressing contemporary concerns and only plan one year in advance?

- advantage to four “hot” topics (see possible list below): a traditional student will experience all four topics over their time at Valpo; more long-term planning is possible because topics are a given
- advantage to responsive topic: generating participation could be easier as engaged students, faculty, staff, and community members will already be looking for ways to learn and to share

Other notes to assist the first D&D committee (Barb Crumpacker-Niedner and Nick Davis created these notes):

Merging Collective Planning Calendars

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We need to figure out a way to BIG PICTURE plan. The Office of Inclusion and Retention should create a master organizing Google calendar that includes all of the OMP & OIP Annual Events in Place. Other DEI Repository events should appear here as well. How can we capitalize on activities these entities already do so well? Possibly coordinate as well with UPC/Student Affairs, ILAS/Chapel/Music/Theater/Cultural Arts...who else?

Building Blocks to Dialogue & Discernment: Inner Work to Bring About Social Change

How can a signature D&D event in March incorporate the following practices and/or how could programming around the signature event do so? Reflective Practice, Empathic Listening & Deep Understanding, Adopting an Open-Minded Approach, Exercising Considerate Curiosity, Conversation Stoppers/Conversation Starters, Belonging and Emotional Safety, Common Triggering Events, Responding to Conflict, Navigating Hot Buttons and Triggers, Life's Big Questions, How Can We Make the World More Awesome? Tolerate to Accept to Celebrate Continuum, Cross-Cultural Exchange, Cultivating Optimism, Social-Emotional Learning at the College level

Possible Dialogue & Discernment Hot Button Topics

In addition to this list, see the suggestion for a P2 campaign. How could the verbs there help frame the topic/theme in an interesting way? Marriage Inequality, Women's Reproductive Rights, Immigration, Universal Healthcare, 2nd Amendment Rights, What Constitutes Free Speech on College Campuses? LGBTQIA+ Adoption Rights, Abortion, Planned Parenthood Funding, Religious Freedom Act, Marital Rape, Gun Buyback, Gender Identity, Government Mandates, Confederate Flag, Transgender Athletes, Racial Sensitivity Training, Death Penalty, Safe Spaces, Women/LGBTQIA+ in Combat, Gender/Race Workplace Diversity, Hate Speech, Euthanasia, Gun Control, Decriminalizing Drug Use, Armed Teachers, Gerrymandering, Term Limits, Muslim Surveillance, Affirmative Action, Supreme Court Reform, Political Advertising on Social Media, Social Media Regulation, Equal Pay, Raise Taxes on the Rich, Minimum Wage, Paid Sick Leave, Welfare Drug Testing, Government Spending, Corporate Taxation, Fewer/More Restrictions on Welfare benefits, University Basic Income, Pros/Cons of Labor Unions, Farm Subsidies, COVID Mask Mandate, Deny Coverage for Pre-Existing Conditions, Drug Price Regulation, Legalization of Marijuana, Border Wall/Border Security, Sanctuary Cities, Free College for All, Universal Pre-K, Climate Change, Fracking, Plastic Product Ban, Police Body Cameras, Defunding the Police, Private Prisons, Solitary Confinement for Juveniles, Criminal Voting Rights, Mandatory Minimum Prison Sentences, GMO Labels, Mandatory Vaccinations, Military Spending, Use of Drones

P2 Campaign: Prepare to...

Learn, develop, expand, grow, connect, explore, initiate, contemplate, acknowledge, expose, face, gain, stimulate, include, probe, scrutinize, create safe spaces, investigate, talk about it, reveal, protest, uncover, consider, analyze, keep our eyes wide open, grapple, discover, digest, research, audit, welcome, build, be a global citizen, deepen, evolve, serve, lead, speak up, speak out, integrate, celebrate, be bold, come together, state your rage, lean in, step outside your comfort zone, drill down, express, empathize, be a force for good, fuel a righteous movement, transform, speak truth to power, question, get creative, say hard things, do hard things, do the work, see-hear-value, push back, push forward, self-reflect, love, listen, be troubled, sacrifice, pursue justice, pause, reconcile, march, transform, share, pursue, disrupt, re-imagine, look beyond what is to what could be, make things right, shed, minister, build bridges, demonstrate, speak anyway, stand, embrace, work for a world unseen

This allows for ample flexibility in programming under broad Key Words, that many units could get behind.

Diversity & Difference Content Areas

Microaggressions, "Isms" of all Kinds, Systemic Racism/Institutional Racism/Individual Racism, Privilege & Marginalized Groups and their Dynamics, White Privilege, Hetero Privilege, All the Ways We Categorize, Homophobia, Implicit Bias, Stereotypes, Assumptions About Black Men, Bias Against Black Women of Power, Healthcare Disparities/Social Determinants of Health, Lack of Resources in Black Communities, Hate crimes against BIPOC, Criminal Justice Systems

LGBTQIA+> LGBTQIA+ history, sexual diversity, gender diversity, gender identity, gender expression, promote visibility and affirmations, improve school climate, equality, hate crimes/violence against LGBTQIA+ individuals,

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Bullying and Harassment, Homophobia, Policies/Laws, Employment discrimination, Housing Discrimination, Bathrooms-Schools and Public Accommodations, Healthcare Disparities/Social Determinants of health, Access/Insurance, encourage ally behavior, Pronouns, Same-sex Adoption, LGBTQIA+ in the military

Additional Programming Possibilities

Annual Gap Analysis: What do we have? What do we want? What is our Institutional & Personal Action Plan for getting there?

- MTV: Challenge Education Day Experiential (Fall and Spring, 100 students each time/by invitation)
- Social Media Campaign “Do One Thing A Day”
- Expand C.A.N. I. Series so that more people go through it
- Day of Silence
- Blow the Whistle on: _____ Racism/Racial Slurs, Name-Calling ...
- *We Matter Week* should be every year
- Inclusion Action Project Contest: Team comprised of diverse people who come together to enhance all of our learning with cash prizes as the incentive> add content to our repository
- Additional Learning Methods/Modes: Lived Experience Exposure/Accounts, Listening Sessions, Perspective Panels, Shared Service within Diverse Groupings, Reflective & Interactive Experientials (MTV: Challenge Ed Day), Lectures, Film/Discussion, TED Talk Curation with Conversation, Training Certificates (Leadership Training, Diversity & Inclusion Trainer,...) Study Circles, Diversity Living & Learning Center, Read-a-Book, Themed Week Programming (e.g., *We Matter Week*), Torch Campaigns, What’s Up Wednesdays, SOCW 260 Diversity and Difference Class [Interpersonal/Reflective engagement] (what other classes?), Games that Promote Conversation, Slido (anonymous Word Clouds to increase engagement), Monthly/Weekly University-Wide Themes, Valpo’s version of Red Table Talk, Byron Martin & Greg Jones Radio get the show out there, SoulPancake Model, 1619, Door Opener TEDx or films: “The Danger of A Single Story” “The Octopus Teacher” “I AM”

Expansion to Other Mediums

Social media, live streams with guest speakers, record conversations and post to YouTube, weekly/bi-weekly blogs featuring members on campus, include unbiased educational articles in newsletters to campus in order to spread facts about issues, passive programming (awareness boards, banners, table talk, Chalk the Walk, Pen the Wall/Banner, etc.), Wearable Campaigns (shirts, flags, wristbands> issue-oriented),

Facebook Live or InstagramTV is a great way to post live-stream (or pre-recorded) videos. Valpo FSL attended a Facebook Live event about hazing prevention in September, and it was a very popular option for students to view the program at home. (Added by Nell Riordan.)

3.2 APPENDIX D

The DEI online repository could look similar to [Life At Valpo](#) or [Arts and Culture](#) page. The following is a suggestion for the webpage’s wireframe.

BANNER SECTION

title: Diversity, Equity, and Inclusion

tagline

brief description

EXPLORE

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SECTION ONE

title: Signature Events

tagline

Campus Read
brief description
link to webpage

MLK Day
brief description
link to webpage

Dialogue and Discernment Series
brief description
link to webpage

SECTION TWO

title: Training and Professional Development

tagline

C.A.N. I Series Safe Zone
brief description *brief description*
link to webpage *link to webpage*

Green Zone
brief description
link to webpage

CAPS
brief description
link to webpage

SECTION THREE

title: University-wide Commitment

tagline

Welcome Project
brief description
link to webpage

Banned Books
brief description
link to webpage

Christ College Symposium
brief description
link to webpage

Civic Reflection Initiative ILAS Immersion Trip
brief description *brief description*
link to webpage *link to webpage*

Pathways to Purpose
brief description
link to webpage

3.2 APPENDIX E

DEI Online Repository

To aid in the consistent promotion and communication of Valparaiso University's most prominent Diversity, Equity, and Inclusion programming, we recommend the creation of a **DEI online repository**. This website should be updated annually by the Office of Inclusion and Retention to ensure it's a valuable tool for the campus and public. A submission form will allow new programs to request inclusion in the repository. Programs should have a clear DEI objective and be reliable, that is, events that happen once or twice should be promoted but not included in the repository.

Repository Content to Date

The following should be considered for inclusion in the repository. Each item has a fuller description in the document below.

- **First-Year Programs** (FOCUS and Welcome Week, summer and beginning of fall semester events) — Office of Student Life
- **Common Read** (signature event in September) — Office of Inclusion and Retention (OIR)/subcommittee of its Dialogue and Discernment Committee
- **Civic Reflection Initiative** (September training; February training) — Institute for Leadership and Service (ILAS)

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- **Banned Books Read Out** (last week of September) — Library
- **MLK Day** (Third Monday of January) — Valparaiso University MLK committee
- **Dialogue and Discernment Series** (signature event in March) — OIR/subcommittee of its Dialogue and Discernment Committee
- **ILAS Immersion Trip** (Spring Break) — ILAS
- **Tunnel of Oppression** (March/April) — Office of Student Life
- **Symposium** (various dates) — Christ College
- **Pathways to Purpose** (various dates, averaging 8–9 speakers/year) — ILAS
- **CAPS Fellows** (fall recruitment, spring application, summer placement) — ILAS
- **notable celebration displays**, e.g., National Coming Out Day, Hispanic Heritage Month, etc. (various dates) — Library
- **C.A.N. I. / Safe Zone / Green Zone trainings** (various dates) — OIR
- **welcomeproject.valpo.edu** — Welcome Project

First-Year Programs (FOCUS and Welcome Week) is made up of many individual programs hosted by various departments/groups (for example, #OneValpo that occurs during Welcome Week is a program by OMP; Living Your Best Life is a program by Counseling Services); Retention Initiatives like the Persistence & Success First Generation Student Program likely do not fit the definition you provided so I don't think my area has any programming to add beyond what other offices would be submitting (Bonnie Dahlke).

Common Read

- **What is the program?** *The Common Read Program will select a common text for University constituents (and perhaps community members) that serves as the basis for additional programming (curricular and co-curricular) around equity and inclusion topics. We aspire to include the text in our students' first year experience through Core and Christ College, but the text should also be considered for other courses and activities in order to reach all students, faculty, and staff. The Common Read subcommittee will organize a signature event every September, assist with curricular and lesson plan support for Core and CC, and work with the Christopher Center to create a library guide. They may wish to assist/encourage others in additional programming around the book.*
- **When does it occur (if relevant)?** *Signature event in September — multiple dates for additional programming.*
- **How does it serve a DEI objective?** *This program will be aligned with the Dialogue and Discernment (D&D) topic/theme for the year, and the Common Read subcommittee will exist under the D&D Committee. Can also help the University evolve a common vocabulary for diversity, equity, and inclusion conversations.*
- **Who makes the program happen?** *Office of Inclusion and Retention/subcommittee of the Dialogue and Discernment Committee.*

Civic Reflection Initiative

The Civic Reflection Initiative (CRI) is a network of students trained in the skill of leading reflective conversation as a fundamental dimension of leadership and service and dedicated to fostering the practice of civic reflection among Valparaiso University students, as well as faculty, staff, alumni, community members, and students at other colleges and universities. CRI discussions meet DEI objectives by using a wide range of readings, images and videos — with preference for sources that center the experiences of oppressed peoples — to engage people in deep, productive conversation about issues that impact their communities and work, as well as build bridges of understanding in the midst of differences.

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The ILAS assistant director advises and supervises the CRI student coordinator, who serves as the primary coordinator for the program. The CRI season commences with its Fall Facilitators' Training, which occurs in September and repeats in the spring semester in February. All throughout the year, CRI receives requests from faculty, staff, students, and local community members for hosted Civic Reflection events. Estimated faculty/student/staff time spent into organizing and executing CRI is 75 hours. The median amount of money spent per year is \$1,200, and the source of funding comes from the Endowment Fund allocated to ILAS.

Banned Books Read-out

- **What is the program?** *Banned Books Read-out and display (includes library materials for display/check-out and buttons)*
- **When does it occur (if relevant)?** *Last week of September in conjunction with national events coordinated by the American Library Association*
- **Who makes the program happen?** *Rachael Muszkiewicz (Library), Betsy Burow-Flak (when a course topic/assignment in English 200 aligns with the event)*
- **How much staff/faculty/student time goes into organizing?** *Estimated 20–30 hours for both, around 5–10 hours for the event planning and execution, around 15 hours for display creation, materials gathering, button-making*
- **How much money goes into organizing it and what is the source of funding?** *The library uses materials already in the collections (no additional cost) and provides refreshments, event setup, and button costs, usually around \$120.*

MLK Day

- **What is the program?** *MLK Day*
- **When does it occur (if relevant)?** *Third Monday of January and the week leading up to and following*
- **Who makes the program happen?** *Two-year rotating co-directors: one staff, one faculty*
- **How much staff/faculty/student time goes into organizing?** *This is extremely hard to quantify, but I would place it in the arena of 400+ human hours. This includes the planning and execution of the two days of celebration.*
- **How much money goes into organizing it and what is the source of funding?** *Depending on the year, \$25,000–\$30,000 annually. Split between University funds and community donations.*

Dialogue and Discernment Series

- **What is the program?** *Dialogue and Discernment Series*
- **When does it occur (if relevant)?** *Typically, this program occurs in the spring.*
 - To date we have had three years of D&D programming. The first year 2016 we sponsored the Marriage Equity discussion, second year, 2017 was Women's Reproductive Rights, in the fall of 2018 we did a Free Speech session, and in spring 2019 we did an Immigration Rights discussion.
- **How does it serve a DEI objective?** *The D&D Series was started the academic year 2015–2016. The program's purpose was to create a venue for our campus constituents to observe civil discourse around seemingly irreconcilable differences, which is part of our "pan" Lutheran ethos. It creates space and ideally role models how to engage in difficult conversations around divisive issues that typically intersect with issues of diversity and inclusion.*
- **Who makes the program happen?** *The Office for Inclusion and Retention*
- **How much staff/faculty/student time goes into organizing?** *20–40 hours to plan. It's been a two-person operation, me and Erica, and now potentially me and Merri Roddy. I have taken the lead in identifying the*

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topic, and finding the participants, but I would love a planning committee, very small, maybe 3–4 people (including me) to help support and even potentially take the lead this program.

- **How much money goes into organizing it and what is the source of funding?** *It depends, but it hasn't been more than \$5,000 per year. The first year there was a panel of four speakers, and I know that I provided modest honorariums to each. The second year, I think I might have spent \$5,000 for the speaker and travel. Tatiana Hurtado coordinated the 2019 session, and I believe that we used all in-house presenters.*

ILAS Immersion Trip

The ILAS Immersion Trip is an annual spring break, bundled program that brings together curricular and co-curricular activities in order to develop the qualities of leadership and service that form the distinctive Valpo experience. This program serves DEI objectives by providing for community dialogue that helps Valparaiso University successfully and respectfully navigate difference and build community. It accomplishes these community dialogues by being an experience rooted in the classroom, promoted and funded in a way that truly welcomes vulnerable students to participate, meaningfully connecting those students to faculty, staff, and wider Valpo networks, and creating space to help them reflect on their own history and identity as they enter into discernment about what their vocation is while at the University and after.

Both the ILAS director and assistant director work together as the primary coordinators for the program. In addition, an advisory committee made up of key administrators within the Helge Center, the Gandhi-King Center, and CORE provide programmatic consultation and recruitment support. Planning for the Immersion Trip takes place all of fall semester, which includes identifying community partners, recruitment of participants, and the curricular development of the one-credit required class. Spring semester focuses on teaching the class sessions, finalizing community partner dates, housing, and other logistical arrangements. Estimated faculty/student/staff time spent into organizing and executing the immersion trip is 300+ hours. The median amount of money spent per trip is \$27,000+, and the source of funding comes from the HIP (High Impact Educational Practices) Endowment Fund allocated to ILAS.

Tunnel of Oppression

- **What is the program?** *Tunnel of Oppression is a museum-like program featuring exhibits and presentations created by individuals and student groups. The exhibits highlight a wide variety of social justice and human rights issues and questions that are intended to spark discussion and social awareness.*
- **When does it occur (if relevant)?** *Late March or early April*
- **How does it serve a DEI objective?** *This program is built as a brief introductory experience to help educate participants about difference, diversity, and social justice. The rationale for this is that individuals are often unable to fully understand oppression and discrimination until they have experienced it firsthand. Exhibits immerse participants through a social justice- or human rights-related issue, concern, or question, and educate and help participants think more deeply about that issue.*
- **Who makes the program happen?** *Residential Life hosts the program and invites student groups, individuals, and other offices to participate. The majority of the exhibits are created by residence hall staff; however, we welcome others to participate.*
- **How much staff/faculty/student time goes into organizing?** *By the end of the event, there are hundreds of hours put in from groups meeting to discuss ideas, creating the exhibits, meeting with the committee to review their ideas, running the event, etc.*
- **How much money goes into organizing it and what is the source of funding?** *Approximately \$500, Residential Life*

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Christ College Symposium Series

- **What is the program?** *Brings nationally known speakers and artists to campus, as well as featuring Valpo faculty and, occasionally, students. We always try to include a couple of events that address DEI concerns or feature DEI perspectives. Some sample titles include Police and Society: On Understanding as a Path Towards Healing 2019; Gendering AI & Robots 2018; Mighty Be Our Power 2016, Leymah Gbowee Nobel Peace Prize; Islam and Religious Freedom 2020; Soundscape Concert Celebrating the 30th Anniversary of the Americans with Disabilities Act 2020*
- **When does it occur (if relevant)?** *Various times throughout the year.*
- **Who makes the program happen?** *CC Dean's Office*
- **How much staff/faculty/student time goes into organizing?** *No additional staff time required.*
- **How much money goes into organizing it and what is the source of funding?** *Dean's Annual Fund. Individual events range in cost from \$500–\$3000. We often co-sponsor events with other campus units (Music, English, Philosophy, ILAS).*

Pathways to Purpose

The Pathways to Purpose Speaker Series brings dynamic alumni and other exemplary practitioners of leadership and service to campus to help expand student imagination about pursuing purposeful work and a meaningful life in response to the deepest challenges of our time.

Pathways to Purpose events offer a variety of touchpoints for students, faculty, and members of the Valparaiso community, including informal conversations around lunch or dinner, classroom visits, interview-format discussions, and formal presentations. Pathways to Purpose events meet DEI objectives by intentionally inviting speakers who can center the experiences of BIPOC. In doing so, we seek a wide cross-section of attendees, believing that when we bring together students, faculty, and people engaged in these issues outside a University context, we generate the most momentum for engagement, learning, and change.

Both the ILAS director and assistant director work together as the primary coordinators for the program. Planning for the Pathways Immersion Trip takes place year-round with an average of 8–9 speakers invited to campus each year. Estimated faculty/student/staff time spent into organizing and executing Pathways to Purpose is 200+ hours. The average amount of money spent per year is \$14,000+, and the source of funding comes from the University General Operating Fund allocated to ILAS.

CAPS

The CAPS (Calling and Purpose in Society) Fellows Program helps students develop their sense of vocation, calling, or purpose by reimagining the traditional internship as a communal and reflective experience, deepening its impact on discernment. Fellows complete intensive summer internships that offer relevant real-world experience, accompanied by significant reflection in community with other Fellows. CAPS Fellows are placed with a broad range of regional and national organizations engaged in important forms of service and leadership, and intern with these organizations for 9–10 weeks in the summer, for a minimum of 300 hours. The CAPS Fellows Program meets DEI objectives by placing fellows with organizations that are socially conscious (can provide examples at request) and by intentionally seeking to recruit BIPOC students per the requirements of our recently acquired NetVUE Program Development Grant.

The ILAS Assistant Director provides primary oversight of the program with assistance from student workers and consultation with a CAPS advisory committee composed of faculty and administrators across the University. Planning and execution for CAPS takes place year-round with the fall semester focused on recruitment, the spring semester focused on the application process and orientation training for placement, and the summer period focused on the placement experience. Estimated faculty/student/staff time spent into organizing and executing CAPS is 500+ hours. The average amount of money spent per year is \$34,000+, and the source of funding comes from the Endowment Fund allocated to ILAS.

Notable Celebration Days Displays/Programming

- **What is the program?** *The library creates displays and accompanying buttons, aligned with various notable events/times throughout the year. The library partners with other campus programs as requested to coordinate lobby displays with campus events and programming. The buttons have taken on a culture of their own.*
- **When does it occur (if relevant)?** *Throughout the year (e.g., October: LGBTQIA+/National Coming Out Day; January: MLK, February: Black History Month; March: National Women’s Day)*
- **Who makes the program happen?** *Rachael Muszkiewicz*
- **How much staff/faculty/student time goes into organizing?** *Varies widely depending on topic and level of involvement; if just the library, usually around 15–20 hours for display creation, materials gathering, button-making but can be much higher depending on the level of involvement needed for the display.*
- **How much money goes into organizing it and what is the source of funding?** *The library uses materials already in the collections (no additional costs) and provides funding for the buttons, around \$200 annually; cost is higher if materials needed for the display (poster boards, printing, etc.).*

C.A.N. I. Series/SAFE Zone/Green Zone Training

notes from Stacey: SAFE Zone should be happening 2–4 times a year (minimally one in the fall and one in the spring, but if possible two in the fall and two in the spring). Same with Green Zone. C.A.N. I. is complicated because it’s slowly but surely turning into a leveled up series, so the offerings will naturally become more limited as we add sessions for levels 2 and 3. That could also be a part of your recommendation, the creation of a “Program Coordinator/Training position” that either sits in OMP or my office, that can take on more of the planning, implementation, and even actual training.

Welcome Project (welcomeproject.valpo.edu)

- **What is the program?** *The Welcome Project is both an archive and a practice. As an archive, we make available short audio and video stories that document an individual’s experience, broadly speaking, about belonging or not belonging to a community. We have three initiatives: the campus collection, the Invisible Project (experiences of homelessness in Porter County), and Flight Paths (experiences of growing up in Northwest Indiana, especially related to the rise of the Civil Rights Movement in Gary and white flight to the suburbs). As a practice, the Welcome Project provides opportunities for interviewing, editing, and facilitating conversations, each of which provide opportunities for transformative listening.*
- **When does it occur (if relevant)?** *No specific timeline. Archive is always available. Internships or volunteer opportunities are dependent on the availability of co-directors, Liz Wuerffel and Allison Schuette.*
- **How does it serve a DEI objective?** *As an archive, it documents the diversity of our campus and our region. It provides qualitative data that can help institutions and communities evaluate inclusion and equity. As a practice, it directly engages participants in conversations across differences and increases empathy.*
- **Who makes the program happen?** *Co-directors Liz Wuerffel and Allison Schuette. Various faculty/staff who use WP stories in their classes or their presentations and workshops. Students who work on the project through assignments or internships. Community volunteers. The Institute for Leadership and Service has also supported the Welcome Project through training student facilitators in their Civic Reflection Initiative.*
- **How much staff/faculty/student time goes into organizing?** *This is dependent on a number of factors. Co-directors Liz Wuerffel and Allison Schuette dedicate their creative work and research time or three workload credits (1/3 of their time). Grants have provided additional funding for Liz and Allison to buy*

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course release. It's harder to document how much faculty/staff time goes into using the project in classrooms/workshops. ILAS in the past has committed to two Civic Reflection trainings per academic year.

- **How much money goes into organizing it and what is the source of funding?** Current faculty and staff salaries. External grants from the National Endowment for the Humanities and the Indiana Arts Commission. Internal grants through CELT and university professorships.

3.2 APPENDIX F: See attached pages for sample invoices for passive programming.

3.2 APPENDIX G: See attached pages for *NWI Times* 2018 Media Kit.

Addendum 4.1:

Student Feedback

Our committee on Action Item 4.1 for fair and equitable policing felt that it was important to get student feedback on our plan before submitting to the President. Each member of the committee was asked to solicit student feedback and members from all the following student groups (BSO, Alliance, LIVE, AAPIC, AARC) were provided a copy of the plan and contacted for feedback. Due to the timing of the request, not all student groups are represented in these comments and this is a limitation that should be considered and revisited with the implementation committee. Although we were unable to get as much student feedback as we would have liked due to the timing of the plan and the conclusion of the semester, we were successfully able to receive feedback from nine students with diverse experiences from across the campus:

Becca Wireman (editor of the Torch, policing and society class)
 Diamond Singh (Racial Equity and Policing Committee Member)
 Imagine Dempsey (BSO President)
 Joshua Dejarlais (Phi Mu Alpha)
 Julia Riordan (Christ College)
 Lesley Padilla (RA)
 Payton Smith (transfer student, Gabriel's Horn Board Member)
 Tahelah Noel (student-athlete)
 Tyla Gross (policing and society class)

Overall, comments from students were positive about the plan and glad that this kind of work was occurring. Specifically, students noted the importance of hiring at least one underrepresented officer, forging relationships with student organizations, the anonymous tip line, the increased transparent data, background checks and providing ongoing listening sessions. Below are student comments for improvement. It has been noted whether any changes to the document were made or what action was taken. In many cases, due to the fact that the planning committee's duties have finished, it was noted that this student comment should be discussed by the implementation committee.

Student Comment Requesting Change	Status
Add Res Life as a part of the student organizations. Res Life staff usually are the ones with encounters with VUPD and see their procedures.	Added RAs to the list of student orgs. in the plan
Would like clarity on the process of collaboration between VUPD and the University. If VUPD arrests a student, is the University made aware/allowed to collaborate with VUPD regarding punishment? If not, a collaborative process between faculty, staff, VUPD, and maybe even other students (especially because we know that often Black or Brown students are stopped more frequently by VUPD, which can lead to a disproportionate rate of Black or Brown students receiving punishment), could be considered.	This should be discussed by implementation committee.
Will there be additional steps taken if the data exhibits certain patterns. For example, if the data shows that Black and Brown students are continually	This should be discussed by implementation committee.

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stopped at higher rates, will the task force reconvene and implement a plan to address this?	
Officers should not be armed or in uniform when attending listening session events. Listening session events should be in a place of the student organization's choosing.	<u>Added this to the plan.</u>
Concerns about possible threats to the plan/unwillingness of key players to implement plan.	<u>This is noted in the introduction of the plan.</u>
Recommendation for further discussion with the City of Valparaiso Police (VPD) Department. For example, training for VUPD should be made available to VPD.	This should be discussed by implementation committee.
Include members from the implementation committee and student group representatives on hiring of new officers.	This should be discussed by implementation committee.
How thorough are background checks on staff and officers? Student harassment is a concern.	This should be discussed by implementation committee.
It is not clearly advertised for students to go directly to VUPD if they have a problem on campus. Staff needs to recommend VUPD as an option as well. It sometimes feels like some reports that are made on campus to staff members are not taken as seriously and students can feel helpless.	This should be discussed by implementation committee.
Edit out the information within the parenthesis in the intro. There has always been a lack of trust between police and people of color. The difference is that now people of color are actually being vocal about the lack of trust with police publicly.	<u>Made this change.</u>
Increase better usage of the VUPD report. VUPD shares weekly reports with the student media organizations, but this is not always utilized. If VUPD includes the complete reports on their own website as well as the data proposed, it would put data into context.	This should be discussed by implementation committee.
Within the overview, the B in Black and Brown should be capitalized to place greater emphasis on Black and Brown lives and their racial identities.	<u>Made this change.</u>

Addendum 4.2

Visualizing our work: [https://miro.com/app/board/o9J_kkTUdvE=/
/](https://miro.com/app/board/o9J_kkTUdvE=/)

Elon Alumni Networks: [https://www.elon.edu/u/alumni/affinity-networks/
/](https://www.elon.edu/u/alumni/affinity-networks/)

Northwestern Alumni Website: <https://www.alumni.northwestern.edu>

Oklahoma State Alumni Website: <https://www.orangeconnection.org>

Addendum 4.3

- Admission Fast Facts Sheet
- President’s Fast Fact Sheet
- HR Demographic Survey for Faculty/Staff
- IMC Demographic Mockup Pages

Addendum 5.2:

Appendix A — COMPONENT DESCRIPTIONS

Community (Unit) Engagement: Each unit should identify how it will engage its primary constituents. i.e., faculty, students, and/or staff, and how they will identify the needs of their constituents as they relate to diversity, inclusion and equity. This conversation should include, but not narrowly focus on race, and the intersectionality of identities that are both visibly present and not present within the unit. Each unit will be encouraged to facilitate critical conversations about the root causes of underrepresentation; whose voices have historically been ignored or silenced; who in the organization has had the power to set the agenda, create and enact policy and lastly. By asking critical questions, and engaging in authentic dialogue, your unit will be able to engage with those who have felt marginalized and disenfranchised and begin to address some of the inequities of your unit in an attempt to build a more inclusive and equitable environment.

POSSIBLE METRICS:

- Unit Climate Survey
- Number of Faculty/Staff meetings
- Participation of Faculty/Staff in survey/meetings
- Student Town Halls
- Review of Social Media
- Focus Groups (faculty, students, staff, broader community)

Educational and Professional Development: Each unit should identify ways in which they will allow their staff and/or faculty to participate and engage in university sponsored diversity, inclusion, equity, justice and anti-racism educational development. It will be each leader's responsibility to keep track of that participation of all of its members as part of each member's individual and the unit's performance expectations.

POSSIBLE METRICS:

- Number of Programs
- Participation in Programs
- Types of Programs (self-directed, book groups, film studies, field programs)
- Faculty/Staff/Student Orientation
- Curriculum integration (courses, internships, clinicals)

Affirmative Recruitment: Each unit needs to engage in a serious, honest and transparent conversation about their affirmative recruitment needs, i.e., the groups that are not present and/or underrepresented within their unit as compared to the constituents they serve. Once identified, the unit needs to set action-oriented goals for trying to hire these people; open positions occur through a clear and transparent networking plan. This needs to be done with the understanding that there cannot be any hard-fast numbers or quotas and that there should be no actions taken to interrupt a hiring process midstream to ensure an individual from a specific identified group is hired. Affirmative recruitment-oriented goals are to be created and kept outside of the on the ground hiring processes and are only to be reviewed as a postmortem approach to improving future hiring processes.

Possible Metrics

- Evaluation and identification of needs
- Recruiting Goals for unit
- Opportunities to bring in underrepresented groups to units (guest lecturers, adjuncts)
- Advertising in sources that cater to underrepresented populations
- Goals for recruiting pool
- Professional Development Organization participation of faculty/staff for networking
- Use/Number of Search Process Advocates (SPAs) in searches
- Goals for developing home-grown faculty/staff from our students
- Goals around addressing community and life equity challenges

Systems Analysis & Policy Review: Specific to each unit, a review of the practices, policies, and procedures that impact all constituents (students, faculty, and staff) should be reviewed. It is recommended that this be done by a cross-pollinated group of impacted constituents, with an eye for how these policies, practices, and/or procedures

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are impacting everyone and/or how they may be disproportionately impacting those from marginalized communities.

POSSIBLE METRICS:

- Review of Tenure and Promotion Processes for unintentional biases and missing components (is there support for disproportionate impact or biases in play)
- Review of Staff Policies
- Review of Student Policies
- Examination/Reflection on systems and procedures in the unit (cultural traditions or unit norms)
- Focus Groups
- Complaint logs

Assessment and Strategic Review: As a part of the ongoing review of the effectiveness of each plan as it relates to faculty, staff, and student satisfaction, educational development, hiring practices and policy review, each unit should take time to measure and summarize the plans effectiveness, make changes as necessary and share this information annually. Use the assessment to inform future programs and updates to the plan

POSSIBLE METRICS:

- Annual assessment of plan
- External Surveys of attitudes/beliefs and how these programs move faculty/students/staff toward an equitable and inclusive environment (IDI, etc.)
- Reflection and journaling for faculty, staff and students
- Changes made to plan

Appendix B — Example SDP

Each College, division, and/or department are required to create a five-part strategic diversity plan that allows the unit to track and measure faculty and staff climate and student persistence within applicable programs and/or services. These strategic plans should include meaningful and measurable action items. Goal statements should be developed for each of the components followed by sub-goals and action steps that include resources needed, timeframe and those constituents involved in completing the steps. The format for the plan can vary depending on the unit but it should contain the items previously listed (goals, subgoals, and action steps) for each of the components (Community Engagement, Educational and Professional Development, Affirmative Recruitment, Systems Analysis and Policy Review, and Assessment and Strategic Review). One possible format, a numbered format, would look like:

1. Goal Statement
 - 1.1. Subgoal Description
 - 1.1.1. Action Step with constituents involved completion date and resources needed

Below are examples using the numbered format, for two of the components, Community Engagement, and Policies and Systems. One is from an academic college and the other from a non-academic unit.

1. Community Engagement — The Office of Student Life will engage their constituents in all areas to determine the needs of the underrepresented students on campus and the root causes of equity and underrepresentation.

- 1.1. Identify the needs of constituents related to diversity, inclusion and equity.
 - 1.1.1. Each department in student life will facilitate at least one focus group per year of underrepresented students in their area to identify needs related to diversity, equity and inclusion.

Constituents Involved: Department Leaders, Underrepresented Students

Completed By: Feb. 2, 2022

Resources Needed: Focus Group Leader Training, time/software for themes/coding of focus group

- 1.2. Track and measure student climate in division related to race and intersections of identities.
 - 1.2.1. Departments will review evaluations from constituents to identify themes or needs. An evaluation will be created if one does not currently exist.

Constituents Involved: Department Leaders

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Completed By: Mar. 1, 2022

Resources Needed: Campus Climate Survey Data & departmental data

1.3. Track and measure student persistence in division related to race and intersections of identities.

1.3.1. Each department in Student Life will track the demographics (as able based on student willingness) of those involved in receiving services and their persistence in programs or services.

Constituents Involved: Department Leaders

Completed By: June 20, 2022

Resources Needed: None

1.4. Facilitate critical conversations/authentic dialogue about root causes of underrepresentation.

1.4.1. Each department will engage individually or in groups with students from underrepresented identities to discuss the root causes of underrepresentation in the department.

Constituents Involved: Department Leaders, Underrepresented Students

Completed By: October 1, 2022

Resources Needed: None

2. Policies and Systems — The College of Engineering will review and update policies and systems to ensure there is support for and no unintentional biases toward marginalized communities.

2.1. The CoE will review college policies and systems.

2.1.1. Train Department Chairs on how to review policies and systems for unintentional biases.

Constituents Involved: Department Chairs

Completed By: October 2021

Resources Needed: Bias Training for Chairs

2.1.2. Review and update tenure and promotion policies.

Constituents Involved: Department Chairs, CoE Faculty

Completed By: December 2021

Resources Needed: None

2.1.3. Review and update other College policies (hiring, evaluation, student academic, etc.).

Constituents Involved: Dean, Department Chairs, Faculty

Completed By: December 2021

Resources Needed: None

2.2. The CoE will review College traditions and norms.

2.2.1. Identify College traditions and norms.

Constituents Involved: Faculty, Students and Staff

Completed By: October 2021

Resources Needed: None

2.2.2. Include questions about college norms and traditions in the annual climate survey

Constituents Involved: Dean and Assistant Dean

Completed By: November 2021

Resources Needed: None

2.2.3. Hold focus groups (faculty, staff, students) to discuss college traditions and norms.

Constituents Involved: Faculty, Staff, Students

Completed By: December 2021

Resources Needed: Focus Group Training

2.2.4. Evaluate traditions and norms and make changes if necessary.

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Constituents Involved: Dean and Department Chairs

Completed By: March 2022

Resources Needed: Focus Group Data

Appendix C — SDP Resources

In the links below are recommended examples of Strategic Diversity Plans (SDP). While these plans are not structured in the same manner, they do hold several ideas and potential concepts that can serve as models for Valparaiso University unit/department level plans. These are not the only plans available, but they are the ones with the broadest examples of potential strategies.

- University of Michigan- [Campus Wide Unit Plans](#)
- The University of Toledo- [Diversity, Equity and Inclusion Plan](#)
- Colorado State University- [Warner College of Natural Resources \(Single Unit exemplar\)](#)
- University of Dayton- [Diversity and Inclusion Strategic Plan](#)