

**NORTH DAKOTA STATE UNIVERSITY STRATEGIC  
PLAN FOR DIVERSITY, EQUITY, and COMMUNITY (DEC)  
2005-2010**

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## The Campus Community

*Resistance begins with people confronting pain, whether it's theirs  
or somebody else's, and wanting to do something to change it.<sup>1</sup>*

----bell hooks, *Yearning*

One of the primary missions of higher education institutions is discovering and disseminating knowledge. Academic communities expend a great deal of effort fostering an environment where this mission is nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in research and scholarship.<sup>2</sup> The climate on college campuses not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus environment.<sup>3</sup> The necessity for creating a more inclusive, welcoming climate on college campuses is supported by several national education association reports.

A 1990 report by the Carnegie Foundation for the Advancement of Teaching and the American Council on Education<sup>4</sup> suggests that, in order to build a vital community of learning, a college or university must provide an environment where,

...intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well being of each member is sensitively supported.

In addition, the Association of American Colleges and Universities (1995) challenge higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion." AAC&U proposes that colleges and universities commit to "the task of creating inclusive

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<sup>1</sup> Hooks, b. (1990), *Yearning*. Boston: South End Press

<sup>2</sup> For more detailed discussion of climate issues see Bauer, 1998, Boyer, 1990; Peterson, 1990; Rankin, 1994, 1998; Tierney & Dilley, 1996

<sup>3</sup> For further examination of the effects of climate on campus constituent groups and their respective impact on the campus climate see Bauer, 1998, Kuh & Whitt, 1988; Peterson, 1990; Rankin, 1994, 1998, 1999; Tierney, 1990

<sup>4</sup> Boyer, E. (1990). *Campus life: In Search of Community*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

educational environments in which all participants are equally welcome, equally valued, and equally heard.” The report suggests that in order to provide a framework within which a vital community of learning can be built, a primary mission of the academy must be to create an environment that ideally cultivates diversity and celebrates difference.

Colleges and universities, therefore, seek to create an environment characterized by equal access for all students, faculty and staff regardless of socially constructed identity differences (e.g. race, disability, gender, sexual orientation, spirituality, etc.), a climate where individuals are not just tolerated but valued. Institutional mission statements and strategic plans suggest that it is crucial to increase multicultural awareness and understanding within an environment of mutual respect and cooperation and to foster a climate that is nurtured by dialogue and evidenced by a pattern of civil interaction.<sup>5</sup>

North Dakota State University (NDSU) believes in creating such an environment<sup>6</sup>. In an effort to achieve this environment, NDSU determined that the first step was to assess the current campus climate in order to identify important issues and then to create ways for individuals, departments and the university to address them.

In the fall semester 2002, the Diversity Council<sup>7</sup> at NDSU contracted with an outside consultant<sup>8</sup> to assist them in identifying challenges confronting the University community with respect to

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<sup>5</sup> Institutions of higher learning are defenders of first amendment rights and academic freedom. Campuses are venues for dialogue for different voices and viewpoints and this discourse must, not only be allowed, but encouraged. Universities and colleges should provide a safe space where **all** voices are respected, where no voice is silenced simply because it is antithetical to our own. However, while respecting the fundamental right to free speech, nothing justifies acts of violence or harassment. It is our recommendation that campus policies concerning first amendment rights be reviewed, as well as official university activities, including course descriptions, to ensure that they are forums for intellectual inquiry and not vehicles of discrimination, intimidation, or hate.

<sup>6</sup> NDSU Definition of diversity states that *diversity encompasses the many different aspects that comprise our identity and contribute to our value and creativity as people. For the purposes of its work, the NDSU Diversity Council will focus primarily on those dimensions of diversity that have significant impact on individuals and groups in society: age, ethnicity, gender, mental and physical abilities, race, religion, and sexual orientation.*

With regard to curricular issues and educational programming, “social justice” is the term used to operationalize the discussion of the issues and concerns facing the groups identified in the diversity definition.

<sup>7</sup> The Diversity Council consists of faculty members, administrators, staff members, and students who are committed to diversity and pluralism grounded in visions of justice and a belief in the transforming power of education. Our commitment acknowledges a history of prejudice, discrimination, and exclusion in our society. We recognize that institutional and social changes necessitate intentional efforts to include all voices. We strive to provide a climate where there is an open and free exchange of ideas rooted in civility and a respect for the contributions of all those in our community. For more information please visit our web site at <http://www.ndsu.nodak.edu/diversity>.

underrepresented<sup>9</sup> groups through an internal assessment. The assessment was a proactive initiative by the Diversity Council to review the climate on campus to address concerns regarding underrepresented groups. The internal assessment was conducted, and the results were used to identify specific strategies for addressing the challenges and supporting positive diversity initiatives through the *Strategic Plan for Diversity, Equity, and Community: 2005 – 2010*. This document provides an overview of the process used in creating the strategic plan, a grid specifying the proposed action steps and related details, a matrix identifying the action steps associated with responsible campus units, and a description of the plan for accountability and assessment using plan review teams with a five-year timetable.

### **Process Review**

Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for the assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).<sup>10</sup> Following the design of the model, initial focus groups representing the various constituent groups on campus were conducted in November 2002. The focus groups were used to identify challenges confronting the NDSU community. The information gathered from the focus groups was then used to advise the construction of the survey instrument. The participant groups were recommended by the consultant and revised by the Diversity Council. The focus group protocol was developed by the consultant and approved by the Diversity Council. Graduate students enrolled in Dr. Ann Burnett's Advanced Qualitative Methods in Communication class conducted the focus groups. The consultant traveled to NDSU and conducted a one-day workshop on focus groups/interviews with the graduate students and also discussed the overall project with administrators and the Diversity Council.

The survey questions were constructed using the work of Rankin, 2003,<sup>11</sup> as well as the input from the initial focus groups. The Diversity Council reviewed the drafts of the survey. The survey was designed to have respondents provide information about their personal campus experiences, their

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<sup>8</sup> Rankin & Associates, Consulting was the firm hired to conduct the project

<sup>9</sup> Underrepresented groups can be based on age, ancestry, gender, racial or ethnic background, disability, national origin, religious creed, or sexual orientation.

<sup>10</sup> A more detailed description of the Transformational Tapestry© model is available from the NDSU Office for Equity and Diversity.

<sup>11</sup> Rankin, 2003 is a national study examining the campus climate for underrepresented groups

perception of the campus climate, and their perceptions of institutional actions including administrative policies and academic initiatives regarding diversity issues and concerns on campus. The final survey contained fifty-three questions and an additional space for respondents to provide narrative comments about their experiences. The survey was modified into a web-based format, and in March-April 2003, the entire population of NDSU students, faculty, and staff was invited and encouraged to participate. The on-line survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. All surveys results were recorded in a secure site database and tabulated for appropriate analysis.

A summary of the findings suggests that while NDSU has several challenges in regards to diversity issues; these challenges are not unique.<sup>12</sup> Members of the Diversity Council shared the findings with the NDSU community through a series of presentations to various campus constituent groups during the fall semester 2003. Participants in the meetings were asked to share their concerns and encouraged to recommend actions to address the challenges with either the facilitators or directly with the consultant. From the findings of the internal assessments and feedback from the Diversity Council members, and other constituent group members, the *Strategic Plan for Diversity, Equity, and Community: 2005 –2010* was created. The Diversity Council was instrumental in creating the plan and provided feedback on the initial drafts of the plan. The final *Strategic Plan for Diversity, Equity, and Community: 2005 –2010*, presented in grid form on pages 7-28, includes actions organized around the following five components of campus climate and their related objectives:

**1. Institutional Commitment**

Create an environment where everyone feels welcome, respected, and safe.

**2. Learning and Pedagogy**

Develop a learning environment that guides students, faculty and staff to think critically about social justice issues in the classroom and workplace and provides everyone with the tools to think inclusively.

**3. Research and Creative Activity**

Engage in research and creative activity that reflect multicultural values and perspectives.

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<sup>12</sup> The full report of the campus climate assessment is available in the NDSU Office for Equity and Diversity or at <http://www.ndsu.nodak.edu/diversity/>; click Documents tab.

4. ***Recruitment & Retention of Historically Underrepresented Students, Faculty & Staff***  
Increase the representation of historically underrepresented populations among faculty, staff, students and administrators.
5. ***Inter-group & Intra-group Relations***  
Celebrate human differences and recognize socially constructed differences (e.g., gender, race, etc.) through encouraging and supporting the continuing interaction of diverse cultures.

For each proposed action in the plan, the grid also provides the following:

- **Suggested administrative oversight for each action**  
Each action item has attached to it suggested office(s)/person(s) that are responsible for initiating and providing oversight of the action.
- **Resources and/or source of resources for each action**  
These include cost estimates, both fiscal resources and human resources for implementation of each action.
- **Outcomes implied for each action successfully completed**  
Each action is followed by a potential outcome, suggesting that if the action is successfully completed that the stated outcome will be achieved.
- **Actions relation to information attained in the assessment**  
This section notes how the actions relate to specific challenges identified in the assessment.
- **Progress to date**  
An action item is marked in this column with an asterisk (\*) if the action is proposed for implementation or with a check mark ( ✓ ) if the action is currently supported by NDSU.
- **Timeline**  
The timeframe indicates where in the five-year plan the action should be completed.

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**OBJECTIVE ONE**

**Institutional Commitment**

**Create an environment where everyone feels welcome, respected, and safe.**

| <b>ACTIONS</b>   | <b>Suggested Administrative Oversight</b>   | <b>Resources/Source for Resources</b> | <b>Outcome</b>  | <b>How Do Actions Relate To Climate Survey</b>  | <b>Action Status</b> | <b>Time Frame</b>   |
|--|---|---------------------------------------|---|---|----------------------|---|
| <b>1.1 Increase viability of the commitment to diversity in the University mission/vision statement, strategic plan, and core value.</b> | President<br>President's Cabinet/Council<br><a href="http://www.ndsu.edu/ndsu/about/mission/">http://www.ndsu.edu/ndsu/about/mission/</a> | None Needed.                          | NDSU's commitment to diversity more institutionalized and visible.  | p. 47 - administration visibly fosters diversity  | ✓                    | As updates occur  |
| <b>1.2 Create a viable statement on diversity within the President's Major Themes/Future Goals.</b>                                      | President<br>President's Cabinet/Council<br><a href="http://www.ndsu.edu/ndsu/about/mission/">http://www.ndsu.edu/ndsu/about/mission/</a> | None needed.                          | NDSU's commitment to diversity, anti-racism and appropriate response to acts of bigotry more institutionalized and visible.             | p. 47 - administration visibly fosters diversity<br><br>p.45 – University addresses diversity issues          | *                    | Annually during President's State of the University address |
| <b>1.3 Instill in administrators the responsibility to encourage and foster diversity initiatives in units.</b>                          | President<br>President's Cabinet/Council<br>All Deans, Department Chairs/Heads, and Directors   | Variable – depending on unit's plan.  | Implementation of the strategic plan initiatives.<br><br>Administrators' job descriptions reflect responsibility for diversity efforts. | p. 48 – 42% of respondents felt that their work on diversity initiatives was valued in their department/units | *                    | Ongoing   |
| <b>1.3.1 Administrators at all levels attend anti-racism and diversity awareness training.</b>   | President's Cabinet in cooperation with Diversity Council   | See 1.4 below                         | Increased awareness of diversity issues and discrimination.   | p. 47 - administration visibly fosters diversity<br><br>p.45 – University addresses diversity issues          | ✓ *                  | Ongoing   |

| <b>ACTIONS</b>   | <b>Suggested Administrative Oversight</b>   | <b>Resources/Source for Resources</b>   | <b>Outcome</b>   | <b>How Do Actions Relate To Climate Survey</b>   | <b>Action Status</b> | <b>Time Frame</b>            |
|--|---|---|--|--|----------------------|------------------------------|
| <b>1.4 Provide line item funding to advance diversity initiatives on campus to support Diversity Council's Strategic Plan</b>  | President   | \$7,500 President's Budget/Amount to increase with growth in diversity events. Add personnel as needed        | Necessary resources available to successfully implement Strategic Plan                   | p. 47 – demonstrates leadership from the administration regarding diversity efforts – “walking the walk as well as talking the talk” | ✓ *                  | Continuous                   |
| 1.4.1 Sponsor events that celebrate diversity/DEC on campus including support for outside speakers to help promote and advance important diversity issues on campus. | Coordinated by Diversity Council<br><a href="http://www.ndsu.nodak.edu/diversity/">http://www.ndsu.nodak.edu/diversity/</a> | See 1.4<br>Seek external funding  | Celebration of diversity; increased education, awareness, and appreciation of diversity. | Table 42, page 49 – providing these events will improve campus climate in regards to race, gender, and sexual orientation            | ✓ *                  | Continuous                   |
| 1.4.2 Create a program for units and individuals to recognize successful diversity efforts.  | Coordinated by: Diversity Council   | Provide new resources as incentives/rewards to units/ colleges implementing DEC plan. Amount depends on plan. | Increased recognition, awareness, and celebration of diversity.                          | Increases awareness of commitment to diversity and recognizes its value to the institution.  | *                    | July 01, 2006<br>Continuous  |
| 1.4.3 Provide students, faculty, staff and administrators with training and education about diversity including anti-racism training.                                | Coordinated by Diversity Council and Anti-racism Team   | Trainers and training opportunities for student, faculty, staff, and administrators.                          | Increased awareness and acknowledgment of diversity and anti-racism.                     | Table 43, page 50 – 40% of respondents indicated that education for staff & students would improve campus climate                    | ✓ *                  | Annual events/<br>Continuous |

| <b>ACTIONS</b>   | <b>Suggested Administrative Oversight</b>  | <b>Resources/Source for Resources</b>  | <b>Outcome</b>   | <b>How Do Actions Relate To Climate Survey</b>  | <b>Action Status</b> | <b>Time Frame</b>       |
|--|--|--|--|---|----------------------|-------------------------|
| <b>1.5 Diversity Council Initiatives</b>   |  |  |  |   |                      |                         |
| 1.5.1 Develop mechanisms for collaboration between NDSU Anti-Racism Team and the Diversity Council, and explicit support for NDSU Anti-Racism Team.  | Coordinated by Diversity Council and Anti-racism Team  | None needed.   | Increased cooperation and collaboration with other groups on campus.   |   | ✓ *                  | Continuous              |
| 1.5.2 Develop and implement NDSU Anti-Bias Response Plan including a means for incidents of hate and harassment to be reported and for follow-up.  | Coordinated by Diversity Council and Anti-racism Team  | None needed.   | Greater awareness of bias experienced by University constituents and opportunities to respond.                 | Implementation of a response plan demonstrates institutional commitment.  | ✓ *                  | Continuous              |
| 1.5.3 Repeat campus climate survey   | Coordinated by: Diversity Council  | Resources needed to repeat campus climate survey (consultant?).              | Re-evaluation of campus climate after implementation of strategic plan action steps.                           |   | *                    | 2009                    |
| 1.5.4. Publicize Diversity Council web page and make it a prominent link on the NDSU home page   | Diversity Council in cooperation with University Relations   | Cooperation to establish link and ongoing maintenance of diversity web page. | Increased accessibility & awareness (internal/external) of diversity efforts and commitment.                   | Visible institutional support for diversity p. 47 - administration visibly fosters diversity p.45 – University addresses diversity issues | ✓ *                  | Immediate Continuous    |
| <b>1.6 Seek accountability of individual campus units for advancing diversity on campus by including diversity related actions and accomplishments in the annual report to the President, Provost or appropriate Vice President.</b> | President<br>Provost/VPAA and Vice Presidents<br>All Deans, Department Chairs/Heads, and Directors | Component in annual report formats to gather relevant information/actions.   | Accountability & demonstrated commitment of individual units to fulfilling action steps in the strategic plan. | Method of following up on diversity initiatives. Means of developing best practices.  | *                    | FY'06 Report Continuous |

| <b>ACTIONS</b>  | <b>Suggested Administrative Oversight</b>   | <b>Resources/Source for Resources</b>                                   | <b>Outcome</b>  | <b>How Do Actions Relate To Climate Survey</b>  | <b>Action Status</b> | <b>Time Frame</b>    |
|---|---|---|---|---|----------------------|----------------------|
| <b>1.7 Create and support groups to receive, welcome, and support newly recruited students, and employees from under-represented groups so that they become immediately connected and feel welcomed, respected, and safe both on campus and in the Fargo/Moorhead community</b> | Diversity Council coordinating with units such as International Programs, Multicultural Services, Student Government, TCU | Information from Registration and Records, HR and E&D                   | Improved retention rate for both students and employees.<br><br>Improved student satisfaction on NSSE student satisfaction survey; improved satisfaction on employee surveys. | Foster an environment that is friendly, welcoming, and safe to new students, faculty, and staff of under-represented and minority groups. | ✓ *                  | Annual Continuous    |
| <b>1.8 Include recognition of various religious observances and holidays from a variety of cultures on Diversity Council web page and on other campus calendars.</b>  | Diversity Council   | Relevant information and time to add to Diversity Council web calendar. | Greater awareness of religious diversity  | Fosters a supportive climate for people from various religious traditions   | ✓                    | Immediate Continuous |

## OBJECTIVE TWO

### Learning & Pedagogy

Develop a learning environment that guides students, faculty and staff to think critically about social justice issues in the classroom and workplace and provides everyone with the tools to think inclusively.

| <b>ACTIONS</b>   | <b>Suggested Administrative Oversight</b>   | <b>Resources/Source for Resources</b>   | <b>Outcome<sup>1</sup></b> | <b>How Do Actions Relate To Climate Survey</b>  | <b>Action Status</b> | <b>Time Frame</b>        |
|--|---|---|----------------------------|---|----------------------|--------------------------|
| <b>2.1 Establish teaching and learning activities and programs that foster knowledge, experience, and appreciation for diversity issues</b>  |   |   |                            |   |                      |                          |
| 2.1.1 Establish professional development opportunities for instructors to incorporate social justice in the curriculum.  | Provost/VPAA<br>Academic Deans  | Initiating seminar at the University level with invited national experts on social justice issues in the curriculum.<br>Coordinator/funding   |                            | Educate instructors about helpful resources<br>2.4.1 – awareness of climate survey findings | *                    | Continuous<br>2-3 years  |
| 2.1.2 Provide ongoing development opportunities for faculty and staff on issues of diversity.  | Provost/VPAA<br>Vice Presidents<br>Academic Deans   | Provide incentive funding for student groups to meet with instructors to discuss concerns/<br>recommendations<br>Coordinator/funding          |                            | Familiarize faculty with social issues  | *                    | Continuous<br>2-3 years  |
| 2.1.3 Design curriculum recommendations for use in courses. (i.e., University Studies 189, cultural diversity, general education courses, and curriculum options such as service learning, PBL, CCLP and special interest groups and floors [residence halls]) | Provost/VPAA<br>General Education Committee<br>University Studies Program<br>Service Learning                         | Level I anti-racism and diversity training for these instructors.<br>Course release.<br>Consultants dealing with specific issues in workshops |                            | Survey indicated that diversity education should permeate the curriculum                    | *                    | Immediate<br>and ongoing |
| 2.1.4 Develop and/or identify resources on diversity for use in workshops and presentations.   | Provost/VPAA<br>Diversity Council (subcommittee)<br>Equity & Diversity<br>Human Resources/Payroll<br>Anti-racism Team | As part of the seminar in item 2.1.1, train local experts to take over after the first round.   |                            | Education for instructors is suggested in report.   | *                    | 2-3 years                |

| <b>ACTIONS</b>  | <b>Suggested Administrative Oversight</b>  | <b>Resources/Source for Resources</b>   | <b>Outcome<sup>1</sup></b> | <b>How Do Actions Relate To Climate Survey</b>   | <b>Action Status</b> | <b>Time Frame</b>     |
|---|--|---|----------------------------|--|----------------------|-----------------------|
| 2.1.5 Encourage instructors to participate in exchange/global activities.   | Provost/VPAA<br>Academic Deans<br>Chairs/Heads   | Release time<br>Developmental leave<br>funding  |                            | Provide first hand experience with/in other cultures   | *                    | Ongoing               |
| <b>2.2 Establish student activities and programs that foster knowledge, experience and appreciation for diversity</b>   |  |   |                            |  |                      |                       |
| 2.2.1 Encourage students to attend presentations on diversity, social justice, and global issues. and encourage instructors to provide incentives (such as extra credit) for students to attend diversity related events. | Provost/VPAA<br>Academic Deans<br>Faculty/Instructors  | Funds to support graduate assistantship(s) to assist with coordination.<br><br>Funds to support new and already established events (e.g. International Week). |                            | Students appear to need diversity education based on findings of experienced harassment by underrepresented groups | *                    | Continuing            |
| 2.2.2 Provide social justice components in courses, workshops and presentations.  | General Education Committee<br>Faculty/Instructors   | Direct outcome of 2.1.3 above.  |                            | Suggested as introductory material   | *                    | Immediate and ongoing |
| 2.2.3 Ensure that cultural diversity classes have a social justice component.   | Provost/VPAA<br>General Education Committee  | Direct outcome of 2.1.3 above.  |                            | Page 48 – need to include materials about people from underrepresented groups in the curriculum                    | *                    | Immediate and ongoing |
| 2.2.4 Articulate social justice issues and concerns and incorporate them, as appropriate, into routine campus communications, including but not limited to student listservs (graduate and undergraduate).                | President<br>Provost/VPAA and Vice Presidents<br>Academic Deans<br>Department Chairs/Heads<br>Faculty/Instructors<br>Diversity Council | Electronic version of <i>Its Happening at State</i>   |                            | p. 47-administration visibly fosters diversity<br><br>p.45 – University addresses diversity issues                 | *                    | Immediate             |

| <b>ACTIONS</b>  | <b>Suggested Administrative Oversight</b>  | <b>Resources/Source for Resources</b>   | <b>Outcome<sup>1</sup></b> | <b>How Do Actions Relate To Climate Survey</b>  | <b>Action Status</b> | <b>Time Frame</b>       |
|---|--|---|----------------------------|---|----------------------|-------------------------|
| <b>2.3 Establish graduate student activities that foster knowledge, experience, and appreciation for diversity issues.</b>  |  |   |                            |   |                      |                         |
| 2.3.1 Provide incentives/resources for integrating social justice into the curriculum (e.g., course for graduate teaching assistants).                            | Provost/VPAA<br>VP RCATT<br>Academic Deans   | Included in item 2.4.2<br>Funding   |                            | Graduate students indicated need for education  | *                    | Beginning in 2005-06    |
| 2.3.2 Create granting program to encourage research and an annual symposium that informs teaching and incorporates global perspectives.                           | Provost/VPAA<br>Academic Deans<br>Department Chairs/Heads<br>VP RCATT<br>Faculty/Instructors   | \$30K/yr. (5 grants @5K each + 5K for the symposium)  |                            | Graduate students indicated need for education  | *                    | Beginning in 2005-06    |
| <b>2.4 Establish incentives for instructors' involvement in curriculum diversification</b>  |  |   |                            |   |                      |                         |
| 2.4.1 Provide colloquium funds specifically to invite scholars involved in researching topics related to social justice or global perspectives in each discipline | President<br>Provost/VPAA<br>VP RCATT<br>VP for Business & Finance<br>Diversity Council<br>Cooperative Sponsorship<br>VP Student Affairs<br>Academic Deans | \$50K annually?   |                            | 2.3.2<br>Global perspective research is called for  | *                    | Fall 2005               |
| 2.4.2 Provide and publicize grant opportunities to encourage the integration of social justice into the curriculum  | President<br>Provost/VPAA<br>VP RCATT  | Summer grant for (\$30K/yr. - 10 grants at \$3K each)<br><br>Annual instructor award \$2K/yr. |                            | Social justice messages need to pervade campus<br>Page 48 – need to include materials about people from underrepresented groups in the curriculum | *                    | 2005-2006 academic year |

<sup>1</sup> Outcomes will be achieved via the actions indicated. These actions suggest a systematic transformation as opposed to the current “piecemeal” approach. The outcomes include:

1. Campus climate will become more respectful, inclusive and responsive.
2. Faculty, students and staff will understand and appreciate social justice issues.
3. Faculty will incorporate social justice throughout the curriculum.

## OBJECTIVE THREE

### Research and Creative Activity

Engage in research and creative activity that reflect multicultural values and perspectives.

| <b>ACTIONS</b>  | <b>Suggested Administrative Oversight</b>   | <b>Resources/Sources for Resources</b> | <b>Outcome</b>  | <b>How do actions relate to climate survey</b>                        | <b>Action Status</b> | <b>Time Frame</b>                              |
|---|---|--|---|---|----------------------|--|
| <b>3.1 Fine tune needs assessment with focus groups</b>   | Diversity Council   | Original groupings of focus groups     | Feedback & guidance   | Page 55 – reconvene focus groups to identify advanced challenges.     | *                    | Prior to next climate survey -- 2009           |
| <b>3.2 Support &amp; value research on diversity, equity and community</b>  |   |  |   |   |                      |  |
| 3.2.1 Encourage faculty/instructors to promote research related to diversity and equity issues among students   | Provost/VPAA<br>VP RCATT<br>Academic Deans<br>Chairs/Heads<br>Faculty/instructors   | Funding for student research           | Involvement of students in diversity, equity and community research                                     | Increased research would inform about diversity, equity and community | *                    | Beginning Fall 2005                            |
| 3.2.2 Encourage incorporation of research and scholarship on diversity and equity issues into promotion, tenure and evaluation policies                   | Provost/VPAA<br>Academic Deans<br>Chairs/Heads,<br>Faculty/instructors  | University Senate                      | Confirmation that diversity, equity and community research is a valued, recognized activity for faculty | Increased research would inform about diversity, equity and community | *                    | As unit PTE policies are discussed and revised |
| 3.2.3 Provide incentives to do research in areas of diversity and equity.   | Provost/VPAA<br>Vice Presidents<br>Academic Deans<br>Chairs/Heads<br>Faculty/instructors<br>Research and Consulting Committee | \$10,000 (5 awards, \$2,000 each)      | Increased awareness and understanding of diversity, equity and community within units                   | Increased research would inform about diversity, equity and community | *                    | Beginning Fall 2006                            |
| 3.2.4 Provide support for faculty to conduct research on diversity and equity issues (i.e., sabbatical leaves, release time, office space, summer salary) | Provost/VPAA<br>Academic Deans<br>Chairs/Heads  | \$25,000 – 2006<br>\$100,000 by 2010   | Increased research on diversity and equity issues   | Increased research would inform about diversity, equity and community | *                    | Beginning Fall 2006                            |

| <b>ACTIONS</b>  | <b>Suggested Administrative Oversight</b>   | <b>Resources/Sources for Resources</b>   | <b>Outcome</b>   | <b>How do actions relate to climate survey</b>                                 | <b>Action Status</b> | <b>Time Frame</b>                              |
|---|---|--|--|--|----------------------|--|
| 3.2.5 Implement a "Diversity, Equity and Community Grants Program" to provide funding for interdisciplinary, collaborative research projects. | President<br>Provost/VPAA<br>VP RCATT   | NDSU Foundation<br><br>Private Sector investment<br><br>\$30,000 – 2006<br>150,000 -- 2010   | Demonstrates support by administration; increases diversity, equity and community awareness; provides funding for diversity, equity and community research initiatives | Increased research would inform about diversity, equity and community          | *                    | Annually beginning 2006                        |
| 3.2.6 Provide recognition and publicize research on diversity and equity .  | Provost/VPAA<br>Academic Deans<br>Chairs/Heads                                    | Can be non-monetary form of recognition (i.e., <i>It's Happening</i> , faculty awards program, annual compilation of diversity, equity and community research) | Demonstrates strong support by administration  | Increased research would inform about diversity, equity and community          | *                    | Annually beginning 2005                        |
| <b>3.3 Support and value research using diverse approaches and methodologies</b>  |   |  |  |  |                      |  |
| 3.3.1 Encourage graduate students to explore diverse research approaches and methodologies  | Provost/VPAA<br>VP RCATT<br>Academic Deans<br>Chairs/Heads<br>Faculty/instructors | Funding for unique graduate student research   | Involve students in learning new methodologies   | Diverse research approaches would inform about social justice                  | *                    | Beginning Fall 2005                            |
| 3.3.2 Encourage incorporation of diverse research methodologies into promotion, tenure and evaluation policies                                | Provost/VPAA<br>Academic Deans<br>Chairs/Heads<br>Faculty                         | University Senate  | Confirms that using diverse research approaches is valued for faculty  | Diverse research approaches would inform about diversity, equity and community | *                    | As unit PTE policies are discussed and revised |

| <b>ACTIONS</b>   | <b>Suggested Administrative Oversight</b>                                    | <b>Resources/Sources for Resources</b> | <b>Outcome</b>   | <b>How do actions relate to climate survey</b>                                 | <b>Action Status</b> | <b>Time Frame</b>   |
|--|--|--|--|--|----------------------|---------------------|
| 3.3.3 Provide incentives for units to develop increased awareness and understanding of diverse research methodologies                                  | Provost/VPAA<br>Vice Presidents<br>Academic Deans<br>Chairs/Heads<br>Faculty | \$5000/ unit/ year                     | Increased awareness and understanding of diverse research methodologies within units | Diverse research approaches would inform about diversity, equity and community | *                    | Beginning Fall 2006 |
| 3.3.4 Provide support for faculty to learn and use diverse research methodologies (i.e., sabbatical leaves, release time, office space, summer salary) | Provost/VPAA<br>Academic Deans<br>Chairs/Heads                               | See 3.2.4                              | Increased awareness and understanding of diverse research methodologies within units | Diverse research approaches would inform about social                          | *                    | Beginning Fall 2006 |

## OBJECTIVE FOUR

### Recruitment & Retention

Increase the representation of historically underrepresented populations among students, faculty, staff and administrators.

| ACTIONS  | Suggested Administrative Oversight   | Resources/Sources for Resources   | Outcome   | How do actions relate to climate survey                                      | Action Status                          | Time frame   |
|--|--|---|---|--|--|--|
| <b>4.1 Marketing Publication Review</b>  |  |   |   |  |  |  |
| 4.1.1 Insure that materials are inclusive and communicate NDSU's commitment to recruiting/ retaining underrepresented student, faculty and staff populations   | VP University Relations<br>Publication Services<br>VP Student Affairs<br>Office of Admission<br>International Programs<br>Multicultural Student Services<br>Human Resources                      | People from traditionally underrepresented groups to review as well as publications professionals; time for review and training re: diversity issues related to publications/ marketing | Publications that accurately reflect our commitment to recruiting and retaining traditionally underrepresented populations        | p. 26-29<br>Negative experiences noted by members of underrepresented groups | √<br>Some underway in specific offices | Review of all new materials as they are prepared; ongoing review of other publications                       |
| <b>4.2 Recruiting a diverse student body to reflect NDSU's commitment to equal opportunity</b>   |  |   |   |  |  |  |
| 4.2.1 Build/enhance productive internal partnerships and outreach efforts with targeted high schools, tribal colleges, and community colleges                  | Provost, VPAA<br>VP Student Affairs<br>International Programs<br>Multicultural Student Services<br>Academic Deans/Colleges<br>Graduate School<br>Student Services Offices<br>Office of Admission | Cost for domestic recruitment trips in addition to current international recruiting trips   | Increased diversity in student body and increase in international and domestic traditionally underrepresented students (% goals?) | Increase critical mass of people from underrepresented groups on campus.     | *                                      | Develop plans/strategies for domestic recruitment by fall of 2006; implementation beginning 2006 and ongoing |
| 4.2.1.a. Increase on-site enrollment services to targeted high schools, tribal colleges, and community colleges (i.e. on-site transfer student registrations). | VP Student Affairs<br>Office of Admission<br>Registration and Records  | Cost for travel to school sites.  | Increased diversity in student body and increase in international and domestic traditionally underrepresented students (% goals?) | Increase critical mass of people from underrepresented groups on campus.     | *                                      | Begin Spring 2006 and then ongoing   |

| <b>ACTIONS</b>   | <b>Suggested Administrative Oversight</b>  | <b>Resources/Sources for Resources</b>  | <b>Outcome</b>  | <b>How do actions relate to climate survey</b>                           | <b>Action Status</b>                        | <b>Time frame</b>        |
|--|--|---|---|--|---|--------------------------|
| 4.2.2 Identify key people and opportunities with current academic and other programs (BRIN, EPSCoR, Expanding Your Horizons, Navy Project, Governor's School, etc.) and coordinate the delivery and follow-up of recruitment efforts through offices such as Admission, Multicultural Student Services, International Programs, Native American Pharmacy Program | Provost/VPAA<br>Academic Deans/Colleges<br>International Programs<br>Native American Pharmacy Program<br>Office of Admission<br>Multicultural Student Services   | Relevant diversity training for those in programs with recruitment potential.<br><br>Recruitment travel costs | Increased awareness and collaboration between programs and recruitment offices.<br>Prospective students gain a better understanding of what the institution offers. | Increase critical mass of people from underrepresented groups on campus. | *   | Spring and Fall 2006     |
| 4.2.3 Invite high schools with underrepresented student populations as NDSU guests at different University events (e.g. athletic, cultural, art events, etc.)  | VP Student Affairs,<br>Office of Admission<br><br>Various academic departments and programs involved in the different events   | Event/busing/food.<br><br>Students and other people to host events.   | Underrepresented students would experience part of campus life and gain awareness of NDSU.  | Increase critical mass of people from underrepresented groups on campus. | *   | Initiate by 2006-07      |
| 4.2.4 Identify alumni from historically underrepresented groups and international alumni to assist in recruitment efforts  | Office of Admission<br>Registration and Records<br>International Programs<br>Departments/ College development personnel  | Necessary demographic information about graduates and time  | Alumni assist in recruitment efforts and are able to promote NDSU   | Increase critical mass of people from underrepresented groups on campus. | √<br>Some underway in specific offices      | By Fall 2007 and ongoing |
| 4.2.5 Maintain awareness of cultural diversity tuition waiver and increase awareness of other financial aid and merit scholarship programs.  | President<br>Development Foundation<br>VP Student Affairs<br>Student Financial Services<br>Office of Admission<br>Multicultural Student Services<br>Native American Pharmacy Program<br>International Programs | Additional waivers and scholarships   | Increased funding would allow for the recruitment of more students.   | Increase critical mass of people from underrepresented groups on campus. | Some underway in specific offices<br>√<br>* | Ongoing                  |

| <b>ACTIONS</b>  | <b>Suggested Administrative Oversight</b>   | <b>Resources/Sources for Resources</b>  | <b>Outcome</b>  | <b>How do actions relate to climate survey</b>                           | <b>Action Status</b> | <b>Time Frame</b>                               |
|---|---|---|---|--|----------------------|---|
| 4.2.6 Build/enhance graduate school recruitment efforts with historically Black colleges, Hispanic-serving institutions, four-year tribal colleges  | Provost/VPAA<br>Graduate School<br>Academic Deans<br>Colleges/Departments   | Funds for recruitment trips   | Increased number of traditionally underrepre-sented students.   | Increase critical mass of people from underrepresented groups on campus. | *                    | Develop plan by Jan. 2006 and implement 2006-07 |
| 4.2.7 Enhance communication and cooperation among academic depts. and student services offices regarding recruitment.   | Provost/VPAA<br>VP Student Affairs  | Time for these efforts and leadership for the communication and cooperation   | Increased number of traditionally underrepresented students. More effective means of recruitment and informing recruitment teams on campus.                                   | Increase critical mass of people from underrepresented groups on campus. | *                    | Start academic year 2005-06                     |
| 4.2.8 Involve current NDSU students from underrepresented groups such as the Black Student Association, the Native American Student Association, Society of Women Engineers, WISMET in recruitment and/or increase diversity of Bison Ambassadors | Provost/VPAA<br>VP Student Affairs<br>Academic Deans<br>Multicultural Student Services<br>Student Life<br>Office of Admission<br>Alumni Association | Training re: recruitment generally and strategies for targeted recruitment of students from traditionally underrepresented groups.<br><br>Incentives for student involvement (food, shirts, credit at Varsity Mart, etc.) | Increased visibility of current NDSU students from traditionally underrepresented populations. Generate prospective student interest and increase applications for admission. | Increase critical mass of people from underrepresented groups on campus. | *                    | Start Spring 2006                               |

| <b>ACTIONS</b>  | <b>Suggested Administrative Oversight</b>  | <b>Resources/Sources for Resources</b>   | <b>Outcome</b>  | <b>How do actions relate to climate survey</b>   | <b>Action Status</b> | <b>Time Frame</b>            |
|---|--|--|---|--|----------------------|------------------------------|
| <b>4.3 Retaining a Diverse Student Body</b>   |  |  |   | p.26-29  |                      |                              |
| 4.3.1 Enhance collaboration among Multicultural Student Services, Orientation and Student Success, TRIO, Disability Services and International Programs in relation to the retention of students. | VP Student Affairs<br>Deans of Student Life and Enrollment Management<br>Asst VP Student Affairs | Time to identify specific ways to accomplish this action   | Increased number of traditionally underrepresented students. More effective means of recruitment and informing recruitment teams on campus. | Increase critical mass of people from underrepresented groups on campus.                     | *                    | Start by Fall 2005; ongoing  |
| 4.3.2 Develop mentoring programs for underrepresented students (similar to Nat'l Assoc. Student Personnel Administrators' MUFP program; McNair) and continue efforts like Mentor.net              | Provost/VPAA<br>VP Student Affairs<br>Office of Admission<br>Multicultural Student Services      | Time for planning and training for mentors;<br>Incentives/rewards for those involves as mentors. | Increased retention and increased numbers of students from traditionally underrepresented backgrounds at the university.                    | Increase critical mass of people from underrepresented groups on campus – a visible presence | *                    | Begin planning Spring 2006   |
| <b>4.4 Recruiting a Diverse Faculty/Staff/Administration</b>  |  |  |   | p.26-29  |                      |                              |
| 4.4.1 Develop recruitment brochure(s) that features campus and community diversity efforts and accomplishments.   | Diversity Council in cooperation with HR and E&D   | Cost for design and printing   | Encouragement for prospective faculty and staff members from traditionally underrepresented groups (traditionally underrepresented groups). | Helps address the lack of diversity among NDSU faculty and staff.                            | √                    | Ready for use in spring 2005 |

| <b>ACTIONS</b>  | <b>Suggested Administrative Oversight</b>   | <b>Resources/Sources for Resources</b>                                   | <b>Outcome</b>  | <b>How do actions relate to climate survey</b>                    | <b>Action Status</b> | <b>Time Frame</b>   |
|---|---|--|---|---|----------------------|---|
| 4.4.2 Research and identify best practices (e. g. AACU 2002) to assist in development of NDSU best practices for recruitment/hiring.  | E&D and HR Offices  | Time to research   | More diverse applicant pools and increased appointments of people from traditionally underrepresented groups. | Helps address the lack of diversity among NDSU faculty and staff  | *                    | Ready for use in 2005-06 recruiting                             |
| 4.4.2.a. Sponsor periodic gatherings of search committee chairs to provide opportunity for developing/sharing recruitment strategies to enhance diverse applicant pools.            | Provost/VPAA  | Cost for lunch and/or refreshments                                       | More diverse applicant pools and increased appointments of people from traditionally underrepresented groups. | Helps address the lack of diversity among NDSU faculty and staff  | *                    | Initiate in Fall 2005   |
| 4.4.2.b. Identify departments successful in recruiting diverse faculty/staff and include them in gatherings (see 4.4.2.a.)  | E&D and HR Offices<br>Deans/Directors   | Time to review search files and time of departmental staff/search chairs | More diverse applicant pools and increased appointments of people from traditionally underrepresented groups. | Helps address the lack of diversity among NDSU faculty and staff  | *                    | Initiate in Spring 2006 and have ready for Fall 2006 gatherings |
| 4.4.2.c Meet annually with department chairs/heads to review policies re: recruitment and hiring.   | President and/or Provost/VPAA<br>E&D and HR Offices   | Time   | More diverse applicant pools and increased appointments of people from traditionally underrepresented groups. | Helps address the lack of diversity among NDSU faculty and staff. | √                    | Ongoing   |
| 4.4.2.d. Identify characteristics of good search committee chairs and share with department chairs/heads and consider reward options for those who serve as search committee chairs | E&D and HR Offices<br>(ID characteristics with input from campus sources)<br><br>Provost/VPAA<br>Vice Presidents<br>Academic Deans<br>(Identify reward options/ make available) | Time to develop<br><br>Incentives such as release time                   | More diverse applicant pools and increased appointments of people from traditionally underrepresented groups. | Helps address the lack of diversity among NDSU faculty and staff. | *                    | By Fall 2005  |

| <b>ACTIONS</b>   | <b>Suggested Administrative Oversight</b>   | <b>Resources/Sources for Resources</b>                                      | <b>Outcome</b>  | <b>How do actions relate to climate survey</b>                    | <b>Action Status</b> | <b>Time Frame</b>            |
|--|---|---|---|---|----------------------|------------------------------|
| 4.4.2.d. Identify characteristics of good search committee chairs and share with department chairs/heads and consider reward options for those who serve as search committee chairs                | E&D and HR Offices (ID characteristics with input from campus sources)<br><br>Provost/VPAA Vice Presidents Academic Deans (Identify reward options/ make available) | Time to develop<br><br>Incentives such as release time                      | More diverse applicant pools and increased appointments of people from traditionally underrepresented groups. | Helps address the lack of diversity among NDSU faculty and staff. | *                    | By Fall 2005                 |
| 4.4.3 Increase facilitation of spousal hires and partner placement by promoting the spousal/partner exception with hiring officials.   | Provost/VPAA Vice Presidents E&D and HR Offices and individuals responsible for hiring decisions.   | Financial support for positions to accommodate the spouse/partner exception | Increased placement of spouses and partners of new hires.   | Increases potential for hires                                     | √                    | Begin fall 2005 and continue |
| 4.4.4 Identify current efforts (NSF ADVANCE proposal, EPSCoR, BRIN, etc.) and coordinate the delivery and follow-up of recruitment efforts.  | Diversity Council subcommittee working with department chairs/heads   | Training re: recruitment and diversity                                      |   | Helps address the lack of diversity among NDSU faculty and staff  | *                    | Fall 2005 and then ongoing   |
| 4.4.5 Explore additional recruitment strategies for staff positions with Human Resources   | VP for Business & Finance, Diversity Council Human Resources/Payroll  | Training re: diversity and identification of best practices                 | Increased diversity in applicant pools for staff positions.   | Helps address the lack of diversity among NDSU faculty and staff  | *                    | Begin Spring 2006            |
| 4.4.6 Identify informal ways to provide interviewees from traditionally underrepresented groups an opportunity to meet current faculty and/or staff who are also from that underrepresented group. | Provost/VPAA [coordination provided by Diversity Council]   | \$ for social gatherings  | Increased success in recruiting employees from traditionally underrepresented groups.                         | Helps address the lack of diversity among NDSU faculty and staff  | *                    | By Fall 2006                 |

| <b>ACTIONS</b>   | <b>Suggested Administrative Oversight</b>                                      | <b>Resources/Sources for Resources</b>   | <b>Outcome</b>   | <b>How do actions relate to climate survey</b>                         | <b>Action Status</b> | <b>Time Frame</b>                               |
|--|--|--|--|--|----------------------|---|
| <b>4.5 Retaining a Diverse Faculty/Staff/Administration</b>  |  |  |  |  |                      |   |
| 4.5.1 Include piece in faculty orientation process to familiarize new faculty with characteristics of NDSU students (including demographic, social and other characteristics relevant to successful instruction/ interaction). | Provost/VPAA<br>VP Student Affairs   |  | Better retention of faculty, particularly those from traditionally underrepresented groups | Helps retain faculty/staff from traditionally underrepresented groups. | *<br>√               | Ongoing   |
| 4.5.2 Develop & implement a faculty mentoring program that specifically addresses diversity issues and uses formal and informal campus groups to build mentoring relationships.  | Provost/VPAA<br>Academic Deans<br>Department heads/chairs<br>Diversity Council | Information about successful mentoring programs and support for developing mentoring program at NDSU.<br>Appointed group to explore mentoring programs and make proposal to Provost. | Better retention of faculty, particularly those from traditionally underrepresented groups | Helps retain faculty/staff from traditionally underrepresented groups. | *                    | Begin Fall 2005 with plan in place by Fall 2007 |
| 4.5.3 Develop support programs for spouses/partners of new faculty/staff from traditionally underrepresented groups.   | Provost/VPAA<br>Vice Presidents<br>Diversity Council                           | Information about successful programs of this type and support for developing one at NDSU  | Better retention of faculty, particularly those from traditionally underrepresented groups | Helps retain faculty/staff from traditionally underrepresented groups. | *                    | Begin Fall 2005 with plan in place by Fall 2006 |

| <b>ACTIONS</b>   | <b>Suggested Administrative Oversight</b>  | <b>Resources/Sources for Resources</b>                            | <b>Outcome</b>  | <b>How do actions relate to climate survey</b>  | <b>Action Status</b> | <b>Time Frame</b>  |
|--|--|---|---|---|----------------------|--------------------|
| <b>4.6 Recruiting/Retaining Both Employees and Students</b>  |  |   |   |   |                      |                    |
| 4.6.1 Broaden orientation programs for new faculty, administrators and staff to include NDSU commitment to social justice.   | Provost/VPAA<br>VP Student Affairs<br>E&D and HR Offices<br>Diversity Council<br>Anti-racism team<br>Orientation & Student Success                                   | Commitment of time on orientation agendas                         | Awareness of NDSU's commitment to social justice.   | Encourage reporting of discriminatory actions and incidents and improve campus climate. | √                    | Ongoing            |
| 4.6.2 Identify community resources for people from underrepresented groups and make available in appropriate locations for current students and employees and for individuals being recruited. | Provost/VPAA<br>VP Student Affairs<br>Native American Pharmacy Program<br>International Programs<br>Multicultural Student Services<br>[Diversity Council coordinate] | Time to identify resources (graduate assistants from MSS and E&D) | Positive experience for people regardless of income, and an increased awareness for staff members | Increase critical mass of people from underrepresented groups on campus.                | √                    | Ready by Fall 2006 |

## OBJECTIVE FIVE

### Inter-group & Intra-group Relations

Celebrate human differences and recognize socially constructed differences (e.g., gender, race, etc.) through encouraging and supporting the continuing interaction of diverse cultures.



| <b>ACTIONS</b>  | <b>Suggested Administrative Oversight</b>   | <b>Resources/Sources for Resources</b>  | <b>Outcome</b>   | <b>How do actions relate to climate survey</b>            | <b>Action Status</b> | <b>Time Frame</b> |
|---|---|---|--|---|----------------------|-------------------|
| <b>5.1 Continue to build a campus environment that ensures the dignity of its members</b>   |   |   |  |   |                      |                   |
| 5.1.1 Offer diversity training to all faculty/staff/administrators and address power, privilege and systems.                                    | President<br>Provost/VPAA<br>Vice Presidents<br>Equity & Diversity<br>Human Resources/Payroll                                     | \$2000 per year (training materials, etc.)<br>There may also be frameworks already available in some departments and through TOCAR. | Increase awareness of social justice issues among workforce.                             | Addresses marginalization of all people.                  | √                    | FY07              |
| 5.1.1.a. Establish an office/staff position to provide training and support to departments to meet their specific needs re: diversity.          | President<br>Provost/VPAA   | \$50,000/year (salary, benefits, office).   | Create a stronger and more effective workforce.  | Addresses marginalization of all people.                  | *                    | FY08              |
| 5.1.2 Establish regular campus-wide gatherings ("town meetings") to encourage the exchange of ideas about the strengths of a diverse community. | Provost/VPAA<br>VP Student Affairs<br>University & Staff Senates<br>Student Government<br>Equity & Diversity<br>Diversity Council | Minimal – for ads and refreshments (\$2,000)  | Increase communication regarding social justice issues; promote town/gown relationships. | Raises awareness of the importance of the campus climate. | *                    | FY07              |
| 5.1.3 Consider ways for the campus to observe and recognize holidays from a variety of cultures.  | President<br>Human Resources/Payroll<br>Diversity Council<br>University & Staff Senates<br>Student Government                     |   | Increase awareness, employee/student satisfaction, retention of diverse people.          | Address marginalization of religious minorities.          | *                    | FY07              |



| <b>ACTIONS</b>  | <b>Suggested Administrative Oversight</b>   | <b>Resources/Sources for Resources</b>              | <b>Outcome</b>   | <b>How do actions relate to climate survey</b>   | <b>Action Status</b> | <b>Time Frame</b> |
|---|---|---|--|--|----------------------|-------------------|
| <b>5.2 Encourage and support the continuing interaction of diverse cultures</b>   |   |   |  |  |                      |                   |
| 5.2.1 Award challenge grants to student groups to provide inter-organizational, culturally diverse student programs.                              | VP Student Affairs<br>Student Gov't/CSO<br>Student Org. Officers<br>Memorial Union  | \$2000/year   | Interorganizational activities and increased intercultural appreciation.   | Facilitate interaction between student groups and encourage more diversity-focused programming efforts                       | *                    | Begin FY07        |
| 5.2.2 Foster collaborative programming efforts and encourage co-sponsorship of speakers and events between academic units/academic support units. | Provost/VPAA<br>VP Student Affairs<br>Academic Deans<br>Chairs/Heads<br>Dean of Student Life<br>All staff who contribute to student-focused programming | Could save \$ by preventing duplication of services | Enhanced collaboration on social justice initiatives. Increased awareness & utilization of resources & more voice for constituency groups. | Help give voice to those who are underrepresented; provide greater programming input for groups without funding or expertise | √                    | Begin Fall 2005   |
| 5.2.3 Create and/or continue visiting faculty/scholar programs to attract faculty from underrepresented groups.                                   | Provost/VPAA<br>Academic Deans<br>Department Chairs/heads<br>International Programs   | \$ for stipends and recruitment efforts             | Short-term increases in diversity of faculty.  | Helps address the lack of diversity among NDSU faculty and staff   | *<br>√               | By Fall 2006      |



| <b>ACTIONS</b>  | <b>Suggested Administrative Oversight</b>  | <b>Resources/Sources for Resources</b>  | <b>Outcome</b>   | <b>How do actions relate to climate survey</b>  | <b>Action Status</b>                                     | <b>Time Frame</b>              |
|---|--|---|--|---|--|--------------------------------|
| <b>5.3 Foster relationships with external constituencies (i.e., alumni, business partners) to support our vision of diversity</b> |  |   |  |   |  |                                |
| 5.3.1 Utilize partnerships with community to garner support for initiatives.  | Vice Presidents<br>Alumni Foundation<br>University Relations   | TOCAR<br>Collaborative;<br>Fargo Human Relations<br>commission;<br>ND HRC; etc. | Increase awareness of social justice issues among community.   | For us to be effective, the community and constituencies also have to change.           | √<br>Basic relationships already exist or are developing |                                |
| 5.3.2 Include vision of diversity in publications.  | Vice Presidents<br>University Relations<br>Publication Services  | None  | Increase awareness of NDSU's institutional commitment to diversity issues.                                       | Address marginalization of all people; increase recruitment of underrepresented people. | *<br>√   | Fall 2005                      |
| 5.3.3 Encourage greater interaction with Tribal Colleges.   | President<br>Vice Presidents<br>University Relations;<br>Extension Service<br>Multicultural Student Services<br>Office of Admission<br>Others as appropriate | Time  | Recruitment of underrepresented students, faculty and staff; realize land-grant mission of serving people of ND. | Addresses marginalization of Native people.   | √<br>Some relationships have been formed                 | New initiatives beginning FY06 |



| <b>ACTIONS</b>  | <b>Suggested Administrative Oversight</b>   | <b>Resources/Sources for Resources</b>                             | <b>Outcome</b>   | <b>How do actions relate to climate survey</b>   | <b>Action Status</b> | <b>Time Frame</b> |
|---|---|--|--|--|----------------------|-------------------|
| <b>5.4 Enhance leadership development opportunities for underrepresented groups</b>   |   |  |  |  |                      |                   |
| 5.4.1 Develop a "Leadership Initiative" for students (explore existing models such as one in Wyoming).                                | Provost, VPAA<br>VP for Student Affairs<br>Memorial Union<br>Residence Life<br>CCLP               | \$5000/year  | Increase recruitment & retention of underrepresented students; increase leadership & visibility among underrepresented students; produce a better college experience | Recognition for people within underrepresented groups of opportunities open to them; validation that student leaders don't need to fit a mold. | *<br>√               | Fall 2005         |
| 5.4.2. Develop leadership opportunities for underrepresented faculty/staff (i.e., mentorships, professional development, networking). | Provost/VPAA<br>VPs<br>Academic Deans<br>Department Chairs/Heads<br>Directors/Unit Administrators | \$10,000/year (support for travel to conferences, consultant fees) | Increase recruitment & retention of underrepresented faculty/staff; increase visible leadership of underrepresented people; will produce better leaders.             | Recruitment and retention of underrepresented faculty & staff; increase visibility of underrepresented people on campus.                       | √<br>*               | FY06              |

## NDSU Strategic Plan for Diversity Action Steps By Unit\*

| <b>Plan Components</b>  | <b>1. Institutional Commitment</b>                               | <b>2. Learning and Pedagogy</b>   | <b>3. Research and Creative Activity</b>                             | <b>4. Recruitment and Retention</b>   | <b>5. Intra-group and Inter-group Relations</b>                       |
|--|--|---|--|---|---|
| <b>Major Units</b>      |  |   |  |   |   |
| <b>President</b>   | 1.1, 1.2, 1.3, 1.4, 1.6  | 2.2.4, 2.4.1, 2.4.2   | 3.2.5  | 4.2.5, 4.4.2c   | 5.1.1, 5.1.1a, 5.1.3, 5.3.3   |
| Alumni Association   |  |   |  | 4.2.8   | 5.3.1   |
| Anti-racism team   | 1.4.3, 1.5.1, 1.5.2  | 2.1.4   |  | 4.6.1   |   |
| Development Foundation   |  |   |  | 4.2.5   |   |
| Diversity Council  | 1.3.1, 1.4.1, 1.4.2, 1.4.3, 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.7, 1.8 | 2.1.4, 2.2.4, 2.4.1   | 3.1  | 4.4.1, 4.4.4, 4.4.5, 4.4.6, 4.5.2, 4.5.3, 4.6.1, 4.6.2 (coordinate)   | 5.1.2, 5.1.3  |
| Equity & Diversity   |  | 2.1.4   |  | 4.4.1, 4.4.2, 4.4.2b, 4.4.2c, 4.4.2d (characteristics), 4.4.3, 4.4.4, 4.5.2, 4.5.3, 4.6.1   | 5.1.1, 5.1.2  |
| President's Cabinet  | 1.1, 1.2, 1.3, 1.3.1   |   |  |   |   |
| President's Council  | 1.1, 1.2, 1.3  |   |  |   |   |
|  |  |   |  |   |   |
| <b>Provost/VPAA</b>  | 1.3, 1.6   | 2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.2.1, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.4.1, 2.4.2 | 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.2, 3.3.3, 3.3.4 | 4.2.1, 4.2.2, 4.2.6, 4.2.7, 4.2.8, 4.3.2, 4.4.2a, 4.4.2c, 4.4.2d (rewards), 4.4.3, 4.4.6 (with DC), 4.5.1, 4.5.2, 4.5.3, 4.6.1, 4.6.2 | 5.1.1, 5.1.1a, 5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3, 5.4.1, 5.4.2 |
| Academic Deans   | 1.3, 1.6   | 2.1.1, 2.2.1, 2.1.2, 2.1.3, 2.1.5, 2.2.4, 2.3.1, 2.3.2, 2.4.1               | 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.6, 3.3.1, 3.3.2, 3.3.3, 3.3.4        | 4.2.1, 4.2.2, 4.2.6, 4.2.8, 4.4.2b, 4.4.2d (rewards), 4.5.2   | 5.2.2, 5.2.3, 5.4.2   |
| Directors/Unit Administrators  | 1.3, 1.6   | 2.2.1   |  | 4.4.2b  | 5.4.2   |
| Graduate School  |  |   |  | 4.2.1, 4.2.6,   |   |
| University Studies   |  | 2.1.3   |  |   |   |
| CCLP   |  |   |  |   | 5.4.1   |
| Dept. Chairs/Heads   | 1.3, 1.6   | 2.1.5, 2.2.1, 2.2.4, 2.3.2  | 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.6, 3.3.1, 3.3.2, 3.3.3, 3.3.4        | 4.2.3 (as relevant), 4.2.6, 4.5.2   | 5.2.2, 5.2.3, 5.4.2   |
| International Programs   | 1.7  |   |  | 4.1.1, 4.2.1, 4.2.2, 4.2.4, 4.2.5, 4.6.2  | 5.2.3   |
| Native American  |  |   |  | 4.2.2, 4.2.5, 4.6.2   |   |

| <b>Plan Components</b>  | <b>1. Institutional Commitment</b> | <b>2. Learning and Pedagogy</b>          | <b>3. Research and Creative Activity</b> | <b>4. Recruitment and Retention</b>  | <b>5. Intra-group and Inter-group Relations</b>               |
|--|------------------------------------|--|--|--|---|
| <b>Major Units</b>      |                                    |  |  |  |   |
| Pharmacy Program (NAPP)  |                                    |  |  |  |   |
| Faculty and others involved in instruction   |                                    | 2.2.1, 2.2.2, 2.2.4, 2.3.2               | 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3 |  | 5.3.3   |
| Dept/College Development personnel   |                                    |  |  | 4.2.4  |   |
|  |                                    |  |  |  |   |
| <b>VP Agriculture &amp; University Extension</b>   | 1.3, 1.6                           | 2.1.2, 2.2.4                             | 3.2.3, 3.3.3                             | 4.4.3, 4.4.2.d, 4.5.3  | 5.1.1, 5.3.1, 5.3.2, 5.3.3, 5.4.2                             |
| Directors/Unit Administrators  | 1.3, 1.6                           |  |  |  | 5.4.2   |
| Extension Service  |                                    |  |  |  | 5.3.3, 5.4.2  |
|  |                                    |  |  |  |   |
| <b>VP Business and Finance</b>   | 1.3, 1.6,                          | 2.1.2, 2.2.4, 2.4.1,                     | 3.2.3, 3.3.3,                            | 4.4.2.d, 4.4.3, 4.4.5, 4.5.3,  | 5.1.1, 5.3.1, 5.3.2, 5.3.3, 5.4.2                             |
| Human Resources  |                                    | 2.1.4                                    |  | 4.1.1, 4.4.1, 4.4.2, 4.4.2b, 4.4.2c, 4.4.2d (characteristics), 4.4.3, 4.4.5, 4.6.1                         | 5.1.1, 5.1.3  |
| Directors/Unit Administrators  | 1.3, 1.6                           |  |  |  | 5.4.2   |
|  |                                    |  |  |  |   |
| <b>VP RCATT</b>  | 1.3, 1.6                           | 2.1.2, 2.2.4, 2.3.1, 2.3.2, 2.4.1, 2.4.2 | 3.2.1, 3.2.3, 3.2.5, 3.3.1, 3.3.3        | 4.4.2.d, 4.4.3, 4.5.3  | 5.1.1, 5.3.1, 5.3.2, 5.3.3, 5.4.2                             |
|  |                                    |  |  |  |   |
| <b>VP Student Affairs</b>  | 1.3, 1.6                           | 2.1.2, 2.2.4, 2.4.1                      | 3.2.3, 3.3.3                             | 4.1.1, 4.2.1, 4.2.1a, 4.2.3, 4.2.5, 4.2.7, 4.2.8, 4.3.1, 4.3.2, 4.4.2.d, 4.4.3, 4.5.1, 4.5.3, 4.6.1, 4.6.2 | 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3, 5.4.1, 5.4.2 |
| Asst. VP Student Affairs   |                                    |  |  | 4.3.1  | 5.4.2   |
| Dean-Enrollment Management   | 1.3, 1.6                           |  |  | 4.3.1  | 5.4.2   |
| Dean-Student Life  | 1.3, 1.6                           |  |  | 4.3.1  | 5.2.2, 5.4.2  |

| <b>Plan Components</b>  | <b>1. Institutional Commitment</b> | <b>2. Learning and Pedagogy</b> | <b>3. Research and Creative Activity</b> | <b>4. Recruitment and Retention</b>                            | <b>5. Intra-group and Inter-group Relations</b> |
|--|------------------------------------|---------------------------------|--|--|---|
| <b>Major Units</b>      |                                    |                                 |  |  |   |
| Directors/Unit Administrators  | 1.6                                |                                 |  |  | 5.4.2   |
| Office of Admission  |                                    |                                 |  | 4.1.1, 4.2.1, 4.2.1a, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.8, 4.3.2 | 5.3.3   |
| Disability Services  |                                    |                                 |  |  |   |
| Memorial Union   |                                    |                                 |  |  | 5.2.1, 5.4.1                                    |
| Multicultural Student Services   | 1.7                                |                                 |  | 4.4.1, 4.2.1, 4.2.2, 4.2.5, 4.2.8, 4.3.2, 4.6.2                | 5.3.3   |
| Orientation and Success  |                                    |                                 |  | 4.6.1  |   |
| Registration and Records   |                                    |                                 |  | 4.2.1a, 4.2.4  |   |
| Residence Life   |                                    |                                 |  |  | 5.4.1   |
| Service Learning   |                                    | 2.1.3                           |  |  |   |
| Student Financial Services   |                                    |                                 |  | 4.2.5  |   |
| Student Life   |                                    |                                 |  | 4.2.8,   |   |
| Student Services   |                                    |                                 |  |  |   |
|  |                                    |                                 |  |  |   |
| <b>VP University Relations</b>   | 1.5.4                              | 2.1.2, 2.2.4                    | 3.2.3, 3.3.3,                            | 4.1.1, 4.4.2.d, 4.4.3, 4.5.3                                   | 5.3.1, 5.3.2, 5.3.3, 5.4.2                      |
| Directors/Unit Administrators  | 1.3, 1.6                           |                                 |  |  | 5.4.2   |
| Publication Services   |                                    |                                 |  | 4.1.1  | 5.3.2   |
|  |                                    |                                 |  |  |   |
| <b>University Senate</b>   |                                    |                                 |  |  | 5.1.2, 5.1.3                                    |
| General Education Committee  |                                    | 2.1.3, 2.2.2, 2.2.3             |  |  |   |
| Cooperative Sponsorship  |                                    | 2.4.1                           |  |  |   |
| Research & Consulting Committee  |                                    |                                 | 3.2.3                                    |  |   |

| <b>Plan Components</b>  | <b>1. Institutional Commitment</b> | <b>2. Learning and Pedagogy</b> | <b>3. Research and Creative Activity</b> | <b>4. Recruitment and Retention</b> | <b>5. Intra-group and Inter-group Relations</b> |
|--|------------------------------------|---------------------------------|--|-------------------------------------|---|
| <b>Major Units</b>      |                                    |                                 |  |                                     |   |
| <b>Staff Senate</b>  |                                    |                                 |  |                                     | 5.1.2, 5.1.3                                    |
|  |                                    |                                 |  |                                     |   |
| <b>Student Government</b>  | 1.7                                |                                 |  |                                     | 5.1.2, 5.1.3, 5.2.1                             |
| CSO  |                                    |                                 |  |                                     | 5.2.1   |
| Student organizations officers   |                                    |                                 |  |                                     | 5.2.1   |

## **Plan Review Teams, Accountability, and a Five-Year Timetable**

The accountability portion of the *Strategic Plan for Diversity, Equity, and Community 2005-2010* is based on three components:

- 1) Incorporation of actions and efforts by each unit/department into existing annual reporting processes used by the President and each Vice President.

Where those reporting processes do not currently have a component addressing diversity efforts, the President and Vice President are asked to incorporate adapt their report format so that these efforts can be easily identified and compiled.

- 2) Creation of plan review teams\* through appointment by the University President.

The purpose of the teams will be to

- review annually by unit the efforts and accomplishments related to the *Strategic Plan for Diversity, Equity, and Community 2005-2010*;
- compile efforts and accomplishments by presidential or vice presidential units and provide feedback to the president, each vice president, and major unit administrators reporting to that vice president about those efforts and accomplishments; and

- 3) Publication annually of notable efforts and accomplishments as best practices through media like *It's Happening at State*, the Diversity Council's web site and the President's annual report.

### **\* Plan Review Teams**

- Plan review team members will be appointed by the President. Recommendations for appointment will be encouraged from campus constituents and gathered by the Diversity Council; the President's Cabinet, the President's Council, and Diversity Council members themselves will be especially encouraged to make recommendations. Those appointed to the plan review teams will need to have a demonstrated commitment to diversity and institutional change (for example, have participated in anti-racism training or other similar training) and strong, effective communication skills – both in listening and in articulating. In addition, appointments for the plan review teams will take into consideration the importance of including individuals from traditionally underrepresented groups while respecting the fact that this could lead to unfair and burdensome expectations for individuals.
- Each plan review team will have a leader/facilitator who is a Diversity Council member. To the degree possible, the leader/facilitator's position will be relevant to the vice president's area that his/her team would review.
- Plan review teams will have training annually.

## Timetable for Review and Accountability/Assessment of Strategic Plan for Diversity, Equity and Community, 2005-2010

| Date               | Action  |
|--------------------|---|
| <b>Fall 2005</b>   | <p>Distribute Strategic Plan for Diversity, Equity and Community to campus community with cover letter from the President [Diversity Council].</p> <p>Implement anti-bias/bigotry/hate response plan [Diversity Council].</p> <p>Distribute campus demographics (employee and student profiles) to campus units and post on the web (<i>annual activity - October/November</i>) [Equity and Diversity].</p> <p>Distribute and post on web “best practices” for diversity (especially those related to higher education) identified in the literature to serve as possible models for our campus actions [DC subcommittee in conjunction with Equity and Diversity].</p> |
| <b>Spring 2006</b> | <p>Identify ways to continue publicizing the Strategic Plan and increasing awareness of the actions that address the plan [Diversity Council].</p> <p>Gather recommendations for Plan Review Teams from campus constituents, from the President’s Cabinet, the President’s Council, the Diversity Council, and the Anti-Racism Team [Diversity Council].</p> <p>Remind units to include their diversity related activities/actions in annual report formats [Council Co-Chairs].</p>  |
| <b>Summer 2006</b> | <p>Compile results of anti-bias/bigotry/hate reports (<i>annual activity</i>) [Equity and Diversity].</p> <p>Gather and compile information about activities/efforts related to the strategic plan for diversity from units’ annual reports (<i>annual activity</i>) [Equity and Diversity].</p>  |
| <b>Fall 2006</b>   | <p>Share summary of anti-bias/bigotry/hate reports with campus via <i>It’s Happening</i> and the Diversity Council web page and other venues as appropriate (<i>annual activity – September</i>).</p> <p>Distribute campus demographics (<i>annual activity - October/November</i>) [Equity and Diversity].</p>   |

Appoint and train review teams (*September-October*) [President, subcommittee of Diversity Council including members of the NDSU Anti-Racism Team].

Publicize efforts taken by units to address the action steps in the plan identified from annual reports for 2005-06 [Diversity Council].

Conduct focus groups (employee and student groups including people from historically underrepresented groups) to determine awareness of plan and perception of actions taken in conjunction with the Strategic Plan and possible additional action steps needed. [Diversity Council in cooperation with a qualitative methods class or other campus resource]. *Repeat focus groups in Fall 2008.*

### **Spring 2007**

Update Plan Review Teams membership (in case of attrition) through President's appointments and provide training for any new members/review for continuing members, as needed (*annual activity*) [President and Diversity Council].

Compile focus group information and report to the campus community via *It's Happening* and the Diversity Council web page and to key campus groups such as University and Staff Senates, Student Government and the President's Council.

### **Summer 2007**

Gather and compile information about activities/efforts related to the strategic plan for diversity from units' annual reports (*annual activity*) [Equity and Diversity].

Compile results of anti-bias/bigotry/hate reports (*annual activity*) [Equity and Diversity].

### **Fall 2007**

Review information from annual reports for 2006-07 and identify activities/efforts that address the Strategic Plan (*annual activity*) [Plan Review Teams].

Report to Vice Presidents about efforts and accomplishments in each of their areas (*annual activity*) [Plan Review Teams].

Identify and publicize best practices (*annual activity*) [Diversity Council in cooperation with University Relations].

Share summary of anti-bias/bigotry/hate reports with campus via *It's Happening* and the Diversity Council web page (*annual activity – September*).

Distribute campus demographics (*annual activity - October/November*) [Equity and Diversity].

### **Spring 2008**

Update Plan Review Teams membership (in case of attrition) through President's appointments and provide training for any new members/review for continuing members, as needed (*annual activity*) [President and Diversity Council].

### **Summer 2008**

Compile results of anti-bias/bigotry/hate reports (*annual activity*) [Equity and Diversity].

Gather and compile information about activities/efforts related to the strategic plan for diversity from units' annual reports (*annual activity*) [Equity and Diversity].

### **Fall 2008**

Repeat focus groups (see Fall 2006).

Review information from annual reports for 2007-08 and identify activities/efforts that address the Strategic Plan (*annual activity*) [Plan Review Teams].

Report to Vice Presidents about efforts and accomplishments in each of their areas (*annual activity*) [Plan Review Teams].

Identify and publicize best practices (*annual activity*) [Diversity Council in cooperation with University Relations].

Share summary of anti-bias/bigotry/hate reports with campus via *It's Happening* and the Diversity Council web page. (*annual activity - September*).

Distribute campus demographics (*annual activity - October/November*) [Equity and Diversity].

### **Spring 2009**

Compile focus group information and report to the campus community via *It's Happening* and the Diversity Council web page and to key campus groups such as University and Staff Senates, Student Government and the President's Council.

Update Plan Review Teams membership (in case of attrition) through President's appointments and provide training for any new members/review

for continuing members, as needed (*annual activity*) [President and Diversity Council].

Repeat campus climate survey [Diversity Council].

## **Summer 2009**

Prepare report of campus climate survey [Equity and Diversity in conjunction with Diversity Council].

Compile results of anti-bias/bigotry/hate reports (*annual activity*) [Equity and Diversity].

Gather and compile information about activities/efforts related to the strategic plan for diversity from units' annual reports (*annual activity*) [Equity and Diversity].

## **Fall 2009**

Share results of Spring 2009 campus climate survey and begin revision of Strategic Plan in light of the results.

Review information from annual reports for 2008-09 and identify activities/efforts that address the Strategic Plan [Plan Review Teams] (*annual activity*).

Report to Vice Presidents about efforts and accomplishments in each of their areas (*annual activity*) [Plan Review Teams].

Identify and publicize best practices (*annual activity*) [Diversity Council in cooperation with University Relations].

Share summary of anti-bias/bigotry/hate reports with campus via *It's Happening* and the Diversity Council web page. (*annual activity* – *September*).

Distribute campus demographics (*annual activity* - *October/November*) [Equity and Diversity].

## **Spring 2010**

Continue Strategic Plan revision, gathering feedback from key campus groups/constituents.

Continue annual activities identified above.

## **Fall 2010**

Share revised plan with campus community.  
Continue annual activities identified above.