

Radford University Diversity, Equity, and Inclusion Action Plan A Diversity and Equity Action Committee Recommendation August 2020

Introduction

During the 2018-2019 academic year, the Diversity and Equity Action Committee (DEAC) of Radford University conducted a high-level review of university activities and college- and division-level strategic plans, looking for institutional plans, indications, and activities that signify a commitment to Diversity, Equity, and Inclusion (DEI). While there were some bright spots, there were also clear gaps in evidence of institutional action on DEI. During the 2019-2020 academic year, the DEAC set for itself the task of developing a DEI Action Plan to recommend for adoption by the University.

A DEI Action Plan drafted, approved, and implemented by the university community is a strong statement of action and commitment to Radford University's core values of student empowerment and success, excellence, and inclusiveness. Additionally, a DEI Action Plan helps the university achieve many of the goals in the 2018-2023 Strategic Plan, including: becoming "a leading institution of higher education in the Commonwealth of Virginia" (Academic Excellence and Research, Goal 1); increasing the academic success of undergraduate students (Enrollment Growth, Goal 8); and, assisting "students in becoming more independent, self-confident and effective learners who disseminate knowledge, innovate and solve problems creatively" (Student Success, Goal 1). The plan presented here by the DEAC is the result of the hard work of many members of the Radford University Community (See **Appendix A** for a list of participants). An overview of the committee, its charge, and the planning process are provided, followed by the plan itself.

Context

The DEAC is a standing [Administrative Shared Governance Committee](#) of the university. Its designated administrator is the Provost. Administrative Committees have charges to assist in carrying out management functions related to implementing Radford University's core academic mission. The DEAC's charge is as follows:

Recommends and reviews policy and procedures concerning equity issues. Serves as advisory group to the President's Cabinet and the University's Equal Opportunity Official on diversity and equity issues. Develops and recommends strategies for recruitment and retention of under-represented groups (students, faculty, and staff). Develops and recommends strategies and reviews issues related to students, faculty and staff with disabilities. Proposed actions from this committee require the opportunity for comment from all the senates prior to submission of a final report to the President's Cabinet.

This DEI Action Plan has been developed to fulfill the DEAC's role in the shared governance of the university and in the interest of furthering equity for under-represented people at Radford University.

Finally, the global and national events of the Spring and early Summer of 2020 must be noted here. The Spring 2020 semester was completed fully online due to the COVID19 pandemic, an event that is on-going and will have continuing effects for all of higher education. According to the [Chronicle of Higher Education](#), many students and their parents may be re-thinking their enrollment plans for the fall. [Low-income students may not be able to enroll](#) because parents have lost jobs and online learning presents barriers that are difficult to overcome. Radford University students are not excluded from these concerns.

Additionally, the nation is now grappling with racism in a way that it has not since the 1960s. Protests, set off by the video of the horrific death of George Floyd in Minneapolis, MN at the hands of police officers, have occurred and continue to occur in cities and towns, large and small, all over the United States, including our own community. The Center for Diversity and Inclusion held Real Talk open forums via Zoom for RU and RUC with students, faculty, and staff discussing the emotions roused by these events and actions we can take to end racism on our campuses. Students are planning a protest at Radford University for the beginning of the fall semester. Now is the time to demonstrate our commitment to a community that listens to, values, and welcomes minoritized people. Our efforts to welcome, retain, and graduate *all* students are more important than ever.

Process

At the end of the 2018-2019 academic year, the DEAC decided that during the next year it would develop a DEI Action Plan. See **Appendix B**, DEAC 2018-2019 Annual Report. The DEAC's Annual Report identified possible areas to be covered by the plan that were narrowed through discussions with Interim Provost, Dr. Kenna Colley, and the DEAC's planning meeting, which took place August 20, 2019. Additionally, the DEAC initially proposed completing the entire process, including approvals by the governing bodies, by June 2020. It became clear that that deadline was unrealistic. The DEAC then decided to take an entire academic year to draft the plan and also allow for an entire academic year to move the plan through the approval process.

With the support of Interim Provost, Dr. Kenna Colley, the DEAC began planning in July 2019 for the upcoming academic year. The DEAC invited a wide variety of people to sit on DEAC Working Groups. (See **Appendix A**). Those people were invited to attend a planning meeting, August 20, 2019. At the planning meeting, the following was discussed: 1) goals for a draft of a Diversity, Equity, and Inclusion Action Plan for the university; 2) a schedule and a timeline for the project; 3) Working Group topics and members; 4) and, a work plan for each Working Group.

The Working Groups were as follows: 1) Defining Diversity, Equity, and Inclusion; 2) Communications for DEI; 3) Recruitment and Retention of Diverse Faculty and Staff; and 4) Training and Professional Development for Faculty and Staff.

The Working Groups were given autonomy to decide what research needed to be done, data that needed to be gathered, and people or offices that needed to provide input. The Working Groups provided monthly written or oral reports to DEAC on activities, progress, and challenges. Each Working Group was responsible for developing recommendations to be included in the final Action Plan.

The first year cohort of graduate students from the Industrial/Organizational Psychology master's program wrote and presented a white paper for DEAC titled, "Diversity, Equity, and Inclusion in Higher Education from an I/O Psychological Perspective: A White Paper." That paper is attached to this plan as **Appendix D**. The Recruitment and Retention of Diverse Faculty and Staff Working Group incorporated several of the recommendations from that paper into this plan.

This DEI Action Plan will be presented to the DEAC's Designated Administrator, the Provost, and then submitted for comment and approval to the AP Faculty Senate, the Faculty Senate, the Staff Senate, and the Student Government Association before being submitted to the President's Cabinet with a recommendation to adopt it.

The recommendations themselves (see Recommended Actions Table) have dates by which the recommendations are achievable. These dates are within the time frame of the current Strategic Plan, which runs 2018-2023. The DEAC recognizes that due to resource constraints as a result of COVID-19, some of these recommended actions and their timelines may be difficult. As indicated in the Context section, these actions are now more important than ever to provide vital support to our student populations. Therefore, the DEAC retained the timeline developed by the Working Groups before the COVID19 pandemic hit.

A Timeline is included in **Appendix C**.

Identification of Goals

The Action Plan is meant to achieve the following goals:

- 1) Help make Radford University a welcoming campus for all students, thereby increasing retention and progression of minoritized and first generation students;
- 2) Increase, and then maintain, the diversity of faculty and staff to keep pace with the changing population of students; and,
- 3) Close the equity gap in graduation rates between minoritized and majority populations and between first generation and non-first generation students.

These goals are aligned with the Radford University 2018-2023 Strategic Plan for academic excellence and research, strategic enrollment growth, and student success as shown below.

Academic Excellence and Research

Goal 1, Strategy A. 2: “Develop and implement best practices for the recruitment and retention of faculty who are from diverse backgrounds and have a demonstrated commitment to excellence in teaching in their respective fields.” (p. 18).

Strategic Enrollment Growth

Goal 8, Strategy A: “Align student recruitment, academic outreach and retention activities to enhance access, inclusiveness and student success.” (p. 31).

Student Success

Goal 1, Strategy D: “Engage with nationally recognized experts in diversity, access, and equity literacy to create a diversity policy and a training center for faculty development.” (p. 32).

Goal 1, Strategy E: “Institute an expectation of continuing pedagogy education for all teaching faculty.” (p. 32).

The Action Plan laid out below will contribute to these strategic goals. Each of the Recommended Actions in the table has a column indicating with which part of the Strategic Plan it aligns.

Challenges and Opportunities

1) Leadership Changes—Two of the offices responsible for many of the recommended actions included in this plan have had interim leaders for some time—Human Resources and Academic Affairs. The interim leadership has been supportive of this work, but impermanent leadership makes scaling up initiatives to the entire university challenging. It sometimes required putting off actions to wait for the permanent hire to begin. While leadership change is a challenge for implementing a new plan, it is also an opportunity with new leadership. This Action Plan is an opportunity for new leaders to embrace and implement actions that can have a tremendous impact on Radford University.

2) Merger of Two Institutions—In summer 2019, Radford University and the Jefferson School of Health Sciences merged to form Radford University and Radford University-Carilion (RUC). This is an immense opportunity for both institutions but also comes with a learning curve. A few months after the merger, the designated administrator of the DEAC, the Interim Provost, retired from the university. No one from RUC has been appointed to the DEAC, and RUC has not had involvement in the development of this

Action Plan. The DEAC recognizes this as a tremendous shortcoming that will need to be accounted for in the comment and approval process.

3) Communication—The DEAC does not have a dedicated webpage, and so it relied on the DEAC members and Working Group members to communicate activities to the Radford University community. This is an inadequate communication method particularly for a committee dedicated to inclusion. This is why there was a Communications Working Group, and several recommendations from the different Working Groups related to improving internal and external communications. For example, the Training and Development Working Group found that while some DEI training opportunities do exist for employees (Safe Zone training, Our Turn Sessions, Book Clubs, and D2L accessible document tutorials), they are not easily found, nor are they readily available, and it appears there is no structure or “roadmap” to work towards long term growth for the self or university. There is a lot going on with respect to DEI at Radford University, but we need a better platform to communicate our commitment to DEI.

4) Demographic and Culture Change—Radford University’s student population has changed over the last ten years. The minoritized undergraduate population grew from 11.9% in 2010 to 32.2% of all undergraduates in Fall 2019. The racial and ethnic make-up of the undergraduate population in Fall 2019 was 64.1% white, 17.4% black, 7.0% Hispanic, 5.7% two or more races, 2.9% unknown, 1.7% Asian, and less than .50% American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander. Radford has traditionally enrolled a large percentage of first generation students from 22% of undergraduates in Fall 2001 to a high of 39% of undergraduates in Fall 2017. As of Fall 2019, 32% of undergraduates are first generation students.

However, the racial and ethnic make-up of our faculty and staff have not kept pace with the changing student population. There has been growth. The minoritized faculty and staff population grew from 8.2% in Fall 2010 to 11.0% in Fall 2019. As of Fall 2019, 12% of the full-time instructional faculty are racial minorities—5.8% Asian, 3.6% black, 1.7% Hispanic, and less than 1% of American Indian or Alaska Native and two or more races. Students notice these demographics. In a 2017 survey of 506 RU students, “white students are more likely than other students to see faculty and administrative role models similar to them on campus and black students are less likely to find faculty and administrative role models on the Radford University campus.” (See **Appendix E**, p. 12). Faculty members also notice this. In the 2020 Faculty Morale Survey, the statement, “I am satisfied with the diversity of faculty in my department,” received one of the lowest scores on the survey with an average of 2.73, landing between “Disagree” and “Neutral/Neither Agree nor Disagree.” (See **Appendix F**, p. 2).

Radford has an equity gap in graduation rates between minoritized students and white students and between first generation and non-first generation students.

Table 1 Cohort Six-Year Graduation Rate: Minoritized and White Students; Data Source: Radford University Electronic Fact Book <https://ir.radford.edu/electronic-fact-book/chart.php?chart=GRS02b&ddfiter=&period=2013-2014>

	2009-10	2010-11	2011-12	2012-13	2013-14	5-yr AVG
Minoritized Students	52.3%	51.8%	48.1%	54.3%	51.0%	51.5%
White Students	60.3%	59.3%	56.9%	61.2%	57.1%	59.0%
Gap	-8.0%	-7.5%	-8.8%	-6.9%	-6.1%	-7.5%

Table 2 Cohort Six-Year Graduation Rate: First Generation and Non-First Generation Students; Data Source: Radford University Electronic Fact Book <https://ir.radford.edu/electronic-fact-book/chart.php?chart=GRS02c>

	2009-10	2010-11	2011-12	2012-13	2013-14	5-yr AVG
First Generation Students	59.0%	53.8%	48.4%	55.3%	53.4%	54.0%
Non-First Generation Students	59.5%	59.7%	57.8%	61.5%	56.7%	59.0%
Gap	-0.5%	-5.9%	-9.4%	-6.2%	-3.3%	-5.0%

Additionally, a student climate survey conducted in Spring 2019 demonstrate a need for culture change. The 2019 student climate survey measured institutional commitment to diversity with four items. The average (on a scale of 1-Strongly Disagree to 4-Strongly Agree) for all races and ethnicities was low compared to other institutions. (See Table 3). Of the groups, White, African-American, Hispanic/Latinx, Asian, and Other, the lowest average scores on institutional commitment to diversity were from African-American and Asian students.

Table 3 Mean for responses on Institutional Commitment to Diversity items by race/ethnicity

	WHITE (n=1066)	AFRICAN AMERICAN (n=335)	HIS/LATIN (n=71)	ASIAN (n=35)	OTHER (n=56)
Mean (SD)	3.17 (.56)	3.04 (.68)	3.15 (.54)	3.05 (.69)	3.09 (.62)

The lowest ratings of the four items measuring institutional commitment to diversity were on the item, “Has campus administrators who regularly speak about the value of diversity. (See Table 4).

Table 4 Mean for responses for item, "Has campus administrators who regularly speak about the value of diversity" by race/ethnicity

	WHITE (n=1066)	AFRICAN AMERICAN (n=335)	HIS/LATIN (n=71)	ASIAN (n=35)	OTHER (n=56)
Mean (SD)	3.01 (.72)	2.80 (.89)	3.00 (.74)	2.85 (.74)	2.88 (.95)

There were also results that indicated training is necessary for both faculty and students. There was a statistically significant difference between African-American and White students in their responses to the item, "Felt that my contributions were valued," on the Academic Validation scale. On a scale of 1-Never to 5-Very Often, the mean for African-American students was 3.54 and for White students it was 3.82. (See Table 5). There was also a difference between White students and students of other races/ethnicities, but it could not be said that the difference was significant due to the high level of noise compared to the level of the signal.

Table 5 Mean for responses on item, "Felt that my contributions were valued" by race/ethnicity

	WHITE (n=1066)	AFRICAN AMERICAN (n=335)	HIS/LATIN (n=71)	ASIAN (n=35)	OTHER (n=56)
Mean (SD)	3.82 (.98)	3.54* (1.0)	3.66 (.98)	3.33 (1.0)	3.54 (1.1)

There was a similar difference between responses on the item, "Felt that faculty encouraged me to ask questions and participate in class discussions." (See Table 6).

Table 6 Mean for responses on item, "Felt that faculty encouraged me to ask questions and participate in class discussions" by race/ethnicity

	WHITE (n=1066)	AFRICAN AMERICAN (n=335)	HIS/LATIN (n=71)	ASIAN (n=35)	OTHER (n=56)
Mean (SD)	4.02 (.98)	3.91 (1.0)	3.68 (.82)	3.64 (.99)	3.89 (1.0)

A 2017 campus climate survey of 506 RU students, showed that "students of color are significantly more likely to report token treatment in the classroom often or always compared to white students [$\chi^2(1)=5.522, p<.05$]." (See **Appendix E**, p. 16). Token treatment may be a manifestation of implicit bias—an indication that faculty training is needed.

There were some troubling results on the Discrimination and Bias scale items. The data indicated that students at RU have witnessed discrimination at a higher rate (5.4%) than

at other predominantly White institutions (2.7%). Additionally, all races/ethnicities report higher rates of witnessing discrimination than White students. (See Table 7). This may be an indication of a lack of training on the part of White students as to what discrimination is. Results also indicated that there is work to be done on gender. The data shows that 12.5% (5.8% said often and 6.7% said very often) of RU female students reported discrimination via verbal comments. This is much higher compared to the reports of “often” and “very often” from women at other universities at 6.1%.

Table 7 Mean for responses on item, “Witnessed discrimination,” by race/ethnicity

	WHITE (n=1066)	AFRICAN AMERICAN (n=335)	HIS/LATIN (n=71)	ASIAN (n=35)	OTHER (n=56)
Mean (SD)	2.02 (1.13)	2.42 (1.3)	2.49 (1.1)	2.18 (1.4)	2.38 (1.5)

The 2017 student climate survey indicated that students of color are four times more likely (23%) to report being treated badly because of their race than white students (5%) and two and a half times more likely (33%) to report having experienced discrimination on campus compared to white students. (13%). (See **Appendix D**, p. 16).

Students were also asked to rate (1 = never to 5 = very often) the frequency with which they experience 7 types of threats or harassment. In general, the instances of harassment are relatively low; however, the average frequency of harassment was higher for gender non-conforming respondents when compared to female and male respondents (Table 8). Specifically, gender non-conforming respondents reported higher frequencies in “damage to personal property,” “reported an incidence of sexual harassment to a campus authority,” “reported an incident of discrimination to a campus authority,” and “been sexually harassed.”

Table 8 Mean for responses on item, “frequency that students experience threats or harassment,” by gender identity

	FEMALE (n=863)	MALE (n=391)	NON-CONFORMING (n=30)
Mean (SD)	1.35 (.70)	1.38 (.72)	1.65 (.82)

Finally, students were asked to rate (1 = not at all to 3 = frequently) the frequency that they have in-depth conversations with diverse peers. This section provides a glimpse at the diversity across campus. Generally, the participants reported that they had frequent in-depth conversations with someone from a different socioeconomic class (62.6% of respondents), religion (58.3%), and sexual orientation (59.6%). Further, participants occasionally (42.8%) to frequently (44.0%) had in-depth conversations related to sexism, gender difference or gender equity. Participants occasionally had these kinds of discussion with someone with a disability (55.9%) or from another country (50.7%).

We recognize that the demographic data presented in this report is limited in representation. We also recognize that students experience an intersection of multiple identities. Therefore, we need to highlight the diversity of identities represented on Radford's campuses based on our proposed diversity statement. We can and should do better for our students and our community. We need to make our students feel welcome and valued so that they graduate with the education they seek and that we promise from the day they set foot on our campuses until the day they graduate.

5) COVID19—The COVID19 pandemic is both a challenge and an opportunity. It changes the way we operate as individuals and institutions. But it is a rare opportunity to be a university that understands, welcomes, and responds to diverse student populations and their needs in a time of adversity. How we communicate with students and provide them support will shape the narrative of Radford for current and prospective students. We can approach this time as a challenge to be endured or an opportunity to be embraced.

Recommended Actions

Radford University does not have definitions of diversity, equity, and inclusion. This is a gap that needs to be filled in order to have a common foundation upon which to build. The Defining DEI Working Group collaboratively developed definitions for diversity, equity, and inclusion, and recommends that the university adopt the following statement as the university's Diversity Statement. The statement is as follows:

Radford University strives for a culture of diversity, equity, and inclusion. We are committed to creating paths for success that enable our students, faculty, and staff to move from where they are to where they want to go. We are working to create an environment that celebrates differences, challenges privileges, and provides effective opportunities for growth.

We understand diversity as the differences that define our community. We value our differing experiences and perspectives extending beyond legally protected categories, including but not limited to race, ethnicity, socioeconomic status, geographical origins, education, religion, sex, sexual orientation, gender identity, gender expression, nationality, age, language, veteran status, marital status, genetic information, abilities, and cognition.

We strive to identify, interrogate, and redress outcomes of systemic inequities. We understand equity to mean a process in which we eliminate barriers that prevent full participation in university life such as academic, extra-, and co-curricular activities, and create effective opportunity structures for all.

We understand inclusion to mean embracing and honoring diversity and protecting vulnerable members of our community. We seek to cultivate a

culture of inclusive excellence where all voices are valued, respected, and integrated into the fabric of our community.

For more information on protection under the law, please visit the [webpage of the Office of Institutional Equity](https://www.radford.edu/content/institutional-equity/home.html) (<https://www.radford.edu/content/institutional-equity/home.html>).

Recommended actions from the other Working Groups are included in the Tables following this section.

Table 9 Communications and Accountability Recommended Actions

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
1. Establish multi-channel safe spaces for feedback from students and other university stakeholders	Ensures that everyone is heard and aligns with best practices	Student Success: Goal 1, Strategies B. & D; Goal 2, Strategies A.-D.; Goal 3, Strategies A.-E. Strategic Enrollment and Growth: Goal 8, Strategy A.	Residential Life, SGA, CITL, CDI (R & I); Faculty, AP, & Staff Senates (R & I)	Interdisciplinary subcommittee comprised of various campus constituencies; Focus groups to determine climate and needs (e.g., informal Zoom chats).	Immediate	Spring 2021: Identify students willing/interested in DEAC oversight/marketing (SP); Fall 2021: Launch with fully developed website (A)	These action recommendations... <ul style="list-style-type: none"> • integrate diversity and equity in to the RU community's daily lives, • send a positive and inclusive message for potential & current students; • allows for benchmarking against peer institutions (best practice); • maintains a regular assessment on our progress
2. Adopt the recommended Diversity, Equity, & Inclusion Statement for the university that is easily visible on the university's website and easily searchable on internet search engines	-highlight RU's commitment to DEI -attract more candidates color to apply to RU	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	University Relations (R); Human Resources (I); University Relations (I)	DEAC to develop statement and Work with whichever office does the website. No new resources.	Immediate	Fall 2021 or sooner	This is easy to accomplish and important to demonstrate foundational commitment to DEI.

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
3. Post the Diversity, Equity, & Inclusion Statement widely on our campuses, in classroom buildings, residence halls, administration buildings.	-highlight RU's commitment to DEI -attract more candidates color to accept offers of employment -create culture change	Academic Excellence and Research: Goal 1, Strategy A.2. Strategic Enrollment Growth: Goal 8, Strategy A Student Success: Goal 1, Strategy D Core Values Inclusiveness	Facilities (R), University Relations (I)	funding for plaques or some sort of holder for the statement, printing; time to post Estimated Cost: acrylic sign holders (on Amazon https://tinyurl.com/yxhqdeuw) \$3.58 each x 300 = \$1,074; printing \$500; TOTAL=\$1,574	Short Term	End of Fall 2021	This is easy to accomplish and contributes to culture change.
4. Add authentic diverse imagery of students and faculty of color to magazines, brochures, and online media to showcase how Diversity and Inclusion are valued at RU; seek the input of students on these publications	-reflection of our commitment to diversity	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	University Relations (R)	No new resources.	Short Term	Fall 2022 or sooner	This is easy to accomplish and reflects the importance of diversity to prospective and current students and the public in general.
5. Develop a centralized diversity website; multi-channel dissemination of the website	Simple, one-location channel for: 1. accessing information and communications related to diversity initiatives, 2. highlighting the university's commitment to diversity 3. achieving alignment with university branding	Student Success: Goal 2, Strategies 2.B. & 2.D. Brand Identity: Goal 1, Strategy 1.E.; Goal 2, Strategy 2.A. Strategic Enrollment and Growth: Goal 8, Strategy 8.A.	University Relations (R) Human Resources (I); Faculty, AP, Staff Senates; SGA; (I); IT (I);	Time and human resources to develop and maintain; Focus groups to determine diversity needs	Short Term	Spring 2021: Shell website with significant progress (SP); Fall 2021: Fully developed website (A)	There is currently no centralized diversity website; this recommended action... <ul style="list-style-type: none"> • integrates diversity and equity into the RU community's daily lives; • will create uniformity and consistency in messaging; • promote sound branding; • send a positive and inclusive message for potential & current students;

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
							<ul style="list-style-type: none"> allows for benchmarking against peer institutions (best practice).
<p>6. Enhance the use of OneCampus Portal;</p> <p>Create RU Involved Diversity Group/Program;</p> <p>Create a dedicated DEAC icon in the portal & on RU app.</p>	<p>Centralized location to increase awareness and to allow people to find and keep up with events</p>	<p>Student Success: Goal 2, Strategies 2.B; 2.C; 2.D.</p> <p>Brand Identity: Goal 1, Strategy 1.E; Goal 2, Strategy 2.A</p> <p>Strategic Enrollment and Growth: Goal 8, Strategy 8.A</p>	<p>DEAC committee in conjunction with Student Life (R);</p>	<p>Time for development and maintenance;</p> <p>Dedicated staff members and student worker(s) to oversee;</p> <p>Training on how to use RU Involved. Estimated Cost: 1 student worker \$15/hour x up to 20 hours week x 15 weeks= \$4,500/semester</p>	<p>Short Term</p>	<p>Fall 2020: Create category on RUInvolved for diversity programs (A)</p> <p>Fall 2020: Purchase event check-in app to ease check in for events to gather data (A)</p> <p>Fall 2020: Restructure professional staff job duties to increase time spent on RUI (SP)</p> <p>Fall 2020-Spring 2021: Campus wide training of RUInvolved (SP)</p>	<p>These action recommendations...</p> <ul style="list-style-type: none"> integrate diversity and equity in to the RU community's daily lives; send a positive and inclusive message for potential & current students; promote sound branding; connect with students on various platforms to promote equitable messaging.

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
7. Provide regular updates and announcements	The university community will be informed and up to date on diversity and equity progress, events, and/or training	Student Success: Goal 2, Strategies C. & D. Strategic Enrollment and Growth: Goal 8, Strategy A.	DEAC committee for consistent messaging (R); Administrators and upper administration (deans, chairs, directors) (I); Faculty Senate, AP Senate, Staff Senate leadership (I)	Paid DEAC student(s) position (and/or GA) to help disseminate information to stakeholders Estimated Cost: 1 student worker \$15/hour x up to 20 hours week x 15 weeks= \$4,500/semester	Short Term	Spring 2021: Identify students willing/interested in DEAC oversight/marketing (SP); Fall 2021: Launch with fully developed website (A)	This action recommendation... <ul style="list-style-type: none"> • integrates diversity and equity in to the RU community's daily lives; • sends a positive and inclusive message for potential & current students; • promotes sound branding; connects with students on various platforms to promote equitable messaging.
8. Create a Diversity Dashboard that appears with the Electronic Factbook and includes data about social identities other than race, ethnicity, and binary genders and includes data from student, faculty, and staff climate surveys (see, e.g., http://irp.dpb.cornell.edu/university-factbook/diversity)	-transparency -accountability for the university community to address any disparities	Strategic Enrollment Growth: Goal 1 Student Success: Goal 2, Strategy D. Core Values Inclusiveness	Office of Institutional Effectiveness (R), Student Affairs (I)	Budget for climate surveys and data analysis, incentives for survey taking Estimated Cost: \$15,000 per survey	Short Term	Fall 2022	Sharing this information publicly would go a long way to creating a trusting community and could be an impetus for culture change.
9. Require departments to submit and implement a yearly diversity, equity, and inclusion (DEI) action plan to include DEI programming, training, and faculty and staff recruitment efforts.	-accountability -transparency -a more welcoming environment for minoritized students and faculty thereby retaining them at RU	Academic Excellence & Research: Goal 1, Strategy A.2. Strategic Enrollment Growth: Goal 8, Strategy A Student Success: Goal 1, Strategies D. & E; Goal 2, Strategy A.	Chairs (R), Deans (I), Provost (I), Academic Operations (I), HR (I)	Training; development of a report template; service to the university	Short Term	Fall 2022	This action will demonstrate RU's commitment to diversity. With everyone on campus responsible for diversity, equity, and inclusion, it will become part of the fabric of the university.

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
		Core Values Inclusiveness					
10. Develop a strong social media presence	Effective information delivery to faculty, staff, and particularly students because this is the communication channel preferred by students	<p>Student Success: Goal 2, Strategies B; D</p> <p>Brand Identity: Goal 1, Strategy E; Goal 2, Strategy A</p> <p>Strategic Enrollment and Growth: Goal 8, Strategy 8.A</p>	<p>DEAC (R); CDI (I);</p> <p>DEAC student(s) representative (from SGA and/or other student organizations (I); (I);</p> <p>University Relations (I)</p>	<p>Paid student(s) position (and/or GA) requiring social media savvy</p> <p>Flow of information to keep the communication channel active and current Estimated Cost: 1 student worker \$15/hour x up to 20 hours week x 15 weeks= \$4,500/semester</p>	Long Term	Spring 2022: Social media campaign to launch with fully developed website (A)	<p>Several units have a social media presence, but there is not a central voice; this action recommendation...</p> <ul style="list-style-type: none"> • integrates diversity and equity into the RU community's daily lives; • creates uniformity and consistency in messaging; • promotes sound branding; • sends a positive and inclusive message for potential & current students; • allows for benchmarking against peer institutions (best practice); • connects with students on various platforms to promote equitable messaging; • bridges the gap between the surrounding community and RU's community

Table 10 Recruitment and Retention of Diverse Faculty and Staff Recommended Actions

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
11. Develop all-inclusive “About the University” language for employment postings that is more attractive to potential Faculty/Staff of color.	-more responsive to potential candidates of color -increase in diverse candidate hires	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	Human Resources (R); Deans (I); Chair/Directors (I)	Committee of faculty and staff to work with HR on this. No new resources.	Immediate	Fall 2020	This is easy to accomplish and is frequently the first thing that job seekers see about Radford University. It should reflect our diverse student population and commitment to DEI.
12. Create institutional language such as “we encourage applicants interested in helping us achieve our diversity vision”	-language is embrace and infused throughout RU documents/handbooks, etc.	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	Human Resources (R); Deans (I); Chair/Directors (I)	No new resources.	Immediate	Fall 2020	This is easy to accomplish and reflects our commitment to DEI for diverse job applicants.
13. Seek external funding for minority recruitment initiatives	- visible support of RU’s commitment to DEI - funding to start recruitment and retention initiatives.	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	Human Resources (R); Sponsored Programs (R)	Possible matching contributions by RU.	Immediate	Spring 2021	This has become even more important in the light of the budget situation as a result of the pandemic.
14. Allow students of color to participate in search committee process (e.g., student serve on some committees, require candidates to meet with students during the campus visit).	- knowledge of diverse student population - reinforces RU’ commitment to DEI - student feedback of candidates	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	Human Resources (R); Deans (I); Chairs/Directors (I); Academic Affairs? (I)	Identify and train students to participate on search committees.	Immediate	Fall 2020	This is easy to accomplish, and student involvement in recruitment of diverse faculty and staff is important in sealing the deal. It also shows minoritized students that they matter to RU.

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
15. Require cultural competence training that focuses on unconscious bias for all search committee members, Deans, and Chairs.	<ul style="list-style-type: none"> - help to avoid “best-fit” thinking on search committees. - Grow awareness and understanding of one’s own personal social identity to help see how that influences the way each individual committee member evaluates applicants; acknowledge the unconscious bias each member may hold. - avoid institutional ranking bias, i.e., ranking one applicant’s graduating intuition over another to make hiring decisions. 	<p>Academic Excellence and Research: Goal 1, Strategy A.2.</p> <p>Student Success: Goal 1, Strategy D.</p> <p>Core Values Inclusiveness</p>	<p>Human Resources (R); Center for Diversity & Inclusion (I); Center for Innovative Teaching and Learning (I); Deans (I); Chairs/Directors; (I)</p>	<p>External facilitator to kick this off. HR should be part of the training, then take over the training.</p> <p>Perhaps HHMI Diversity Grant can serve this purpose. Estimated Cost: trainer, travel, food, materials \$3,000</p>	<p>Immediate</p>	<p>Spring 2021</p>	<p>Those doing the hiring must be aware of their own biases and how to avoid biases in hiring in order to hire diverse candidates.</p>
16. Training for Deans, Chairs/Directors, and Faculty on how to develop inclusive position descriptions consistent with (but not the same as) the university’s diversity statement.	<ul style="list-style-type: none"> -mandatory training -increased number faculty/staff hires that are people of color to better reflect the student population 	<p>Academic Excellence and Research: Goal 1, Strategy A.2.</p> <p>Student Success: Goal 1, Strategy D.</p> <p>Core Values Inclusiveness</p>	<p>HR (R); Center for Diversity & Inclusion (I), Center for Innovative Teaching and Learning (I); Deans (I); Chairs/ Directors (I)</p>	<p>External facilitator to kick this off. HR should be part of the training, then take over the training.</p> <p>Perhaps HHMI Diversity Grant can serve this purpose. Estimated Cost: trainer, travel, food, materials \$3,000</p>	<p>Immediate</p>	<p>Fall 2021</p>	<p>Recruitment of diverse faculty and staff begins with the position descriptions. This is critical.</p>

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
17. Provide opportunities for current diverse faculty/staff to volunteer to help recruit other faculty/staff to apply for positions at RU.	- visibility of faculty/staff of color currently on campus.	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	Human Resources R; Center for Diversity and Inclusion (I); search committees (I)	Value of serving the university through academic year reassigned time. Estimated Cost: hire adjunct for \$2,700/per course	Immediate	Spring 2021	This is important, compensable work in the effort to bring diverse faculty and staff to our campuses.
18. Create a Faculty of Color Network at RU and RUC to increase success and retention of diverse faculty	-retains faculty of color -promotes faculty development	Academic Excellence and Research: Goal 1, Strategy A.2.; Goal 4, Strategy F Student Success: Goal 1, Strategies D. & E. Core Values Inclusiveness	Academic Programs (R), CITL (I)	Small operating budget for books and other resources Estimated Cost: \$2,000	Immediate	Spring 2021	Such a group would show a commitment to the success of faculty of color and assist with recruitment and retention. A small budget for resources (\$500) is not necessary to start the group but would be to keep the group operational.
19. Develop student “come teach us” promotional videos featuring RU’s diverse student population.	- reinforces RU’s commitment to diversity and inclusion. - allows potential applicants a snapshot of the RU student population. - attract more applicants of color and those who value diversity	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	University Relations (R),	Maybe bookstore vouchers or other incentives for students who assist with this to show appreciation. Use available budget for promotional videos.	Short Term	Fall 2022 or sooner	Student involvement in recruitment of diverse faculty and staff is important in sealing the deal. It also shows minoritized students that they matter to RU.

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
20. Require departments to submit to HR and the appropriate divisional Vice-President a plan for diversification and inclusion before authorization of hiring for any position	-Ensures departments and divisions have a plan for diversity -Holds departments accountable for efforts at diversification	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	HR (R), Provost (R), divisional Vice-Presidents (R)	In-house training	Short Term	Spring 2022	This action requires little in terms of resources but is a way to begin to change the culture of our campuses. It requires thought and concrete actions on the part of each department to address the diversity of the faculty.
21. Create a cabinet-level Chief Diversity Officer position that is fully funded to oversee all aspects of DEI work across the RU and RUC campuses	-tangible demonstration of commitment to DEI -ability to implement this Action Plan and manage accountability -attract more diverse candidates -help retain minoritized students	Academic Excellence and Research: Goal 1, Strategy A.2. Strategic Enrollment Growth: Goal 8, Strategy A Student Success: Goal 1, Strategy D Core Values Inclusiveness	President (R)	Salary, office space, operating budget Estimated Cost: Vice President level salary \$200,000/year; benefits (health care, retirement, leave, holidays, FICA) \$85,146; 2 staff members (salary and benefits) \$103,000; operating budget—(student workers, supplies, travel, contractual services, postage/printing, telecommunications, equipment, etc.) \$150,000; TOTAL= \$538,146	Long Term	End of AY 2022-23	This is a large but necessary action if we are to move beyond piecemeal steps in changing our culture.
22. Hire or promote an in-house HR recruiter who focuses primarily on minority faculty and staff recruitment.	- increase pool of candidates of color. -improve knowledge of resources, websites, publications necessary to build connects with more diverse pool of applicants	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	Vice-President for Finance and Administration (R); Human Resources (I)	HR has hired a talent acquisition person-but not focused on Minority recruitment. This would require substantial investment in the form of an HR position. Estimated Cost: salary \$55,000 benefits (health care, retirement, leave, holidays, FICA) \$41,461; TOTAL=\$96,461	Long Term	Fall 2022	HR can and should play a leadership role in RU's commitment to hiring a diverse faculty and staff. Having someone dedicated to this purpose is not only a standard practice at universities but also a strong statement about the truth of our commitment.

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
23. Creating feeder programs/agreements with HBCU's, MI's, and institutions that have historically produced the most minority faculty members.	-creates direct connections with institutions who produce a high rate of Faculty of Color (FOC)	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	Human Resources (R); Deans (I); Chairs/Directors (I); Academic Affairs? (I)	RU career services visits to HBCUs, invite HBCU career services folks to RU for events. Estimated Cost: travel, supplies \$10,000	Long Term	Fall 2023	This is a reliable way to recruit diverse faculty and staff and can be a mutually beneficial partnership. It could also bring in graduate students from HBCUs.
24. Build networks with minority serving professional organizations, conferences, and social organizations both conventional and unconventional (for example historical black fraternities and sororities can be a great resource for identifying applicants of color).	- creates direct connections with institutions who produce FOC -improves pool of FOC applicants	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	Human Resources (R); Deans (I); Chairs/Directors (I); Academic Affairs? (I)	Pay for booths at conferences and events. Have faculty/staff/students trained and attend events. Estimated Costs: travel, conference fees, vendor fees, supplies, printing, postage \$25,000	Long Term	Fall 2023	This takes time and a little bit of money for greater results.
25. Revise tenure and promotion guidelines to value contributions to diversity efforts and for faculty outreach to diverse on-campus communities, off-campus local communities, and diverse national communities.	- prevents undervaluation of diversity research and professional contributions. - reinforces RU's commitment to diversity. - places value on faculty contributions to campus diversity efforts.	Academic Excellence and Research: Goal 1, Strategy A.2. Core Values Inclusiveness	Faculty Senate (R); Academic Affairs (I); Deans (I); Council of Chairs (I)	Examples of other institutions who have done this, language examples, and outcomes of this change.	Long Term	Fall 2022	This is critical to culture change, to get faculty buy-in, and to reward those doing this important work.

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
26. Launch a Diversity Visiting Scholars program	<ul style="list-style-type: none"> -introduces potential diverse faculty to RU -helps to temporarily address a lack of diverse faculty -exposes students to research and scholarship 	<p>Academic Excellence and Research: Goal 1, Strategy A.2.</p> <p>Student Success: Goal 1, Strategy D; Goal 2, Strategy A.</p> <p>Core Values Inclusiveness</p>	Provost (R), Academic Programs (I), HR (I)	Salary, office space, operating budget Estimated Costs: salary \$65,000-\$85,000; travel, start-up costs, etc. \$15,000; TOTAL=\$80,000-\$100,000	Long Term	End of AY 2022-2023	This kind of program holds many benefits: possible jumpstart to recruitment and retention of diverse faculty; furthering of a research agenda; exposure of students to different cultural viewpoints. It does however require funds to implement, so it is a long term action.

Table 11 Training and Development Recommended Actions

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<p>27. Create new employee on-boarding that describes the Highlander culture, including commitment to DEI and expectations of faculty and staff in upholding that commitment</p>	<p>-creates culture change -makes all new employees aware of values and their roles in those values</p>	<p>Academic Excellence and Research: Goal 1, Strategy A.2. Student Success: Goal 1, Strategy D. Core Values Inclusiveness</p>	<p>Human Resources (R), University Relations (I)</p>	<p>time to develop and provide training</p>	<p>Immediate</p>	<p>Spring 2021</p>	<p>Faculty and staff should be informed of the importance of DEI to RU the moment they step on campus. This is a critical step in culture change.</p>
<p>28. Promote diversity and equity training for students, faculty, and staff</p>	<p>Ensures consistent messaging that promotes a holistic DEI development; Ensure that the RU community are trained to navigate through the language and actions of diversity and equity; Ensure that the RU community are trained to recognize, navigate through, educate, and decrease instances of inequality.</p>	<p>Student Success: 1.A-1.E; 2.A-2.D; 3.A Strategic Enrollment and Growth: 8.A</p>	<p>HR (R); Student Affairs, Academic Affairs (I),</p>	<p>Time & human resources: Monetary contribution to enhancing cultural competency across campus Estimated cost: stipends \$500 x 50=\$25,000</p>	<p>Immediate</p>	<p>Fall 2021: Timeline to be determined in coordination with the Training & Development Subcommittee (A)</p>	<p>These action recommendations...</p> <ul style="list-style-type: none"> • integrate diversity and equity in to the RU community's daily lives; • send a positive and inclusive message for potential & current students; • build a RU community that is trained in diversity and equity; • promotes a space where all RU community members feel included and belong on campus; • allows for benchmarking against peer institutions (best practice);

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<p>29. Create a DEI Training Hub on the HR website that can be accessed through the RU Portal with a glossary of terms, Q &A, micro-learnings, trainings, additional learning resources</p>	<p>-creates one, easily findable, centralized location for DEI training -increases number of faculty/staff trained</p>	<p>Academic Excellence and Research: Goal 1, Strategy A.2. Student Success: Goal 1, Strategy D. Core Values Inclusiveness</p>	<p>Human Resources (R), DoIT (I), University Relations (I), Academic Programs (I)</p>	<p>time</p>	<p>Long Term</p>	<p>Spring 2022</p>	<p>Easy to accomplish with a low investment of resources but very important to communicate to the RU community about available training</p>
<p>30. Create or otherwise make available classroom and online training accessible through the new Training Hub which includes preliminary required DEI training for all employees but also multi-level certificate programs. The trainings should be categorized by level: All employees; supervisory and/or leadership series; and ally level (skills based, action-oriented training)</p>	<p>-widespread availability for all employees on campus -create culture change and an expectation of a welcoming environment</p>	<p>Academic Excellence and Research: Goal 1, Strategy A.2. Student Success: Goal 1, Strategy D. Core Values Inclusiveness</p>	<p>Human Resources (R), Academic Programs (I), Staff Senate (I)</p>	<p>time to develop/locate training; policy change to allow staff time to take training</p>	<p>Long Term</p>	<p>End of AY 2021-22</p>	<p>Given that there is only limited training currently available and almost no training available for staff on DEI, this is a critical need to create culture change.</p>

Appendix A

Participants

The members of the DEAC include:

- Dr. Roann Barris, T & R Faculty, College of Visual and Performing Arts
- Mr. Jerry Brown, Assistant Director, Admissions
- Mr. Jorge Coartney, Executive Director, Facilities Management
- Dr. Darryl Corey, T & R Faculty, College of Education and Human Development, Co-Chair
- Ms. Michele Hosey, Associate Director, Student Success and Retention
- Ms. Connie Leathers, Staff Senate
- Ms. Jenene Lewis, Human Resources
- Mr. LaShan Lovelace, Director, Center for Diversity and Inclusion
- Ms. Quiana Mizell, Graduate Student
- Dr. Orion Rogers, Dean, Artis College of Science and Technology
- Ms. Andrea Sharpe-Robinson, Director, Center for Accessibility Services
- Dr. Tammy Wallace, Dean, College of Education and Human Development
- Ms. Merrie Winfrey, Instructional Designer, Center for Innovative Teaching and Learning, Co-Chair

The members of the Working Groups include:

Defining Diversity, Equity and Inclusion Working Group:

- Ms. Alyssa Archer, McConnell Library
- Ms. Jenene Lewis, Human Resources
- Dr. Orion Rogers, Artis College of Science and Technology
- Ms. Buffy Ruffin, Center for Diversity and Inclusion
- Ms. Merrie Winfrey, Center for Innovative Teaching and Learning, lead
- Dr. Allison Wisecup, Sociology, College of Humanities and Behavioral Sciences
- Dr. Roann Barris, Art, College of Visual and Performing Arts
- Ms. Kya Myers, Undergraduate Student
- Ms. Jasmyn Reace, Undergraduate Student

Communications for DEI Working Group:

- Ms. Ruby Dwyer, Human Resources
- Ms. Mel Fox, Office of Institutional Effectiveness and Quality Improvement, lead
- Dr. John Jacob, Design, College of Visual and Performing Arts
- Dr. Jamie Lau, Biology, Artis College of Science and Technology
- Mr. LaShan Lovelace, Center for Diversity and Inclusion
- Ms. Jessica Twiest, Student Life
- Ms. Donya Mohamed, Undergraduate Student

- Mr. Justin McLaughlin, Undergraduate Student
- Ms. Madison Paterniti, Undergraduate Student

Recruitment and Retention of Diverse Faculty and Staff Working Group:

- Dr. Amanda Bozack, School of Teacher Education and Leadership
- Dr. Darryl Corey, Math Education, School of Teacher Education and Leadership, lead
- Dr. Melinda Cruz, Psychology, College of Humanities and Behavioral Sciences
- Dr. Sharon Jones, Academic Programs
- Ms. Jenene Lewis, Human Resources
- Dr. Jeanne Mekolichick, Academic Programs
- Mr. D.J. Preston, Student Recreation and Wellness
- Ms. Gloria Tuckwiller, Advising, College of Humanities and Behavioral Sciences
- Dr. Ye Ra Jeong, Psychology, College of Humanities and Behavioral Sciences

Training and Professional Development for Faculty and Staff Working Group:

- Ms. Ruby Dwyer, Human Resources, co-lead
- Dr. Sharon Jones, Academic Programs
- Ms. Connie Leathers, Information Technology
- Ms. Andrea Sharpe-Robinson, Center for Accessibility Service, co-lead
- Dr. Pei-Chun Tsai, Psychology, College of Humanities and Behavioral Sciences
- Dr. Rebecca Scheckler, School of Nursing
- Ms. Andrea Zuschin, Office of Institutional Equity
- Dr. Heather Keith, Faculty Development

First Year Cohort of the Industrial/Organizational Psychology Master's Program who wrote a white paper on DEI in higher education for the DEAC:

- Ms. Kayla Gmoser
- Ms. Darien King
- Ms. Nikki Stoneley
- Ms. Natasha Tenreiro
- Ms. Katherine Landes
- Ms. Ellie Jenkins
- Ms. Isabelle Perez Santos

Appendix B

Diversity and Equity Action Committee 2018-19 Annual Report

Committee Members: Roann Barris; Jerry Brown; Jorge Coartney; Darryl Corey (Co-Chair); Michele Hosey; Quiana Mizell; Connie Leathers (substitute for Lynn Arnold); LaShan Lovelace; Orion Rogers; John Sanders; Andrea Sharpe; Tammy Wallace; Merrie Winfrey (Co-Chair)

Committee's Direction: The Committee met six times during the 2018-19 academic year. One meeting was cancelled for inclement weather. The work of the Committee evolved over that time through discussion and review of information and data. The Committee initially decided that it would develop recommendations for recruitment and retention of minority students that would include sections on data, marketing and communications, grant proposal support, campus programming, and admissions and academics working collaboratively. In light of diversity, equity and inclusion (DEI) efforts going on through the Howard Hughes Medical Institute REALISE grant and Academic Programs, the Committee decided to alter its course somewhat. It shifted to look at high-level institutional DEI efforts going on across campus in colleges and divisions to see what is happening and what gaps exist.

What We Did: We received oral reports on the activities of the REALISE grant, the institutionalized DEI activities in the Division of Student Affairs, demographic data from the Departments of Art and Design, and an analysis of college- and division-level strategic plans with regard to DEI. We discussed interactions between faculty members and admissions with respect to student recruitment. We discussed communications needs. We discussed faculty and staff training and personal/professional development. We discussed the lack of definitions of diversity, equity, and inclusion for Radford University.

Recurring Points and Important Facts: There are several points and facts that either came up more than once or were important in leading the Committee in its decisions.

- Radford University does not have definitions of diversity, equity, and inclusion. As a result, we may not be talking about the same things across campus.
- Campus-wide communication is a barrier. It is extremely difficult to communicate outside of a department or a college. There is not an easy or effective way to communicate DEI activities across constituencies.
- The college- and division-level strategic plans vary with respect to DEI. Some of these strategic plans mention DEI multiple times, and it's clear that DEI is important. Some of these strategic plans note diversity as a guiding value but do not mention diversity at all as part of the plans.

- There is a misperception external to Radford University that we are not a diverse campus. Our campus is about 31% minority and about 36% first generation students. This misperception is an initial barrier to recruitment of students.
- Though our minority student population has been trending up for the past ten years, our minority faculty and staff population has not kept pace.
- Recruitment is everyone's job. However, there is not a good way to train people for recruitment or compensate people for their recruitment work if it's not part of their regular job.
- There are some positive faculty DEI development efforts that exist, but we need more. And we may need to do some more personal development things to address unconscious bias and microaggressions.
- There is very little or no staff development on DEI. The staff are important to creating a welcoming campus.
- Having a welcoming, inclusive culture is important for retention of students and faculty.
- Having a welcoming, inclusive culture means infusing DEI in everything we do.

What We Decided: In our last meeting of the year, we reviewed recommendations that came out of our meetings. The recommendations covered various areas including grant proposal support, campus collaborations, faculty involvement, campus programming, marketing and communications, training/professional development, and strategic plans. The Committee decided to propose the drafting of a DEI plan for the university that would cover many of the areas that came up over the course of our meetings. The drafting of the plan would be the Committee's task next academic year.

Some of the areas that the DEI plan might cover include: definitions of diversity, equity, and inclusion; recruitment and retention of diverse faculty, staff, and students; incorporation of DEI in strategic plans to include possible way or ways to measure progress on DEI; a communications plan that includes a web page for DEI; training and professional development for faculty and staff on DEI; suggested ways to include DEI as a part of performance plans and tenure and promotion; and a statement on campus programming for DEI. Other areas could be included. The Committee will research DEI plans from benchmark institutions, analyze data from a climate survey currently being conducted, and seek input on the content and approval of the final product from the Student Government Association, the Staff Senate, the A/P Faculty Senate, and the Faculty Senate before submitting the final product to the Provost, the President, and the President's Cabinet for approval and implementation. A timeline will be set by the Committee, but the intent is to complete the entire process by June 2020. The Committee will follow relevant internal governance processes to accomplish this task.

Appendix C

Timeline

April 16, 2019—DEAC decided at its last meeting of the 2018-2019 academic year that it would propose to Interim Provost Dr. Kenna Colley that the DEAC draft a DEI Plan for the university during the 2019-2020 academic year.

July 2019—Interim Provost Dr. Kenna Colley pledged support of the DEAC, including providing funds for two planning meetings, one each in August 2019 and January 2020

August 20, 2020—DEAC Planning Meeting with Working Group members to set goals, establish Working Group topics, members, and work plans

September 2019-April 2020—monthly meetings of the Working Groups

January 15, 2020—DEAC Planning Meeting with Working Group members to review progress of each of the Working Groups and to discuss logistics of and guidelines for drafting recommendations

March 23, 2020—all Radford University courses went online and campuses were closed to all but essential employees

April 20, 2020—I/O Psychology graduate students presented their white paper to the DEAC via Zoom

June 2020—DEAC will finalize the Proposed DEI Action Plan

July 2020—DEAC will submit final version of Proposed DEI Action Plan to new Provost, Dr. Lyn Ringer Lepre, who begins work July 1, 2020.

August 2020-March 2021—In accordance with the rules of Shared Governance, the DEAC will seek the comment and approval of the AP Faculty Senate, the Faculty Senate, the Staff Senate, and the Student Government Association

April 2021—DEAC will submit the Action Plan to the President and Cabinet with a recommendation to adopt