

# Priority Recommendations

July 2017

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## *Summary of Priority Recommendations*

- I. Move the AVP for Institutional Diversity to the President's Cabinet and change title to Chief Diversity Officer (CDO)**
  - CDO competencies to be aligned with university-wide leadership in equity and inclusion
  - CDO would report directly to the President
  - CDO would serve as a member of the President's Cabinet
  
- II. Change Diversity Education to Diversity Education, Advocacy, and Engagement**
  - Director would report to the CDO
  - Director's competencies and resources would be aligned with university-wide mission to serve students, faculty, staff, senior leadership, and community
  
- III. Change and restructure Office of Institutional Diversity to Centers for Inclusion and Intercultural Engagement**
  - Reorganize programming and support around marginalized populations into identity-focused centers with an interconnected mission under Centers for Inclusion and Intercultural Engagement (IIE)
  - IIE unit, under its executive director, would report to AVP of Student Affairs
  - Advising, pre-college programming, and TRIO grant programs would report to Director of Student Success
  - Prioritize creation of Center for Women, Gender, and Sexuality to facilitate transition to broadened mission for IIE
  
- IV. Facilitate university-wide programs and cross-unit partnerships to deepen education for all university constituents around equity and inclusion**
  - Hold regular university-wide town hall meetings to facilitate education and shared governance around issues of campus equity and inclusion
  - Programmatically embed thoughtful, constructive dialogue about and across differences throughout the CMU experience, preparing students for leadership in a diverse world
  - Encourage and support colleges, departments and majors in developing excellent learning experiences for the newly approved University Program subgroup IV-D
  - Revise academic program review standards to reflect efforts to prepare students to live and work in a global and diverse environment
  
- V. Establish Standing Diversity and Inclusion Committee**
  - Committee should include membership across university and community stakeholders
  - Committee should advise CDO and engage with senior leaders
  
- VI. Update the University's Diversity and Inclusion Strategic Plan**
  - Working group should be formed immediately with a charge to complete plan by Dec. 2017

## Recommendations and Rationales

### I. Move the AVP for Institutional Diversity to the President’s Cabinet and change title to Chief Diversity Officer (CDO)

On February 20, 1995, Central Michigan University created the position of Assistant Vice President for Institutional Diversity, making it one of the first universities nationwide to recognize the need for a diversity practitioner to serve as a senior officer. However, since the position’s inception, the role of this diversity officer has been plagued by unusually high employee turnover and a seemingly flawed reporting structure (See Figure 1.).

FIGURE 1. ASSOCIATE VICE PRESIDENT/DIVERSITY APPOINTMENTS

Associate Vice President/Diversity			Time	Appointment and Title
2/20/1995	6/27/1997	Cornel Morton	2 yrs.	(Assistant Vice President of Diversity)
1/1/1998	6/28/1998	Stan Shingles	5 mos.	(Interim)
6/29/1998	8/17/2001	David Williams	3 yrs.	
8/1/2001	8/30/2002	Mamie Thorns	1 yr.	(Interim)
9/23/2002	6/30/2003	Maureen Eke	10 mos.	(Interim)
7/1/2003	8/15/2006	Maureen Eke	3 yrs.	(Title changed to Associate Vice President of Diversity)
6/1/2006	6/30/2007	Michael Powell	1 yr.	(Interim)
7/16/2007	7/31/2012	Denise Green	5 yrs.	
8/20/2012	7/31/2014	Traci Guinn	2 yrs.	(Interim)
8/1/2014	3/6/2017	Carolyn Dunn	3 yrs.	
3/6/2017	Present	Traci Guinn	-	(Interim)

Figure 1 above demonstrates the number of individuals who have held the position of Assistant or Associate Vice President for Institutional Diversity and the length of their employment in that position. Figure 2 below illustrates the inconsistency of supervision that has been afforded the Assistant or Associate Vice President for Institutional Diversity. Historically, CMU’s diversity officer has reported to the Vice President of Academic Affairs/Provost. On more than one occasion, individuals serving in an interim capacity have filled both positions concurrently.

FIGURE 2. ASSOCIATE VICE PRESIDENT FOR DIVERSITY/PROVOST APPOINTMENTS:

Associate Vice President/Diversity	Employment Status	Provost Appointments
Cornel Morton	Hired	Richard Davenport: 6/19/1994 (Interim) and hired 7/1/1995
Stan Shingles	Interim	Richard Davenport
David Williams	Hired	Richard Davenport
Mamie Thorns	Interim	Richard Davenport: resigned 6/30/2002 Robert Kohrman: 7/1/2002 (Interim)
Maureen Eke	Interim	Robert Kohrman (Interim)
Maureen Eke	Hired	Robert Kohrman: ended 7/31/2003 (Interim) Thomas Storch: hired 7/31/2003
Michael Powell	Interim	Thomas Storch: resigned 1/15/2007

		Gary Shapiro: (Interim) 1/16/2007
Denise Green	Hired	Gary Shapiro: ended 1/6/2008 (Interim) Julia Wallace: hired 1/7/2008 - 6/30/2009 Gary Shapiro: 7/1/2009 (Interim) and hired 5/1/2010
Traci Guinn	Interim	Gary Shapiro: retired 7/31/2013 Michael Gealt: hired 8/1/2013
Carolyn Dunn	Hired	Michael Gealt
Traci Guinn	Interim	Michael Gealt

#### A. Advances in the Position

In October 2005, Dr. Steve O. Michael, Vice Provost for Diversity and Academic Initiatives at Kent State University, was asked to orchestrate a meeting of budding diversity officers. At the time, Dr. Michael was managing a small list of 30 individuals representing 30 different institutions. Thirty-five diversity officers were invited to a meeting in Phoenix, Arizona. More than 80 senior and chief diversity officers decided to attend the event. Today, the National Association of Diversity Officers in Higher Education is helping define the role of senior or chief diversity officer.

The emergence of the chief diversity officer (CDO) position as a senior administrative role in colleges and universities signals the critical need to expand representation across higher education among students, faculty, and administrators, as well as within the curriculum. Inclusive excellence starts at the highest level of administrative authority, is expressed prominently in institutional missions and strategic plans, and is supported through meaningful allocations of fiscal, human, and physical resources.

#### B. An Opportunity for Change

The current absence of an Associate Vice President for Institutional Diversity will afford Central Michigan University the opportunity to redefine this position. It will be calibrated to match CMU's goals, culture, and priorities. It will allow the position to be aligned with consistent supervision and sustainable resources. Moreover, it will allow the university to concretely detail the role, expectations and daily duties of this diversity practitioner.

1. *Change the title of the position:* The Associate Vice President for Institutional Diversity will be referred to as the Chief Diversity Officer (CDO). The change in title will demonstrate the overarching role of this individual within the campus community and will align Central Michigan University with peer institutions.
2. *Change the reporting structure:* It is recommended that the Chief Diversity Officer (CDO) report directly to the President and be included as a part of the President's Cabinet. This will allow for a more sustainable line of supervision and will align Central Michigan University with other peer institutions. The positioning of the diversity officer role, where the role is aligned within the President's structure and reporting relationship, is critical to success. With the role so positioned, the CDO is given both the authority and accountability to plan and execute a strategy for a short and long-term focus on truly moving the needle toward a renaissance of values-driven decision making.
3. *Implement a set of competencies needed in the role of CDO including:*
  - Strategic vision
  - Executive acumen

- Political savvy
- Persuasive communication that demonstrates tact, diplomacy, and sophistication
- Ability to navigate the culture of CMU
- Cultural intelligence
- Technical mastery of diversity and inclusion
- Change management expertise
- Strong interpersonal skills

4. *Clarify the scope, resources, expectations, and outcomes for the CDO office, including:*

- Adequate funding to implement the strategic plan of the university and keep pace with the changing needs of a diverse student body.
- Appropriate staffing to successfully meet the expected goals and implement university-wide diversity and inclusion efforts.
- Responsibility to annually assess the strategic plan for diversity and inclusion and the authority to audit at the department level.

## **II. Change Diversity Education to Diversity Education, Advocacy, and Engagement**

The existing title of Director of Diversity Education will change to Director of Diversity Education, Advocacy, and Engagement (DDEAE) and will remain as a direct report to the CDO. In this expanded role, the DDEAE will have wide-ranging administrative and educational responsibilities to integrate the diversity and inclusion framework that reflects and supports CMU Mission values across the University community. Using expertise, content knowledge and experience, the Director is responsible for leading the education, advocacy and engagement strategies and initiatives for CMU community and beyond.

The Director will:

1. Lead the Office of Diversity Education, Advocacy & Engagement and act as supervising administrator for the Office.
2. Identify and provide leadership in creating and implementing strategic diversity and inclusion and intercultural competence workshops, training modules and programs that foster inclusive education and learning environments.
3. Provide all members of CMU community with access to diversity, intercultural competency, social justice and equity training and determine whether and to what degree the stated training goals and intended outcomes are being met as efficiently and effectively as possible.
4. Create networks and engage all members of the CMU community in valuing common experiences and understanding human differences.
5. Advocate for under-represented and marginalized groups to support and sustain a University culture of collaboration, inclusion and equity.
6. Act as liaison to other campus departments and offices to achieve broader participation from all faculty, staff and students.
7. Serve as a trusted advisor to the CDO on matters related, but not limited to intercultural competency, inclusive education and training, campus climate research, and community-building.
8. Serve as the main point of contact for CMU members, business and community leaders seeking educational support around diversity, including the provision of large or small training modules and group presentations to one-on-one consultations to address diversity and inclusion concerns and challenges.

9. Create strategies and collaborate with the Executive Director of the Resource Center (see Section III) to enhance interculturally relevant programs and services across resource areas.

### **III. Change and restructure Office of Institutional Diversity to Centers for Inclusion and Intercultural Engagement**

Change the name of the Office of Institutional Diversity to the Centers for Inclusion and Intercultural Engagement (IIE) and move the units to the division of Enrollment and Student Services (ESS). Specifically, centers focused on identity-focused programming and support would report under the AVP of Student Affairs, while advising, pre-college programming and TRIO Grant Programs would report to the Director of Student Success. (See attached organizational chart.)

A core function of service offices falling within the umbrella of The Centers for Inclusion and Intercultural Engagement is to provide programming, events and advising for CMU students and the campus community. These operations are directly aligned with the functions of existing ESS offices. As such, this proposal recommends alignment of core student service functions enabling additional cross-functional collaboration, leveraging of operational strengths and talented professional staff, and strategic positioning.

Through organizational alignment of similar units, CMU builds upon current services and advances advising, pre-college programming, intercultural collaboration and planning in support of the vision, mission, and strategic priorities of the University. More specifically, the alignment of units currently organized in OID with ESS would further affirm CMU's commitment to "One CMU." It enables:

- integrating intercultural understanding and advocacy across campus and student life;
- introducing interculturally appropriate services across delivery models and units;
- creating synergies between units to enhance program delivery;
- correlating the processes for recruitment and service resourcing;
- developing consistent learning outcomes and application of student development theories;
- focusing support and services to meet the needs and demands of an increasingly diverse campus community.

We recommend reorganizing programming and support around marginalized populations into the ***Centers for Inclusion and Intercultural Engagement***:

#### **A. Mission and Structure**

In support of CMU's mission and values, the Centers for Inclusion and Intercultural Engagement (IIE) work to educate and empower all members of the CMU community to create a climate of justice, equity, and inclusion by dismantling interdependent systems of oppression.

At the core of this work, IIE serves all underrepresented, underserved and marginalized students including students of color, women, students with disabilities, LGBTQ+ students, international students and non-traditional students and their identity intersections around issues of race, ethnicity, age, sex, privilege, religion, nationality, sexual orientation, gender identity and expression, or social, economic, or veteran status to promote student learning, development, persistence and success and a campus climate of justice and equity through advocacy, academic and social enrichment, leadership, education, support, research, and community-building.

As a resource for the entire CMU community and with reporting lines embedded in the Division of Student Affairs, IIE staff members will form strong alliances and partnerships in every element of campus and student life. They will coordinate their collective efforts and collaborate with academic units, administrative units, student affairs offices, Office of Diversity Education, Advocacy and Engagement, co-curricular units, student organizations, and other support services.

IIE advances its work through six collaborating identity-based resource areas/units:

- African American Resource Center
- Hispanic-Latino/a/x Resource Center
- Asian-American Resource Center
- Women, Gender, and Sexuality Resource Center
- Native American Resource Center
- International Student Resource Center (see note 4 under C)

Through programming and services, these areas/units empower all members of the CMU community to explore their identities, have access to opportunity, find community, work toward social justice, and achieve greater success to reach their full potential.

## **B. Executive Director**

The Executive Director for Inclusion and Intercultural Engagement will report to the Associate Vice President of Student Affairs and will:

- Lead IIE and act as supervising administrator for the unit.
- Foster spaces within and among IIE centers that are safe, inclusive, and welcoming for communities served by the centers and all students engaging with IIE resources.
- Facilitate collaboration across IIE resource centers in ways that promote recognition of multiple and intersecting identities within the communities served.
- Identify and provide leadership in creating and implementing consistent programming for all campus members on the cultural and social experiences of marginalized groups and opportunities to build alliances towards greater equity and justice across all groups.
- Advocate, at individual and institutional levels, for members of groups of the CMU community who experience discrimination or marginalization, including those groups without dedicated resource offices within IIE.
- Coordinate referral services for members of all minoritized or marginalized groups and make these services accessible within and outside IIE centers.
- Leverage human resource efficiencies by coordinating shared responsibilities for specialized support staff across resource centers.
- Create strategies and collaborate with the Director of Diversity Education, Advocacy, and Engagement (proposed) to enhance interculturally relevant programs and services for all members of the campus community.

## **C. Resource Centers**

The Inclusion and Intercultural Engagement unit will provide services and education through resource centers specialized in meeting the needs of marginalized groups. Naming and dedicating resource offices for specific identities ensures that key marginalized groups are able to view themselves as reflected in the mission of IIE and to claim a space on campus that feels like their own. This model reconfigures the current generalized model in which a single office (MASS) is tasked providing

resources relating to all minoritized cultural groups. While identity-focused, all centers will share resources and collaborate as an interconnected unit.

The most recent (2016-17) proposal for a Gender and Sexuality Center (GSC) at CMU provides a reasonable template for the general mission and structure of resource centers. We recommend the creation of a Center for Women, Gender, and Sexuality and suggest using the basic model of fiscal, human, and physical resources detailed in the GSC proposal both as a guide both for establishing a resource center focused on women and LGBTQ people and as a framework for analogous resource centers.

Each resource center will provide:

- *Programming:* Expert staff would provide consistent and effective campus-wide programs for students, faculty, and staff on issues impacting the focused identity group.
- *Referral Services:* A recognizable and identity-focused center enables students, faculty, and staff to find a trusted guide with knowledge of and experience serving the focused identity group to steer them towards the resources they need.
- *Advocacy:* Trained staff and directors would have the expertise to advise CMU units and review the ways in which CMU's policies, programs, and institutional culture support or do not support the full and equitable integration of the focused identity group into the CMU community.
- *Community Building:* The Center would provide a hub of shared activity for students, faculty, and staff of the focused identity group and allies. By cultivating mentoring programs, networking opportunities, and collaboration across existing programs, the Center would support student success and aid retention.

### 1. *Staffing*

Each resource center will require at least one Director with specific experience and expertise in serving the focused identity group. An assistant director is recommended for centers with greater utilization by patrons or demonstrable additional needs. Centers will normally share support staff with cross-over expertise in specialized areas (e.g., advising, programming, administrative assistance). Initial recommendation: in view of their large campus constituencies and specialized needs, provide assistant director positions for the African American Resource Center and the Center for Women, Gender, and Sexuality.

### 2. *Space*

Each resource center needs adequate workspaces for staff, normal access to a private meeting area, and a common space regularly accessible by members of the focused identity group and allies to foster a sense of belonging, safety, and community. Groups that are marginalized in dominant spaces on campus deserve at least one friendly space in which the experiences of their own group can feel normalized and celebrated. Overlapping common spaces for groups with shared needs may be feasible if well managed (for example, an intercultural space allowing shared 'ownership' by groups served by minority cultural units; or a shared space of safety for women, queer, and trans constituents); yet spaces should be designed to serve needs that are specific to identity groups whose needs are not normally met in dominant spaces on campus (e.g., a space promoting safety for women, queer, and trans people should protect privacy and foster confidence for constituents seeking support on sensitive topics such as sexual violence). For these reasons, we recommend that IIE make use of its physical resources to create *multiple spaces* through which

people of multiple and intersecting identities can be empowered to create safe and uplifting communities of choice within and beyond the center. Specifically, we recommend that IIE pursue the feasibility of spaces for the resource centers that include the following specific elements currently under-resourced on campus:

- a. Gender-inclusive restroom facilities (important for trans and gender nonconforming people as well as for people with disabilities or dependents with disabilities, people with children, etc.)
- b. Meditation areas (the reconfiguring on restroom facilities—see above—could be coupled with accommodations in an adjacent space for those requiring washing during prayer).

### 3. *Immediate Priorities*

While some of the staffing and space reconfigurations described here will entail a multi-year process to complete, we recommend prioritizing the following immediate actions:

- a. In consultation with the Office of Native American Programs and MASS, relocate offices for Native American and African American resource centers into the front of the current Center for Inclusion and Diversity.
- b. Create a transitional space for the Center for Women, Gender, and Sexuality (by reconfiguration of space within CID or in another temporary location) to enable community-building activities as the center becomes established.
- c. Assign a transitional interim director for the Center for Women, Gender, and Sexuality with adequate administrative support, interns and/or graduate assistants; staffing levels should be set appropriately to enable this office to maintain and develop existing programs and services for LGBTQ constituents while expanding its activities around women and gender.
- d. Hire an architect to program the spaces for the restructured resource centers in ways that will meet the needs of these offices from today into the future.
- e. The foregoing actions will help to ensure that a newly hired Executive Director for IIE will inherit spaces and offices that are already beginning to undergo transformation towards the expanded mission of the unit.

### 4. *Note on the International Student Resource Center*

We recognize that resources to enable the full and equitable integration of international students at CMU are insufficient and believe that the addition of an International Student Resource Center within IIE would help to bring adequate resources and focus to serving this population. At present, this recommendation is tentative, awaiting a judgment that it will be consistent with the recommendations emerging from CMU's participation in the ACE Internationalization Lab.

## **IV. Facilitate university-wide programs and cross-unit partnerships to deepen education for all university constituents around equity and inclusion**

One of the main ways CMU can achieve its mission and core values around inclusion and diversity is by committing to the education of all students, faculty and staff in these areas. As a task force, we are recommending that CMU uses diversity and inclusion education to transform the community and to bear in mind these words:

*A truly democratic education must not be ideologically neutral; rather, it must ardently pursue the preparation of students for engaged citizenship in an ostensibly democratic society.\**

- A. **Regular collaboration among diversity-focused units:** The recommended offices of Diversity Education, Advocacy, and Engagement (DEAE) and the Centers for Inclusion and Intercultural Engagement (IIE) will collaborate regularly to pursue programming for all campus constituents.
- B. **Town Halls:** Two regular town hall meetings to be held every year, one each semester that will focus on diversity and inclusion education.

The first town hall meeting should be organized by the CDO and the Director of DEAE and will focus on the education of the community around a selected topic. Request that attendees complete a survey/evaluation about the Town Hall in order to get feedback for planning the second town hall. The meeting can be of various forms including a guest speaker or panel but should always include a time for discussion.

The second town hall meeting should be an open forum organized by the CDO and Sustainable Equity and Inclusion Committee (see recommendation V) to hear from the community concerning issues with diversity and inclusion. It will be a venue for the committee to offer a report on their work as well as listen for future agenda items.

- C. **Intergroup Dialogue:** Engagement in thoughtful, constructive dialogue about and across differences should become interwoven within the CMU student experience, preparing students for leadership in a diverse world. By coordinating opportunities for dialogue across student services (Residence Life, Orientation), the curriculum (Colleges), and co-curricular activities (Centers for Inclusion and Intercultural Engagement and other programming units), CMU can provide an intentional framework that prepares students for effective citizenship and career success in working in diverse groups. At CMU, this framework would consist in a concerted partnership across at least the following student experiences:
- **Incoming Experiences:** Incoming students experience orientation and preparation programs that provoke awareness and critical thinking about inclusivity and social justice on campus.
  - **Residence Life:** Incoming students engage in planned dialogue experiences as part of the residential curriculum in their first year, which build upon themes introduced at orientation.
  - **Curriculum:** All students are already required to complete at least 6-9 credit hours (9 credits after 2019 implementation of the IV-D category) of diversity-related coursework by satisfying University Program Group IV (B-D). In each subgroup, there are opportunities for incorporating dialogue components into existing or newly developed courses.
  - **Co-Curricular Programming:** All students have structured opportunities to participate in co-curricular programs with a dialogue component, coordinated through the Centers for Inclusion and Intercultural Engagement in collaboration with other relevant offices.

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\* Stewart, Dafina-Lazarus. "[Language of Appeasement](#)," *Inside Higher Ed*. March 30, 2017.

- *Facilitator Training and Experience:* Students who gain training and experience facilitating dialogues for each of these programming activities (2-4) will gain valuable intergroup communication skills and be positioned as leaders in transforming the campus climate. Through a partnership between student services, diversity offices, and academic programs, students can be trained to serve as effective intergroup dialogue facilitators. Curricular structure already exists in CGL 445: Intergroup Dialogue Facilitation, and this course can be leveraged, through collaboration with facilitation training programs in student services, to prepare larger cohorts of students to serve as facilitators in campus programming.
- *Culminating Experiences:* All graduating students and families have opportunities to engage in celebrations of campus inclusivity and social justice. Facilitators receive special recognition through ceremonies and prizes honoring their contributions to campus.

D. **Adoption of Group IV-D proposal in the curriculum:** The CMU Academic Senate has already approved the adoption of the IV-D proposal in the curriculum which will require students to take a diversity related course in areas other than race in the general education curriculum. We ask that all colleges, departments and majors embrace this proposal and create courses that will provide this content within their programs and to consider the use of intergroup dialogue within their areas.

E. **Program Review:** Academic programs undergo a review every five years to ensure programs are meeting their learning objectives and the current state of the field. During the review programs must undertake a self-study with criteria prepared from the Provost office. One of the criteria under curriculum is “Does the program prepare students to live and work in a global and diverse environment?” However, the relevant questions under the criteria only guide programs to look at internship and summer employment opportunities. We recommend that the questions be changed to reflect external as well as internal efforts the program undertakes to prepare students to live and work in a global and diverse environment.

## V. Establish Standing Diversity and Inclusion Committee

Members of this committee should demonstrate an interest in, and commitment to, diversity and inclusion at Central Michigan University via service, leadership, teaching, or scholarship. Terms of members are outlined in the box at the end of this section.

A. Tribal Nation Partnership (1, three -year term, Term Group B), suggested from among:

1. Saginaw Chippewa Indian Tribe Chief Designee
2. Tribal College President
3. Tribal College Dean of Students
4. Tribal Education Director

B. Community Partnership (1, three-year term, Term Group A), suggested from among:

1. Mt. Pleasant Area Diversity Group

C. Student Representatives (2 undergrads, 1 grad; all one-year term, Term Group D), suggested from among:

1. Graduate Student
2. Student Government Association
3. Student Activities and Involvement

- D. Faculty Appointments (4; three-year term, Term Group B & C)
  - 1. Faculty from Athletics and Gender Equity Committee (1)
  - 2. Academic Senate (3; 1 from each) of:
    - a. Multicultural and Diversity Education Committee (MDEC)
    - b. Faculty whose teaching, service, and/or scholarship focus on areas related to diversity and inclusion (e.g., those teaching UP group IV courses)
    - c. Faculty at-large from the Senate
  
- E. Campus Community (1 office from each grouping, three-year term)
  - 1. Group 1 (Term Group C)
    - a. Office of Student Disability Services: Director
    - b. Student Ombuds
  - 2. Group 2 (Term Group C)
    - a. Office of Diversity Education: Director
    - b. Office of LGBTQ+ Services: Director
    - c. Office of Multicultural Academic Student Services: Director
    - d. Office of Native American Programs: Director
  - 3. Group 3 (Term Group B)
    - a. Office of Residence Life: Executive Director, or Director
    - b. Director of Undergraduate Admissions: Director
  - 4. Group 4 (Term Group B)
    - a. Office of International Affairs: Executive Director or Director
    - b. Office of Research and Graduate Studies: Vice President/Dean
  
- F. Community Outreach Programs (3, three-year term, Term Group B & C), from among:
  - 1. DB Central: Director (1 three-year term)
  - 2. SAPA: Director (1 three-year term)
  - 3. Exposure Programs (1 three-year term)
  - 4. McNair Program: Director
  - 5. GEAR UP Program: Director
  - 6. Upward Bound Program: Director
  - 7. Talent Search Program: Director
  
- G. Chair and Ex officio members (this group does not go towards the committee count)
  - 1. Chair, Chief Diversity Officer
  - 2. Ex officio, CMUPD Chief of Police (five law enforcement groups)
  - 3. Ex officio, Executive Director/OCRIE & Title IX Coordinator (All groups)
  - 4. Ex officio, Senior Vice Provost (Academic Space, FPS, IR, Global Licensure/Reg SVSC Human Capital)
  - 5. Ex officio, AVP Student Affairs (Res Life, RSOs, Student Services, all Care programs, etc.)

		Staggered terms							
		AY or FY?	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
Groups	A		1	3			3		
	B		2		3			3	
	C		3			3			3
	D		1	1	1	1	1	1	1

## VI. Update the University's Diversity and Inclusion Strategic Plan

The plan should emphasize specific goals to be completed within a certain timeframe, and should include quantifiable objectives, metrics, and a timeline. A working group should be assembled immediately to complete the plan in a timely manner.

### A. Suggestions for working group membership

Criteria used regarding selection of names:

- Roles at university
- Worked with strategic planning
- Experience/activity with some of the marginalized groups
- Experience working with diversity and inclusion efforts

Suggested working group size: 7 members

List of Suggested Members: We have listed more nominations than positions available so that the President will have some choices in selecting the working group.

1. Chair: Claudia Douglass (Academic Effectiveness); or nominate from among faculty or staff members, provided a strategic-planning resource person (e.g., Amy McGinnis) is available.
2. Faculty (2-3 seats): *Ask the faculty for their suggestions for 1 of these seats.* Our nominations: Frimpomaa Ampaw (Educational Leadership), Wafa Hozien (Educational Leadership), Matthew Johnson (Educational Leadership), Katrina Piatek-Jimenez (Mathematics), Cedric Taylor (Sociology, Anthropology and Social Work), Laurel Zwissler (Philosophy and Religion)
3. Staff (3 seats): Jon Humiston (Provost's Office), Katherine Lasher (Office of Civil Rights and Institutional Equity), Laura Rico Martinez (Police), Tracy Nakajima (International Student/Scholar Services), Stan Shingles (University Recreation), Kevin Williams (Admissions)
4. From Diversity Unit (at least 1 seat): Sapphire Cureg (Diversity Education), Shannon Jolliff-Dettore (LGBTQ Services and Gender Equity Programs)
5. Student (1 seat): Hannah Bartol, Saceila Gonzalez, Jason Hall, Mateo Savedra, Ahmed Sharaf, Cali Winslow
6. Community (1 seat): Laura Gonzales, Marcella Hadden, Joseph Sowmick

### B. Recommendations to the Strategic Planning Committee:

1. Align the structure and style of the CMU Diversity and Inclusion Strategic Plan as much as possible with that of the overarching CMU Strategic Plan and the CMU Affirmative Action Plan.
2. Develop a model by which each organizational unit at CMU is expected to have its own Action Plan linked to the goals and objectives of the campus-wide Diversity and Inclusion Strategic Plan (example of this model: University of Michigan). Each unit will explain how it will implement the Action Plan with a matrix of measurable items, including learning outcomes where relevant.
3. If no member of the Committee is knowledgeable about the process and style of strategic plans and planning, appoint a consultant/resource person to advise the Committee.

4. The Committee will reach out to various constituents/stakeholders at the university and in the community through a variety of methods (forums, meetings, social media, etc.). The Committee will be involved in the CMU Strategic Planning Retreat.
5. It is recommended that the Diversity and Inclusion Strategic Plan be completed by December 2017.
6. If a permanent appointment to the Associate Vice President for Diversity, Equity and Inclusion (AVP)/Chief Diversity Officer (CDO) position is made by the time the Diversity and Inclusion Strategic Planning Committee begins its work, the AVP/CDO will also be a member of the committee.

# Appendix: Organizational Chart (reflecting recommended changes)

