OFFICE FOR
INSTITUTIONAL
DIVERSITY, EQUITY,
& INCLUSION
CENTRAL MICHIGAN UNIVERSITY

A Call to Action:
Strategic Plan for Diversity, Equity, Inclusion, Justice, and Belonging at Central Michigan University
2023 – 2028

"Not everything that is faced can be changed, but nothing can be changed until it is faced."
— James Baldwin

Introduction

Sapientia, Virtus, Amicitia — wisdom, virtue, and friendship are the words that have graced our seal since 1892. From the time of its founding, Central Michigan University has sought to provide quality, in-depth educational opportunities to those that would otherwise lack access. Embedded within the ideals of wisdom, virtue, and friendship, CMU opened its doors to diverse communities since its inception. Today, we aim to expand upon past diversity, equity, inclusion, justice, and belonging (DEIJB) efforts to truly meet the nuanced needs of our students, alumni, partners, and community. Given contemporary sociopolitical contexts across the globe, it is imperative that we remain proactive in upholding our responsibility to actualize social justice and belonging as an institution of higher education. Through the work of countless institutional partners and students, this plan provides specific strategies for successfully advancing our commitment to cultivating a rich, inclusive learning environment that prioritizes belonging and social action.

At Central Michigan University, diversity is the ability to demonstrate representation of an array of identities, backgrounds, perspectives, and talents. **Diversity** work seeks to lessen homogeneity to strengthen communities, environments, and ecosystems. Diversity offers choice, options, and more equitable representation across curricula, teaching, policy, and practice. It also nurtures innovation, creativity, and a richness of experience. In turn, **equity** is a mindfulness towards ensuring

that the opportunities and resources made readily available to all, are also cultivated and shared in a manner that takes context, nuance, and specificity into account.

Inclusion is the act of operationalizing diversity to ensure communities, departments, and units provide equitable opportunities for engagement to a diverse population. Diversity offers a seat at the table; inclusion ensures everyone at the table feels heard and valued. On college campuses, inclusion can emerge in the form of financial equity (e.g., opportunities for financial aid, grant funding for minority scholars, properly financing diversity initiatives), social diversity (e.g., relationships/mentorships built across identity, clubs and organizations providing open-access membership, affinity groups for faculty, staff, and students, sustained dialogue initiatives), curricular diversity (e.g., inclusion of critical methodologies, the use of intentional dialogue techniques, studies led by researchers of diverse backgrounds, course readings curated with purpose, the use of universal design in the classroom), and structural diversity (e.g., audio/visual accessibility, spiritual space, room décor, intentional displays in the library, gender inclusive restrooms, space for nursing caretakers, and accessible offerings that are compliant with the Americans with Disabilities Act [ADA]).

Justice seeks to remedy inequities which stem from systemic oppression and other social issues. From policy implementation to procedural reviews, justice targets bias, discrimination, and stratifications with intentionality and offers corrective action. It involves reflexivity, interrogation, and a willingness to invest in holistic improvements. At CMU, justice is diversity, equity, and inclusion put into practice.

Belonging makes considerations for how individuals experience day-to-day interactions with campus and the surrounding community, paying specific attention to those who are most vulnerable within the community. These considerations disrupt policy, practice, and procedures that target or exclude populations, and offers multifaceted support which takes a diverse range of needs into account. We strive for a campus culture where everyone is welcomed and appreciated. We endeavor to achieve these goals through the cultivation of more inclusive practice, curricula, teaching, programs, and policies to ensure a sense of security and belonging throughout campus.

Finally, for the purposes of this document, use of the term **minority** considers continued experiences with marginalization and oppression, even in instances where a historically underserved community reaches a numerical majority (Chase, Dowd, Bordoloi Pazich, & Bensimon, 2014).

Active engagement in DEIJB allows CMU to nurture a holistic learning environment, rich with different experiences, ideas, and modalities for involvement. Pluralistic learning and research generate a stronger appreciation for difference and fosters the open exchange of ideas and inspiration, as well as new access points for collaboration. The full implementation of diversity, equity, inclusion, justice, and belonging at CMU would demonstrate a commitment to social change by affording traditionally underserved populations with a quality education, preparing all students to serve as global citizens, improving the statistical underrepresentation of minority communities in critical fields of study, and utilizing cutting-edge research to address societal needs.

Articulation of Goals

This plan centers three primary goals. Each goal is organized by three priorities to make them accessible, realistic, and achievable.

1. **Equalize Graduation Rates**
    a. Enhance opportunities for holistic development and socialization among Black, Indigenous, People of Color (BIPOC) students.
    b. Decrease divides persisting between White students and BIPOC students.
    c. Reduce curricular/co-curricular challenges contributing to gaps in BIPOC student graduation rates.
2. **Diversify Faculty and Staff**
    a. Attract, recruit, and hire diverse faculty and staff.
    b. Increase faculty and staff understanding of contexts related to diversity, equity, inclusion, justice, and belonging.
    c. Sustain diversity and equity amongst faculty and staff across units.
3. **Foster a More Inclusive Community**
    a. Embed a focus on DEIJB within CMU's mission, core strategies, and operations.
    b. Create a culture that allows all to thrive.
    c. Cultivate an inclusive, welcoming community off-campus.

Why This Work Matters

Historically, Central Michigan University has sought to ensure an accessible education to individuals who lacked access points to a college degree. While its early curricula were more in alignment with the normal school tradition, CMU has since grown into its own, garnering a wide array of educational opportunities for an increasingly diverse student population. CMU has cultivated its own narratives, traditions, and identities along the way. While there are several instances of actualizing the ideals of DEIJB in CMU's history, we have room for improvement as an institution.

For several decades, Central Michigan University endeavored to achieve DEIJB goals that would institutionalize inclusive excellence throughout curricula, co-curricular activities, teaching, practice, policy, and overall infrastructure. In addition to developing DEI strategic plans, we tracked our progress by way of State of Diversity Report Cards, bias incident reports, exit surveys, among other evaluative measures. We have enhanced many of our offerings, which include establishing more content-specific courses, DEIJB trainings, and initiatives.

Recently, we updated our DEI Index, in addition to issuing the first institutional climate survey launched since 2012. In reviving these tools, we learned that crafting and implementing an updated DEI strategic plan is essential if we are truly dedicated to championing DEIJB. First, our desire to diversify our student body has not materialized as outlined in the 2012 CMU *Strategic Plan for Advancing Diversity*:

"Strategy 3.2: Improve ratio of admitted minority students to enrolled minority students" (p. 10).

"Strategy 3.4: Increase undergraduate and graduate international student enrollments
for both on and off campus [students]" (p. 11).

In our most recent publication of our DEI Index, we noted that our on-campus enrollment has not experienced dramatic demographic shifts among the student body in over 10 years. While we have observed a marked decrease in overall

enrollment, and thus increased percentage rates of minority representation across different communities, the actual number of minority students have remained relatively consistent. We have experienced a noticeable declined in Native American/Alaskan Native-identified students, while CMU has maintained a slight increase in Hispanic student enrollment over the past seven years. As societal understandings of racial/ethnic identity have become more nuanced, more students identify with two or more races than they did in 2011.

Total On-Campus Enrollment						
	Fall 2011		**Fall 2016**		**Fall 2021**	
African American non-Hispanic	1,035	4.8%	1,602	8.3%	1,044	8.6%
Native American/Alaskan Native	251	1.2%	378	2.0%	79	0.7%
Native Hawaiian	8	0.0%	12	0.1%	11	0.1%
Asian/Pacific Islander	289	1.3%	385	2.0%	209	1.7%
Hispanic	474	2.2%	697	3.6%	608	5.0%
White non-Hispanic	17,375	81.1%	14,786	76.7%	9,049	74.7%
Two or More Races	1	0.0%	20	0.1%	468	3.9%
Unknown	1,397	6.5%	367	1.9%	169	1.4%
International Student	591	2.8%	1,026	5.3%	480	4.0%
Totals	21,421	100.0%	19,273	100.0%	12,117	100.0%

*Source: Academic Planning & Analysis

When making considerations for Innovation and Online enrollment demographics, we have observed declines in learners across most demographics. From Fall 2011 to Fall 2021, American Indian or Alaska Native learners increased by 0.6%. Similarly, Asian learners increased by 1.3%. Where White, non-Hispanic learners comprised 45.6% of online learners in the fall of 2011, 68.6% of online learners identified as White, non-Hispanic in the fall of 2021. Innovation and Online observed increases in enrollment in the fall of 2022, with continued projected increases in the near future.

Total Innovation & Online Enrollment

	Fall 2011		Fall 2016		Fall 2021	
Black or African American, non-Hispanic	2209	34.2%	1,285	24.8%	504	15.1%
American Indian or Alaska Native	44	0.7%	65	1.3%	45	1.3%
Native Hawaiian or Other Pacific Islander	10	0.2%	7	0.1%	6	0.2%
Asian	88	1.4%	112	2.2%	89	2.7%
Hispanic/Latino	193	3.0%	247	4.8%	147	4.4%
White, non-Hispanic	2,946	45.6%	2,950	57.0%	2297	68.6%
Two or More Races	111	1.7%	152	2.9%	89	2.7%
Unknown	629	9.7%	240	4.6%	115	3.4%
International Student	235	3.6%	114	2.2%	56	1.7%
Totals	6,465	100.0%	5172	100.0%	3348	100.0%

*Source: Academic Planning & Analysis

Additionally, our interest in diversifying our faculty and staff has not advanced by at the rate by which we hoped to institute change. According to *Strategic Plan for Advancing Diversity* (2012), CMU sought to prioritize the ways faculty and staff were recruited and retained:

"Strategy 2.1: Increase and improve efforts to recruit and hire employees from diverse groups at all levels of the university, with particular emphasis on senior staff, senior officers, and executive level positions" (p. 9).

"Strategy 2.3: Increase efforts to retain and promote employees from underrepresented groups at all levels of the university – including the most senior levels" (p. 9).

Again, in our most recent reporting of faculty and staff demographics, we observed our long-term diversification goals had not yet been realized, although with the acquisition of the medical school and expanded utilization of temporary faculty, our demographics experienced a slight improvement by 2021:

% BIPOC among Staff and Faculty						
	November 2011		November 2016		November 2021	
Employee Group	N	%	N	%	N	%
Broadcasting	0	0.0%	0	0	0	0.0%
Fixed Term Faculty	54	8.8%	39	8.6%	23	7.8%
Graduate Assistant	148	24.1%	190	28.8%	159	35.3%
Medical	0	0.0%	1	3.8%	49	34.3%
Office Professional	5	1.6%	8	2.6%	8	3.5%
Police	2	10.5%	2	10.5%	2	9.1%
Post-Doctoral Researcher	0	0.0%	7	77.8%	4	40.0%
Professional and Administrative	74	9.1%	81	8.8%	78	9.9%
Regular Faculty	129	19.0%	144	21.5%	134	23.5%
Senior Officer	4	9.5%	4	9.3%	3	7.7%
Service Maintenance	6	3.2%	6	3.1%	9	5.2%
Supervisory/Technical	4	3.5%	3	2.5%	5	5.7%
Temporary Faculty	0	0.0%	0	0.0%	45	14.2%
Total	426	12.5%	485	14.0%	519	16.5%

*Source: Human Resources.

*BIPOC Includes: Black or African American, American Indian or Alaskan Native, Hispanic/Latino, Asian, Native Hawaiian or Other Pacific Islander

As previously stated, our understandings of diversity, equity, inclusion, justice, and belonging have grown richer and more complex. As we continue to make meaning of the ways we can best embed inclusive excellence in the fabric of our institution, we must carefully steward the lived experiences of the various communities we support and serve – specifically those carrying multiple minority identities – to offer a holistic interpretation and execution of DEIJB strategies.

From Theory to Practice

These statistics offer a brief snapshot of our institutional development within the scope of DEIJB. As we prepare to shape an educational environment that best situates our students to tackle tomorrow's challenges, it is imperative that we prioritize what is truly required in amplifying inclusive excellence if we are to remain relevant in the landscape of higher education. *A Call to Action* is our first step in providing our campus with a road map devised to successfully moving the needle on our DEIJB goals.

Central Michigan University has strived to achieve these three goals for decades. While some progress has been made over the years, we haven't quite met our potential to fully embed the principles of inclusive excellence into the fabric of the institution. This plan is a call to action. We encourage our community members to consider the individualized ways they can contribute towards the completion of these goals. Without personal and community-based accountability and responsibility, the essence of this plan will not materialize.

Building On Our Past Endeavors

Embedded within CMU's mission, vision, and values is a deliberate focus on a culture that is equitable and inclusive. Change is difficult because the unknown can be uncomfortable. Still, when shifts in an organization's culture are activated, the change process creates pathways for an openness to person-centered belonging, whether applied to students, faculty, staff, or community members. The six pillars on which the Leadership Standards rest are such that transformative leadership becomes inevitable when practiced with consistency, transparency, and reliability. Our leadership standards endeavor to build upon CMU's core values in ways that create a campus culture of authenticity and belonging. Such a culture offers an aspirational experience where integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation are apparent.

While each of the Leadership Standards are important to cultivating healthy social change among each segment of the institution, *A Call to Action* leverages the standard, "Proactive, Responsible, and Accountable", to help CMU's DEIJB goals come to fruition. Under each goal is a listing of expected outcomes and accountability resources, which unit leaders and community members can refer to for additional support and assistance. Specifically, this document requires faculty, staff, and administration across campus to utilize the following accountability strategies in initiating the DEIJB Strategic Plan:

- Determine how each unit will embed the DEIJB Strategic Plan into daily operations.
- Complete established methods and tasks – while attending to unit-level deficiencies – within their allotted timeframe.
- Conduct an annual review of progress towards completion.
- Administer the assessment tools identified by the University Diversity, Equity, and Inclusion Council (UDEIC) – in partnership with the Assessment Council – to properly assess and evaluate progress towards completion.
- Document and disseminate findings on progress towards completion.

- The cabinet will need to provide accountability resources with the support they require to serve as effective advocates.

Within the Office for Institutional Diversity, Equity, and Inclusion (OIDEI), we acknowledge the myriad ways students, faculty, staff, and community partners have contributed to the DEIJB gains we have observed at CMU. It's worth mentioning that amid multiple pandemics, each constituency has persisted in working towards addressing systemic societal issues that emerge on our campus. Still, it is important for CMU to find different ways to amplify these efforts in a sustained and accessible manner to broaden awareness and bring attention to our collective progress. Thus, the 2023-2028 Strategic Plan for Diversity, Equity, Inclusion, Justice, and Belonging will set into motion the task of assessing our effectiveness in DEIJB, enhancing existing opportunities, in addition to implementing strategies which will advance the institution's focus on rigor, relevance, and excellence.

<u>Plan Development Process</u>

Near the close of the fall 2021 semester and into the spring of 2022, the University Diversity, Equity, and Inclusion Council (UDEIC) worked alongside educational consulting group EAB to chart out a timeline for cultivating and institutionalizing a five-year DEIJB Strategic Plan. UDEIC is comprised of several units across Central Michigan University and we acknowledge the contributions each member made during their tenure on the council:

Shilpa Alamuri, Student Representative, College of Business Administration
Ben Andera, Academic Computing
Dennis Armistead, Faculty Personnel Services
Donnesha Blake, College of Medicine
Matthew Brandom-Warren, Innovation and Online Learning
Christi Brookes, College of Liberal Arts and Social Sciences
Kate Caszatt, Office of the Provost/Counseling Center
Jenna Cornish, Faculty Personnel Services
Tracy Galarowicz, College of Science and Engineering
Megan Goodwin, College of Education and Human Services
Michael Guy, Recruitment/Retention

Shellie Haut Root, Licensure, Regulatory Services, and Human Capital
Lori Hella, Human Resources
Andrea Jasper, College of Education and Human Services
Sarah Katcher, University Communications
Krista King, Student Representative, College of Medicine
Larry Klaus, Central Michigan University Police Department
Ann Kucera, University Libraries
Mackenzie Miller, Alumni Relations
Nikita Murry, Office for Institutional Diversity, Equity, and Inclusion
Shawna Patterson-Stephens, Office for Institutional Diversity, Equity, and Inclusion
Dave Patton, Office of the Provost
Jonathon Russell, College of the Arts and Media
Amanda Scherr, Academic Planning and Analysis
Summer Sharrard-Neering, Alumni Relations
Stan Shingles, Student Affairs
James Span, Jr., Multicultural Academic Support Services
Bradley Swanson, Graduate Studies
Crina Tarasi, College of Business Administration
Tina Thompson, College of Medicine
Jonathan Webb, Facilities Management
Rhonda Welsh, Detroit Office
Kevin Wilson, Office for Institutional Diversity, Equity, and Inclusion
Gregory Zimmerman, Health Professions

As the plan developed, student consultation was completed with the Presidential Student Advisory Network (PSAN) and the Student Government Association (SGA). We provided SGA and PSAN members with updates and sought their assistance in gaining student participation in listening sessions. We also sought their feedback on plan developmental processes and invited them to review and discuss different iterations of the DEIJB strategic plan. We would like to acknowledge the insight and input of our student leaders:

Natalie Brant
Quantrelle Brown
Christion Calloway
Te'Aira Carter
Nallely Espino-Castro
Jada Grandy
Munif Hakim
Quentin Holder
Jacqueline Huynh
Taylor Idema
Jacob Kapusansky
Kayla Kelly
Alejandro Salais
Lucas Sherman
Michael Moore
Nova Moore
Mya Morris
Azuare Singleton-Moton
Genesia Thompson
Vue Trent

UDEIC reviewed past data available in former strategic plans and surveys, which were further contextualized by data emerging from recent OIDEI listening sessions, which were held during the 2021-2022 academic year. Three priorities emerged from these efforts, which now serve as the foundation for the 2023-2028 DEIJB Strategic Plan:

1. Diversify Faculty and Staff
2. Equalize Graduation Rates
3. Foster a More Inclusive Community

Supporting the diversification of campus demographics and cultivating an inclusive campus environment has been documented as institutional DEI priorities for several decades. For instance, in *Strategic Plan for Advancing Diversity: Blueprint for the 21st Century and Beyond* (2008), all three targets were outlined as necessities for bolstering DEIJB within the infrastructure of Central Michigan University. Strategies for attaining these goals included:

- "The president and [their] senior staff must take an active role in stressing the importance of diversity and the climate for their respective divisions/units";
- "Increase efforts to recruit and hire employees from underrepresented groups at all levels of the university – including the most senior levels and highly visible positions";
- "Enhance recruitment strategies for diverse student populations"; and
- "Review and improve ratio of admitted minority students to enrolled minority students" (p. 1).

Similar goals and techniques were reiterated in plans, evaluations, focus groups, and surveys administered following the 2008 strategic plan for diversity. In total, several viable methods for advancing inclusive excellence at CMU have been documented in past iterations of DEIJB plans. As a result, the development and expansion of curricular and co-curricular initiatives has ensued, such as the creation of academic-based DEI committees and the Faculty Diversity and Inclusion Fellowship, the enhancement of TRiO/McNair Scholars Program, King-Chávez-Parks Future Faculty Fellows, and Pathways, in addition to the establishment of the UDEIC, and IMPACT. DEIJB workshops, trainings, and lectures are widely available and institutionalized programming, such as the annual Pow wow and MLK Week, are ever-present on our campus. The dissemination of Inclusive Excellence and Belonging Grants is also well underway, evidence that we have effectively achieved, and in some instances surpassed, our DEI benchmarks to create incremental change across the institution. We are therefore well-positioned to amplify our past successes, while also seeking to reach beyond status quo interpretations of how DEIJB should emerge on college campuses.

In concordance with the development of the DEIJB Strategic Plan, OIDEI administered a culture and climate survey to CMU community members. The survey was disseminated by the external consultant group, Viewfinder, throughout the month of October. Findings from the survey will further inform the DEIJB Strategic Plan implementation process, in addition to bolstering institutional aims to enhance opportunities for inclusion and belonging. The following details our three established DEIJB goals, their subset goals, and the recommended techniques that will aid us in completing these goals.

Strategic Plan for Diversity, Equity, Inclusion, Justice, and Belonging

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<tr><td colspan="4" align="center">EQUALIZE GRADUATION RATES</td></tr>
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Goal 1.1: Enhance Opportunities for Holistic, Intersectional Development and Socialization Among BIPOC Students

Objective: Remove or reduce barriers for BIPOC students to engage in growth and development on and off campus.

Strategies/Tasks:
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<tr><td>Timeline</td><td>Task</td><td>Success Tracker/Metric</td><td>Project Lead</td></tr>
<tr>
<td>2023-2024</td>
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- Explore opportunities to expand pathway programs focused on transitioning BIPOC/First-Generation students to campus and throughout their next four years.
  - Examine how existing initiatives could be restructured to provide additional support to intentional pathway interventions.
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- All pre-existing pathway programming is identified and defined, with intended outcomes established, to allow for purposeful exploration and discussion.
- Establish more connectivity between regional K-12 "pipeline" initiatives and the CMU Pathways program.
- Ensure student-athlete involvement.
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<td>Provost, Enrollment Management (EM), University Advancement (UA), Student Affairs, Athletics, OIDEI, Innovation and Online (IO)</td>
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- Design and implement structured mentoring and socialization initiatives.
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- Evaluate and articulate cohort-method mentoring in the IMPACT program.
- Design interdisciplinary cohort-method mentoring programs for BIPOC students.
</td>
<td>Provost, Student Affairs, Athletics, IO</td>
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- Review capital plan to enable structural/physical diversity in future planning.
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- Feasibility for construction of identity development and cultural studies academic building/space is established.
- Culturally relevant design is established within 80% of all future construction projects.
</td>
<td>Provost, Finance Administrative Services (FAS), Student Affairs, UA, OIDEI, IO, Athletics</td>
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	2024-2025	• Analyze relationship between faculty and staff demographics, student demographics, and student retention.	• "Feelings of belonging" increase to 30% positive response rate among BIPOC students.	Provost, Academic Planning Analysis (APA), Student Affairs, OIDEI, IO
	2025-2026	• Assess alignment of resource allocations with articulated retention needs.	• 30% improvement in funding DEIJB initiatives with sustainable revenue streams.	Provost, EM, FAS, UA, Student Affairs, OIDEI, IO
		• Examine relationship between student demographics and pathway programming.	• Reduction in retention rate stratifications amongst BIPOC and White students by 30%.	APA, Provost Student Affairs, EM, OIDEI, Athletics, IO

		• Explore community-based approaches to increasing structural diversity in partnering towns, cities, military bases, and alongside the Saginaw Chippewa Indian Tribe.	• Increase investment in minority business owners by 30%.
			   o Increase investment in CMURC pathway programming for minoritized business owners.
			   o Build upon town/city incentives and Saginaw Chippewa Indian Tribe grantsmanship.
				Government and External Relations (GER), UA, CMU Research Corporation (CMURC), FAS, Student Affairs, UDEIC, IO

	2026-2027	• Expand socialization and mentoring programs.	• 75% of programs are funded by sustainable revenue streams. • Socialization and mentoring programs maintain a 3-year curriculum for mentors and participants.	Provost, UA, Student Affairs, Athletics, IO
		• Expand resources available in broader partnering communities.	• Increase partnerships with local businesses to distribute products and services centering BIPOC needs.	GER, FAS, IO, Student Affairs, UDEIC, CMURC
		• Review and revise funding structure for affinity space and organization operations.	• 75% of DEIJB initiatives are funded by sustainable revenue streams and demonstrate capacity to improve BIPOC student retention and graduation rates.	Provost, EM, Student Affairs, FAS, UA, IO, Athletics, OIDEI

Timeline	Task	Success Tracker/Metric	Project Lead
2027-2028	• Analyze effectiveness of socialization and mentoring programs.	• Reduction in retention rate stratifications amongst BIPOC and White students by 80%.	Provost, APA, Student Affairs, Athletics, IO
	• Review efforts to establish structural diversity on campus.	• "Feelings of belonging" increase to 80% positive response rate amongst BIPOC students. • Reduction in retention rate stratifications amongst BIPOC and White students by 80%.	Provost, FAS, Student Affairs, OIDEI, IO
2028-2029	• Analyze student 2020 – 2028 demographic statistics for observed changes.	• Reduction in retention and graduation rate stratifications amongst BIPOC and White students by 100%.	APA, EM, IO, OIDEI, Student Affairs

Expected Outcomes:
- Increased availability of holistic development and socialization opportunities for BIPOC students.
- Improved demonstration of structural diversity on and off campus.
- Increased engagement among BIPOC students in educational opportunities available on and off campus.
- Increased feelings of inclusion, belonging, and representation.

Accountability Resources:
- Academic Planning and Analysis
- CMU Research Corporation
- Division of Student Affairs
- Office for Institutional Diversity, Equity, and Inclusion
- Office of the Provost
- University Diversity, Equity, and Inclusion Council

Goal 1.2: Decrease Persistence Divides Existing Between White Students and Black, Indigenous, People of Color (BIPOC) Students

Objective: Identify and address financial barriers that prohibit BIPOC students from graduating within 4 years.

Strategies/Tasks:

Timeline	Task	Success Tracker/Metric	Project Lead
2023-2024	• Analyze potential financial disparities disproportionately impacting BIPOC students.	• Examine how costs may serve as barriers to BIPOC student graduation rates.	Enrollment Management

			o Tuition/loans, access to scholarships and employment, housing, dining, cost of living, financial wellness, healthcare.	(EM), Provost, OIDEI, Student Affairs, APA
2024-2025	• Develop funding structure to reduce inequities emergent from financial analysis.		• Utilize findings drawn from disparity analysis to inform budgetary development. • Reduce identified financial disparities by a recommended percentage, based upon data analysis.	Provost, FAS, EM, OIDEI, Student Affairs, IO, UA
	• Educate faculty and staff on resources and referral processes for services on and off campus. o Provide faculty and staff with updated listing of resources and contact information.		• Conduct workshops with at least 50% completion among faculty and staff by May 2025.	Student Affairs, OIDEI, Provost
2025-2026	• Assess and revise funding structures developed to reduce cost as a barrier to BIPOC student success.		• Financial disparities identified in 2023-2024 academic year are reduced by a recommended percentage, based upon data analysis.	EM, FAS, UA, Provost, OIDEI
2026-2027	• Review and revise educational opportunities designed to develop faculty and staff providing support to BIPOC students.		• Committee will meet on a consistent basis throughout the year to evaluate and refine professional development offerings.	OIDEI, UDEIC, Curriculum and Instructional Support (CIS)
2027-2028	• Review and revise data-informed funding structures developed to reduce inequities.		• Committee will meet on a consistent basis throughout the year to analyze data, make recommendations, and create strategy for recommendation implementation.	EM, FAS, UA, Provost, APA, OIDEI
2028-2029	• Analyze student 2020 – 2028 graduation rates for observed changes.		• Up to 80% reduction in financial disparities between White and BIPOC students.	EM, APA, OIDEI

Expected Outcomes:
- Identification of barriers prohibiting BIPOC students from graduating within 4 years.
- Established social justice approach to eliminating barriers to student success.
- Increased access among BIPOC students to resources contributing to student success.
- Decreased gaps in graduation rates between White students and BIPOC students.

Accountability Resources:
- Academic Planning and Analysis
- Division of Student Affairs
- Office for Institutional Diversity, Equity, and Inclusion
- Student Recruitment and Retention
- University Diversity, Equity, and Inclusion Council

Goal 1.3: Reduce Curricular/Co-Curricular Challenges Contributing to Gaps in BIPOC Student Graduation Rates

Objective: Encourage use of inclusive practice and teaching strategies that support BIPOC student access, persistence, and graduation.

Strategies/Tasks:

Timeline	Task	Success Tracker/Metric	Project Lead
2023-2024	• See Goal 3.2 (2023-2024) regarding identifying/implementing culturally responsive assessment tool.		

2024-2025	• Assess effectiveness of existing unit-based DEIJB interventions, curricula, and initiatives dedicated to eliminating barriers to BIPOC student success.
	  o Determine how units are assessing needs, designing curricular/co-curricular initiatives/interventions, evaluating outcomes, and using data-informed decisions to refine their efforts.
	  o Design curricular/co-curricular rubrics to assess implementation of culturally informed teaching and practice.
		• Analyze infrastructure supporting access, persistence, and accommodations to identify gaps in resources.
		  o Mobility, vision and hearing impairments, course availability/flexibility, First Gen support, accommodations, leave/absence policies, English as a second language, testing, etc.
		  o Transportation, emergency care, healthcare, psychological services, housing, dining/food security, employment, caretaker resources, financial wellness, etc.
		• Obtain 100% task completion rate across all divisions.
			All Cabinet Members, AS

2025-2026	• Develop funding structure to reduce inequities emergent from access, persistence, and accommodations analysis.	• Utilize findings drawn from access, persistence, and accommodations analysis to inform budgetary development. • Examine funding structure for affinity spaces and organizations. • Reduce identified access, persistence, and accommodations allocation disparities by 40%.	Provost, FAS, OIDEI, Student Affairs, UA, IO

		• Review and revise resources designed to provide guidance on diversifying curricula, teaching, and practice.	• Committee will meet on a consistent basis throughout the year to evaluate and refine professional development offerings, with consideration for faculty/staff workloads.	Provost, OIDEI, CIS, UDEIC, Student Affairs
	2026-2027	• Assess 2024-2025 unit-based assessment and evaluation of DEIJB interventions, curricula, and initiatives dedicated to eliminating barriers to BIPOC student success.	• Utilize findings drawn from analyses to inform curricular, pedagogical, and programmatic development. • Of the unit-based deficiencies identified through assessment, design interventions ready for implementation by fall 2027.	Provost, Academic Senate (AS), Academic Planning Council (APC), Student Affairs, EM, IO
	2027-2028	• Expand DEIJB interventions, curricula, and initiatives dedicated to eliminating barriers to BIPOC student success.	• 90% of DEIJB initiatives are funded by sustainable revenue streams and demonstrate capacity to improve BIPOC student retention and graduation rates. • Ensure funding is allocated for strategic personal, professional, psychological, and identity development opportunities.	APA, Provost, AS, APC, EM, Student Affairs, IO, UA, OIDEI
	2028-2029	• Evaluate DEIJB interventions, curricula, and initiatives across units/departments. ○ Hire external evaluator (e.g., Center for Culturally Responsive Assessment and Evaluation) to support units across campus in receiving 100% task completion rate.	• Of the unit-based deficiencies identified in 2026, intervention improvements are determined to be responsible for increased BIPOC student persistence and graduation rates.	All Cabinet Members

Expected Outcomes:
- Decreased curricular/co-curricular challenges contributing to gaps in BIPOC student graduation rates.
- Increased awareness of culturally informed teaching and practice among faculty and staff.
- Increased implementation of culturally informed teaching and practice.
- Increased feelings of inclusion and belonging among BIPOC students.

Accountability Resources:
- Academic Planning and Analysis
- Academic Planning Council
- Academic Senate

- Curricular and Instructional Support
- Deans, Associate/Assistant Deans
- Department Chairs
- Division of Student Affairs
- Office of the Provost
- Office for Institutional Diversity, Equity, and Inclusion

DIVERSIFY FACULTY & STAFF

Goal 2.1: Attract, Recruit, and Hire Diverse Faculty & Staff

Objective: Enhance recruitment and onboarding processes to nurture a sense of community and belonging.

Strategies/Tasks:

Timeline	Task	Success Tracker/Metric	Project Lead	
2023-2024	• Explore how to incorporate Diversity Advocate (DA) training into staff hiring processes.	• Strategies that will make it possible to integrate DAs in staff hiring process identified by May 2024.	OIDEI, Human Resources (HR), Faculty Personnel Services (FPS), UDEIC	
	• Expand existing Diversity Advocate training across disciplines and functional areas for faculty searches.	• 50% of faculty search committees will include a Diversity Advocate.	OIDEI, FPS, FAS, UA	
	• Each university department/unit explore and recommend ways to improve departmental new employee onboarding and socialization processes to nurture a sense of community and belonging.	• 100% completion rate across units.	All Cabinet Members	
2024-2025	• Measure effectiveness of Diversity Advocate enhancements. o Academic units will receive a survey to gather feedback on the effectiveness of the DA in searches conducted by their unit.	• Conduct focus groups with trained DAs. Seek 100% participation rate. • Disseminate survey to academic units that conducted searches between 2022 and 2024. Seek 100% participation rate. • Conduct data analysis to make additional recommendations. • At least 25% of academic units observe positive correlation between DA integration in search processes and successful implementation of promising DEIJB practices throughout recruitment and hiring processes.	APA, OIDEI, FPS, HR, AS, Assessment Committee	

	Strategy/Action	Metrics/Outcomes	Responsible Parties
		• At least 25% of DAs self-report "above average" understanding of promising DEIJB practices in recruitment and hiring. • At least 25% of DAs self-report ability to intervene and educate during search processes, when necessary.	
2025-2026	• Continued implementation of improvements to department/unit-based onboarding and socialization processes.	• Onboarding and socialization processes fully incorporated across units by May 2026.	All Cabinet Members
	• Review and make recommendations regarding funding structure/sources dedicated to the advancement of faculty and staff diversification.	• 75% of faculty and staff diversification initiatives that require funding, funded by sustainable and renewable revenue streams.	Provost, OIDEI, FAS, HR, UA
2026-2027	• Review and analyze effectiveness of improvements to department/unit-based onboarding and socialization processes. o This review includes the dissemination of a survey to faculty and staff hired between 2024-2026.	• BIPOC permanent, full-time faculty and staff demographics increase by 30%. • Among BIPOC faculty and staff hired from 2024-2026, at least 50% self-report "above average" sense of community and belonging.	Provost, OIDEI, FPS, HR, Assessment Committee
	• Review and make recommendations regarding funding structure/sources dedicated to the advancement of faculty and staff diversification.	• 75% of faculty and staff diversification initiatives that require funding, funded by sustainable revenue streams.	Provost, OIDEI, FAS, HR, UA
2027-2028	• Analyze effectiveness of Diversity Advocates program.	• 75% of DAs self-report "above average" understanding of promising DEIJB practices in recruitment and hiring. • 75% of DAs self-report ability to intervene and educate during search processes, when necessary. • 100% of academic units observe positive correlation between DA integration in search processes and successful implementation of promising DEIJB practices throughout recruitment and hiring processes.	APA, OIDEI, FPS, HR, Assessment Committee
	• Review and revise effectiveness of funding structure and resource allocations towards faculty and staff diversification.	• Funding fully supports established recruitment and retention interventions.	APA, OIDEI, Provost, HR, FPS, FAS, UA

Timeline	Task	Success Tracker/Metric	Project Lead
		• 100% of faculty and staff diversification initiatives funded by sustainable revenue streams.	
2028-2029	• Analyze faculty and staff 2020 – 2028 demographic statistics for observed changes.	• Among searches completed between 2024-2028, BIPOC permanent, full-time faculty and staff demographics double.	APA, OIDEI, Provost, HR, FPS, UDEIC

Expected Outcomes:
- Increased number of minority-identified faculty and staff across units.
- Enhanced institutionalization of culturally significant recruitment and retention interventions.
- Enhanced feelings of inclusion and belonging.
- Enhanced student experience, particularly in the areas of teaching, practice, and curricular development, as well as representation.

Accountability Resources:
- Academic Planning and Analysis
- Departments and Deans
- Human Resources and Faculty Personnel Services
- Office for Institutional Diversity, Equity, and Inclusion
- Office of Civil Rights and Institutional Equity
- Search Committees, Search Chairs
- University Assessment Committee
- University Diversity, Equity, and Inclusion Council

Goal 2.2: Retain Diverse Faculty and Staff

Objective: Sustain diversity amongst faculty and staff across units.

Strategies/Tasks:

Timeline	Task	Success Tracker/Metric	Project Lead
2023-2024	• Explore development of pathway programs to prepare current faculty and staff for leadership positions.	• Proposals for programs supporting prospective executive leaders (e.g., Presidents, Vice Presidents, Provost, Deans) established by June 2024.	Provost, OIDEI, IO, Student Affairs, FAS, UA, AS
	• Establish/re-establish professional affinity organizations.	• Faculty and Staff of Color Alliance (FSCA), Women's Committee, and LGBTQI+ Faculty	FSCA, CMU MI-ACE, OIDEI, AS

Year	Action	Metrics	Responsible
		• and Staff Association (**Prism) established constitution and executive boards by May 2024.	
2024-2025	• Implement pathway programs to prepare current faculty and staff for leadership positions.	• Funding to support each program is secured by June 2025. • Curricula and experiential components established by June 2025.	Provost, IO, OIDEI, UA, FAS, Student Affairs
	• Develop data analysis structure and process for completed exit surveys.	• Pilot of structure completed and analyzed by June 2025.	HR, FPS, APA, OIDEI, Provost, AS, Collective Bargaining Units
	• Implement and support the growth and development of professional affinity organizations.	• 100% of hires are introduced to associations. • Membership is elevated at institutional level.	UComm, Provost, AS, HR, FPS, OIDEI
2025-2026	• Assess pathway programs to prepare current faculty and staff for leadership positions.	• At least 50% of program participants report feeling prepared for advanced positions because of program participation. • Experiential components of each program adequately builds skills required for career advancement among participants.	UDEIC, AS, APA, Assessment Committee
	• Analyze data emergent from exit surveys; utilize a data-informed response to address voluntary departures.	• 100% completion rate across units by June 2026.	All Cabinet Members
	• Engage members of professional affinity organizations in measuring the effectiveness of those groups and review data for improvements.	• 100% member participation in evaluation process. • At least 75% of members report affinity spaces positively contribute to their decision to remain at CMU. • Recommendations developed and ready for implementation by August 2026.	FSCA, CMU MI-ACE, Prism, AS, APA, OIDEI
2026-2027	• Expand pathway programs to prepare current faculty and staff for leadership positions.	• Open access to at least two simultaneous participants per fellowship.	Provost, IO, UA, FAS, Student Affairs, OIDEI

		• Implement improvements to affinity associations.	• Feedback garnered from evaluation is utilized to inform improvements.	FSCA, CMU MI-ACE, Prism
		• Develop and implement culture and climate pulse surveys using an experience matters mentality to collect feedback on a frequent "as experienced" basis.	• Full development of culture and climate pulse surveys completed by June 2026.	HR, FPS, OIDEI, UDEIC, Assessment Committee
2027-2028		• Implement culture and climate pulse surveys.	• At least 60% completion rate across departments/units.	HR, FPS
2028-2029		• Analyze effectiveness of culture and climate pulse surveys and revise, as needed.	• 100% completion rate across units. At least 75% department/unit leadership report instrument effectiveness (e.g., satisfactory completion rates, accurately measures unit climate, etc.).	APA, HR, UDEIC

Expected Outcomes:
- Sustained diversification of faculty and staff across units.
- Enhanced student experience, particularly in the areas of teaching, practice, and curricular development, as well as representation.
- Enhanced feelings of inclusion and belonging.

Accountability Resources:
- Academic Planning and Analysis
- Deans and Associate/Assistant Deans
- Department Chairs
- Human Resources and Faculty Personnel Services
- Office for Institutional Diversity, Equity, and Inclusion
- Office of Civil Rights and Institutional Equity
- Office of the Provost
- University Assessment Committee
- University Diversity, Equity, and Inclusion Council

** For the purposes of this document the name, "Prism", serves as a placeholder until a LGTBQI+ Faculty and Staff interest group is fully established and named.

Goal 2.3: Advance Central Michigan University's Commitment as an Equitable and Inclusive Community

Objective: Increase faculty and staff understanding of contexts related to diversity, equity, inclusion, justice, and belonging.

Strategies/Tasks:

Timeline	Task	Success Tracker/Metric	Project Lead
2023-2024	• Develop comprehensive DEIJB professional development using diverse modalities to support faculty and staff participation.	• Ensure DEIJB education provides variety in session focus areas (e.g., implicit bias, human trafficking, Indigenous ways of knowing, etc.). • Professional development offerings are accessible to a diverse range of job classifications.	CIS, Institute for Transformative Dialogue (ITD), IO, OCRIE, OIDEI
	• Design protocols to measure impact of faculty/staff learning upon the student experience.	• Student impact protocols designed by May 2024.	CIS, AS, Student Affairs, OIDEI
	• Consider an appropriate form of recognition to encourage faculty and staff attendance (e.g., reduced committee/service load, certificate included in RPT materials for faculty or something similar for staff to demonstrate their increased competence in this area).	• Incentive and recognition strategies identified and developed by April 2024. • Incentive and recognition strategies ready for implementation by August 2024.	Provost, AS, HR, FPS, OIDEI
2024-2025	• Implement comprehensive DEIJB professional development for faculty and staff.	• At least 60% response rate across all workshop and training participants. • At least 75% of workshop participants self-report "average" to "above average" skill set development as a result of their training.	OCRIE, IO, CIS, ITD, OIDEI
2025-2026	• Evaluate relevance of workshop and training topics and revise, as necessary.	• Review effectiveness of professional development and workshop modalities.	OCRIE, IO, CIS, ITD, UDEIC
2026-2027	• See Goal 3.1 (2026-2027) regarding DEIJB accountability audit and Trustee/Administration/Senior Officer DEIJB training.		
2027-2028	• Implement revisions to DEIJB professional development for faculty and staff.	• At least 80% participation rate among all faculty and staff.	OCRIE, CIS, ITD, IO, OIDEI

Timeline	Task	Success Tracker/Metric	Project Lead
2028-2029	• Analyze increased understanding of DEIJB topics and issues among faculty and staff employed between 2023-2028.	• At least 90% of workshop participants self-report "average" to "above average" skill set development as a result of their training.	APA, OCRIE, CIS, ITD, IO, OIDEI
	• Analyze impact of faculty/staff learning upon the student experience.	• Completed in conjunction with external evaluation as described in Goal 1.3 (2028-2029).	OIDEI, OCRIE, APA, IO, Provost, Student Affairs

Expected Outcomes:
- Increased faculty and staff understanding of contexts related to diversity, equity, inclusion, justice, and belonging.
- Enhanced awareness of contemporary DEIJB concepts and contexts.
- Improved campus climate and culture.

Accountability Resources:
- College Deans, Associate/Assistant Deans
- Department Chairs
- Diversity and Inclusion Fellow
- Diversity Education
- Office of the Provost

FOSTER A MORE INCLUSIVE COMMUNITY

Goal 3.1: Embed Focus on DEIJB within CMU's Mission, Core Strategies, and Operations

Objective: Create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout its daily operations. This dimension refers to the objectives and strategies that enable the institution to create a supportive climate, where differing perspectives and experiences are valued.

Strategies/Tasks:

Timeline	Task	Success Tracker/Metric	Project Lead
2023-2024	• Develop centralized structure for units to promote DEIJB-specific community engagement.	• Create a process to communicate the role of DEIJB in CMU's core strategies and operational documents.	UComm, Office of Information Technology (OIT), Provost, SA, UDEIC, IO

			• Develop a user-friendly option for CMU community members to share and access DEIJB events and course information.	

		• Explore professional development opportunities that will enhance Board of Trustees/Administrative/Senior Officer proficiency related to DEIJB issues.	• Institute DEIJB-specific training twice per academic year for Board of Trustees and Cabinet Members.
			  ○ Self-guided curriculum will be made available to BOT/Cabinet to complete through the year.
			• Institute DEIJB-specific training once per academic year for Senior Officers.
			  ○ Self-guided curriculum will be made available for SLT to complete through the year.
				OIDEI, UDEIC

	2024-2025	• Develop senior administrator and supervisor DEIJB accountability audit to ensure consistent evaluation of DEIJB efforts.	• Ad hoc committee will meet consistently throughout the academic year to assess needs and develop curriculum.	Provost, OIDEI, HR, FPS, EM, Student Affairs, APA, IO, Assessment Committee
		• Assess effectiveness of embedded DEIJB focus within CMU's mission.	• Examine existing structures designed to encourage DEIJB-centered community engagement. • At least 40% of all units can successfully demonstrate promising DEIJB practice within their respective functional area.	Provost, Strategic Planning Team, OIDEI, Assessment Committee
	2025-2026	• Pilot senior administrator/supervisor DEIJB accountability audit.	• 100% completion rate among Cabinet Members and Senior Officers.	Provost, OIDEI, HR, FPS, EM, IO, Student Affairs, Assessment Committee
		• Assess effectiveness of centralized structure, while communicating the role of DEIJB in CMU's core strategies and operational documents.	• At least 75% of faculty, staff, and students will clearly articulate the process for submissions and for identifying logistics for DEIJB events and course information.	UComm, APA, Assessment Committee

	2026-2027	• Review and revise senior administrator/supervisor DEIJB accountability audit.	• Ad hoc committee will meet consistently throughout the academic year to evaluate and revise audit tool, as needed.	Provost, OIDEI, HR, FPS, EM, Student Affairs, APA, IO, Assessment Committee
		• Evaluate effectiveness of Trustee/Administrative/Senior Officer DEIJB training and development.	• UDEIC Staff Affairs Subcommittee and OIDEI Fellow will meet consistently throughout the semester to evaluate and revise executive leadership training curricula, as needed.	OIDEI, UDEIC, APA
	2027-2028	• Embed implementation of senior administrator/supervisor DEIJB accountability audit across all units and departments.	• 100% completion rate by June 2028.	Office of the President, All Cabinet Members
	2028-2029	• Evaluate effectiveness of senior administrator/supervisor DEIJB accountability audit.	• Credibility rating among CMU constituencies of senior level officers'/administrators' DEIJB acumen increased to at least 80%. • At least 75% of senior level officers and administrators self-report "above average" understanding of DEIJB concepts.	Provost, OIDEI, HR, FPS, EM, Student Affairs, APA, IO
		• Analyze and report systemic, longitudinal changes made to CMU's mission, core strategies, and operational documents between 2020 and 2028.	• 100% of all units can successfully demonstrate promising DEIJB practice within their respective functional area.	Provost, Strategic Planning Team, OIDEI

Expected Outcomes:
- Increased focus on DEIJB within CMU's mission, core strategies, and operations.
- Institutionalized commitment to accomplishing CMU's DEIJB objectives.
- Institutionalized accountability for accomplishing CMU's DEIJB objectives.
- Enhanced DEIJB skill sets among CMU leadership.

Accountability Resources:
- Human Resources and Faculty Personnel Services
- Office for Institutional Diversity, Equity, and Inclusion
- Office of the President
- Office of the Provost

- Strategic Planning Team
- University Assessment Committee
- University Diversity, Equity, and Inclusion Council

Goal 3.2: Cultivate an inclusive and psychologically safe educational environment.

Objective: Institute consistent climate review and assessment practices.

Strategies/Tasks:

Timeline	Task	Success Tracker/Metric	Project Lead
2023-2024	• Finalize selection of culturally significant assessment instrument.	• Complete RFP process by May 2024. • Contract data analysis structure to measure the utilization of holistic course offerings and support services by August 2024.	OIT, APA, AS, Provost, FAS, OIDEI, Assessment Committee

2024-2025	• Initiate biannual climate and culture review with students, staff, and faculty.
	  o Climate survey supplemented with focus groups, roundtable discussions, and unit-based discussions.
	  o Evaluate, discuss, and identify what is core to CMU's culture, which allows for people from diverse backgrounds to thrive.
	  o Evaluate, discuss, and identify items requiring revision, which serve as barriers for people from diverse backgrounds to thrive.
		• 50% survey completion rate among students.
		• 75% survey completion rate among staff and faculty.
		• At least 50% of minoritized populations self-report feelings of belonging and safety.
		• At least 75% of students self-report that CMU encourages contact among students from different backgrounds "often" or "very often".
		• At least 50% of faculty and staff articulate proactive approaches to integrating DEIJB principles in practice, teaching, and curricula.
			OIT, APA, OIDEI, UDEIC

	• Embed culturally significant assessment instrument in performance evaluations and reviews.	• Performance evaluations and RPT processes fully align with culturally responsive assessment tool by February 2025. • Faculty and staff information and implementation sessions completed by June 2025.	HR, FPS, AS, Provost, OIDEI, Assessment Committee

		• Updated review processes ready for implementation by August 2025.		
2025-2026	• Expand use of culturally significant assessment instrument in evaluating course engagement and the impact of campus resources.	• Alignment of culturally significant assessment available across curricular and co-curricular opportunities at 40% completion rate by August 2026.	AS, OIT, All Cabinet Members, Assessment Committee
	• Create data-informed recommendations for emergent themes identified in biannual culture and climate review.	• Recommendations developed alongside unit leadership developed by January 2026. • Recommendations assessed for feasibility and ready for implementation, where possible, by August 2027.	UDEIC, APA
2026-2027	• Initiate biannual climate and culture review with students, staff, and faculty.	• 65% survey completion rate among students. • 85% survey completion rate among staff and faculty. • At least 60% of minority populations self-report feelings of belonging and safety. • At least 80% of students self-report that CMU encourages contact among students from different backgrounds "often" or "very often". • At least 65% of faculty and staff articulate proactive approaches to integrating DEIJB principles in practice, teaching, and curricula.	OIT, APA, OIDEI, UDEIC
	• Expand use of culturally significant assessment instrument in evaluating course engagement and the impact of campus resources.	• Alignment of culturally significant assessment available across curricular and co-curricular opportunities at 65% completion rate by August 2027.	AS, OIT, All Cabinet Members, Assessment Committee
2027-2028	• Create and/or refine data-informed recommendations for emergent themes identified in biannual culture and climate review.	• Recommendations developed alongside unit leadership developed by January 2028. • Recommendations assessed for feasibility and ready for implementation by August 2028.	UDEIC, APA, Assessment Committee

	• Expand use of culturally significant assessment instrument in evaluating course engagement and the impact of campus resources.	• Alignment of culturally significant assessment available across curricular and co-curricular opportunities at 80% completion rate by August 2028.	AS, OIT, All Cabinet Members, Assessment Committee
2028-2029	• See Goal 1.1 (2028-2029) and Goal 2.1 (2028-2029) regarding campus demographic analyses, in addition to external evaluation described in Goal 1.3 (2028-2029).		

Expected Outcomes:
- Increased feelings of safety.
- Increased feelings of inclusion and belonging.
- Decreased instances of retaliation, intimidation, and harassment.

Accountability Resources:
- Division of Student Affairs
- Office for Institutional Diversity, Equity, and Inclusion
- Office of Civil Rights and Institutional Equity
- Office of the Provost
- Student Recruitment and Retention
- University Assessment Committee
- University Diversity, Equity, and Inclusion Council
- University Ombuds Office

Goal 3.3: Cultivate an Inclusive, Welcoming Community Off-Campus

Objective: Engage the City of Mount Pleasant, Isabella County, Saginaw Chippewa Indian Tribal citizens, Detroit, Southfield, Troy, Lansing, Grand Rapids, Fort Belvoir, Lansing Community College, Macomb Community College, Northwestern Michigan College, and community organizations to surface and discuss DEIJB needs.

Strategies/Tasks:

Timeline	Task	Success Tracker/Metric	Project Lead
2023-2024	• Work alongside community partners to explore contemporary DEIJB needs.	• Ad hoc committee will meet on a consistent basis with partnering towns/cities, Saginaw Chippewa Indian Tribe, military bases, and community organizations throughout the year to identify, discuss, and develop recommendations.	GER, Athletics, Student Affairs, FAS, CMUPD, IO, OIDEI
	• Review CMU capital plan in alignment with the Saginaw Chippewa Indian Tribe and other community-level capital plans to enable structural diversity in future planning.	• Build upon the ways we consider sustainability and cultural diversity in designs and construction projects. • Identify ways to support the expansion of minority businesses.	GER, Athletics, Student Affairs, FAS, CMURC, IO, OIDEI
2024-2025	• Design and implement DEIJB community collaborative programs that attend to emergent needs.	• Develop one year-long community initiative (2-3 programs total) that is ready for implementation by August 2025.	GER, Athletics, Student Affairs, CMURC, FAS, IO, CMUPD, OIDEI
	• Allocate funding for strategic collaborations with community partners.	• Invest sustainable revenue in regional affinity associations. • Identify funding to support collaborative DEIJB community initiatives.	FAS, UA, GER, CMURC, IO
	• Analyze relationship between faculty, staff, and student demographics, local laws, and regulations.	• Identify laws, regulations, and ordinances which disproportionately impact and/or target minoritized populations, if any. • Outline collaborative protocols and responses that address DEIJB-related incidents within the region. • Develop recommendations and a community-centered timeframe for implementation.	GER, OCRIE, APA, FAS, CMUPD, IO, Student Affairs, OIDEI
2025-2026	• See Goal 3.2 (2025-2026) regarding data-informed recommendations.		

2026-2027	• Review pertinent climate recommendations with community partners to further develop collaborative community-building initiatives.	• Create data-informed recommendations with community leaders and local law enforcement. • Develop recommendations and a community-centered timeframe for implementation.	GER, APA, FAS, UDEIC, OCRIE, OIDEI, Student Affairs, IO
2027-2028	• Review efforts implemented to enable structural diversity in our communities.	• Expand upon efforts to integrate sustainable, culturally diverse designs in construction projects. • At least 30% increase in minoritized businesses established in Mount Pleasant.	GER, Athletics, Student Affairs, CMURC, FAS, OIDEI, IO
	• Evaluate effectiveness of funding structure and resource allocations towards community-based DEIJB efforts.	• Review funding structure for regional affinity association operations; revise, if necessary, by July 2028.	FAS, UA, GER, CMURC, IO
2028-2029	• Evaluate impact on community-based DEIJB partnerships on recruitment and retention of BIPOC students, faculty, and staff.	• Completed in conjunction with external evaluation as described in Goal 2.2 (2028-2029).	All Cabinet Members

Expected Outcomes:
- Increased collaboration with community partners in attending to DEIJB needs.
- Increased engagement among BIPOC students in educational opportunities available on and off campus.
- Increased feelings of inclusion, belonging, and representation.

Accountability Resources:
- CMU Off Campus Centers
- CMU Research Corporation
- City of Mount Pleasant Boards and Commissions
- Government and External Relations
- Office for Institutional Diversity, Equity, and Inclusion
- Saginaw Chippewa Indian Tribal Council
- University Diversity, Equity, and Inclusion Council

Glossary of Terms

Belonging makes considerations for how individuals experience day-to-day interactions with campus and the surrounding community, paying specific attention to those who are most vulnerable within the community. These considerations disrupt policy, practice, and procedures that target or exclude populations, and offers multifaceted support which takes a diverse range of needs into account.

BIPOC: an acronym that stands for Black, Indigenous, and People of Color communities.

Diversity work seeks to lessen homogeneity to strengthen communities, environments, and ecosystems. Diversity offers choice, options, and more equitable representation across curricula, teaching, policy, and practice. It also nurtures innovation, creativity, and a richness of experience.

Equity is a mindfulness towards ensuring that the opportunities and resources made readily available to all, are also cultivated and shared in a manner that takes context, nuance, and specificity into account.

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

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

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

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

Inclusion is the act of operationalizing diversity to ensure communities, departments, and units provide equitable opportunities for engagement to a diverse population. Inclusion ensures everyone at the table feels heard and valued. On college campuses, inclusion can emerge in the form of financial equity, social diversity, curricular diversity, and structural diversity.

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

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

Justice seeks to remedy inequities which stem from systemic oppression and other social issues. From policy implementation to procedural reviews, justice targets bias, discrimination, and stratifications with intentionality and offers corrective action. It involves reflexivity, interrogation, and a willingness to invest in holistic improvements.

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

Minority considers continued experiences with marginalization and oppression, even in instances where a historically underserved community reaches a numerical majority.
Privilege: unearned social power accorded by the formal and informal institutions of society to all members of a dominant group.

Race: a socially constructed concept that places individuals into categories based on appearances that

are ascribed with cultural characteristics.

Socioeconomic Status: the social standing or class of an individual or group, often measured as a combination of education, income, and occupation.

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