DRAFT K-State 2025 Diversity Strategic Action Plan

Overarching Goal: Be an outstanding model of diversity and inclusive excellence among Top 50 public universities.

Please note: A list of diversity-related terms and acronyms with definitions can be found at the end of the Strategic Action Plan on Page 14.

	Activities	Key Outcomes -- Impact		
		Short Term *(2013 – 2015)*	**Intermediate Term** *(2016 – 2020)*	**Long Term** *(2021 – 2025)*

I N P U T S & R E S O U R C E S	**Section I Goal: To create the strongest possible organizational infrastructure to lead, plan, and be accountable for institutional progress on diversity**
	
	I. Leadership, Planning, and Accountability for Institutional Diversity
	1. Preserve the strategic planning and accountability processes put into place by the Office of Diversity and the President's Commission on Multicultural Affairs (PCMA), including university and unit-level biennial reporting processes.
	2. Hold university administrators, deans, and unit leaders accountable for role-modeling behaviors conducive to diversity and for producing results in institutional diversity by:
	    a. Ensuring the performance evaluation process for all university administrators and leaders includes a diversity criterion.
	    b. Tying the evaluation of administrators on diversity to merit increases and other university rewards.
	3. Continue to evolve and position the Office of Diversity for success.
	4. Evolve the title of chief diversity officer from Associate Provost to Vice President and include the position on the President's Cabinet.
	5. Re-establish the position of diversity fundraiser in the KSU Foundation.
	6. Maintain and strengthen the PCMA's role as the senior-most advisory body on diversity and inclusive excellence at Kansas State University by:
	    a. Continuing the broad representation of the PCMA.
	    b. Continuing the PCMA's role in strategic planning and accountability processes for institutional diversity.
	    c. Meeting at least annually with the President, Provost, diversity committees, multicultural student leaders, etc.
	7. Maintain and strengthen the role of Diversity Point People (DPP's) in leading and coordinating efforts to produce results in unit level diversity by:
	    a. Codifying that role in the job description for the DPPs.
	    b. Evaluating the DPPs against their core responsibilities with input from the chief diversity officer.
	8. Maintain and strengthen the role of diversity committees in leading and supporting efforts to produce results in unit-level diversity by:
	    a. Ensuring diversity committees are part of the unit's formal governance structure, if such structures exist for committees.
	    b. Issuing annual reports of diversity committee activities and outcomes.
	    c. Evaluating the effectiveness of diversity committees and member participation annually with input from the Diversity Point Person.
	    d. Establishing a biennial award in the Office of Diversity to recognize outstanding diversity committees.
		What do we expect to happen by 2015?
		
		A. Every unit reporting on status of diversity
		
		B. Diversity language included in university and college/major unit mission statements
		
		C. College/major unit – level strategic plans for diversity in place which align with the university strategic plan
		
		D. Task Force formed to discuss existing and future diversity criteria in the evaluation of administrators
		
		E. Racial/ethnic/cultural diversity represented on the President's Cabinet
		
		F. Chief diversity officer title evolved to Vice President
		
		G. 5% of the university revenue generated by diversity success in enrollment and retention returned to the Office of Diversity
		H. Part-time (.33 FTE) diversity fundraiser
		I. DPP's in all colleges
		
		J. Functioning diversity committees in all colleges
			What do we expect to happen by 2020?
			
			A. Every unit receives feedback on its diversity report
			
			B. Diversity language included in departmental-level mission statements
			
			C. Departmental strategic plans in place which align with the university strategic plan
			
			D. Enhancements/changes made in diversity evaluation criteria enacted
			
			E. Show an increase in the diversity of the President's cabinet
			
			F. Reorganization of the Office of Diversity to include all diversity-related units
			
			G. 7% of university revenue generated by diversity success in enrollment and retention returned to the Office of Diversity
			H. Part-time (.75 FTE) diversity fundraiser
			I. DPP's expanded to other campus units
			J. 50% of diversity committees evaluated against the college strategic plan for
				What do we expect to happen by 2025?
				
				A. Recognized externally for having a model university-wide strategic planning and reporting process for diversity
				
				D. The diversity criteria are in routine use
				
				E. Levels of diversity on the President's Cabinet which compare to or exceed Top 50 peers
				
				G. 10% of the university revenue generated by diversity success in enrollment and retention returned to the Office of Diversity
				H. Full-time (1.0 FTE) diversity fundraiser
				I. Full complement of DPP's across the university
				J. 100% of diversity committees evaluated against the college strategic plan for diversity

Activities	Key Outcomes -- Impact		
	Short Term *(2013 – 2015)*	Intermediate Term *(2016 – 2020)*	Long Term *(2021 – 2025)*
		diversity K. Biennial award for diversity committees established in the Office of Diversity	K. Diversity committee award continues
Section II Goal: To show continued improvement in the recruitment and retention of Historically Under-Represented (HUR) students			

II. Recruitment and Retention of Historically Under-Represented Students
Recruitment
9. Continue to annually produce and disseminate President's Commission on Multicultural Affairs (PCMA) Appendix A: Student Enrollment and Degree Production Data.
10. Continue to evolve and assess the approaches used in the recruitment of HUR students across the university.
11. Increase the number and value of scholarships to recruit and retain diverse students with demonstrated service to HUR groups and a commitment to the educational benefits of inclusive excellence by:
   a. Including diversity scholarships in unit fundraising goals and tracking progress towards those goals.
   b. Ensuring that scholarships are both needs-based and merit-based.
   c. Providing scholarships to both undergraduate and graduate students.
   d. Provide more scholarships and work collaboratively across campus to provide the best financial aid packages possible for the most students.
12. Ensure diverse representation in all admissions materials.
13. Document and evaluate diversity training for admissions representatives provided by the Office of Diversity.
14. Include HUR student leaders in recruitment efforts.
15. Actively engage the families of HUR students and the schools and community people who support them.
Retention
16. Track student retention and graduation rates more accurately and have the capacity to provide more nuanced reports more quickly.
17. As part of an overall university effort, give every HUR student an opportunity to be part of a structured success program.
18. Track and monitor every HUR student.
19. Implement consistent, comprehensive, collaborative best-practice methodologies across all student success programs.
20. Provide more faculty mentorship for HUR students and increase the recognition of such faculty mentors.
21. Provide tutoring for high-failure rate classes.
22. Provide better "hand off" when a student transfers from one college to another.
23. Continue to position Diversity Point People to assist with the retention of HUR students in their colleges.
24. Achieve the benefits of diversity in our study abroad opportunities by:
   a. Identifying and engaging HUR students who have studied abroad to encourage other HUR students to participate
	L. Show improvement in the recruitment of HUR students
	
	M. Produce and disseminate a report on the scholarship dollars awarded at the undergraduate, graduate, and professional levels by college and university-wide
	
	N. A plan for enhanced and integrated approaches to the recruitment of HUR students
	
	O. Temporary, part-time (.5 FTE) position added to Planning and Analysis to work on retention data
	
	P. 50% of HUR students connected to a student success program
	
	Q. Produce and disseminate the 1st to 2nd year retention and the six-year graduation rates for HUR students to all colleges
		L. Show continued improvement in the recruitment of HUR students
		
		M. Show improvement in the scholarship dollars awarded at the undergraduate, graduate, and professional levels in the colleges and university-wide.
		
		N. Begin the implementation of the plan with enhanced human and fiscal resources
		
		O. Permanent, part-time (.5 FTE) position is established
		
		P. 75% of HUR students connected to a student success program
		
		Q. Show Improvement in the retention and graduation rates for HUR students at the college-level
		
		R. Show improvement in the number of HUR
			L. Show continued improvement in the recruitment of HUR students
			
			M. The impact of unmet financial need on student retention is reduced
			
			N. A best-practice enrollment management plan for HUR students
			
			O. Full-time permanent position of Retention Data Specialist established
			
			P. 85% of HUR students connected to a student success program
			
			Q. The 1st to 2nd year retention and the six-year graduation rates for HUR students will be within 10 percentage points of the overall K-State average
			
			R. Show continued improvement in the

Activities	Key Outcomes -- Impact		
	Short Term *(2013 – 2015)*	*Intermediate Term (2016 – 2020)*	*Long Term (2021 – 2025)*
b. Identifying and cultivating potential donors with an interest in helping HUR students to study abroad. 25. Provide more best-practice instruction in the STEM disciplines and gate-keeping courses by providing more best-practice training for faculty in introductory STEM courses and holding faculty accountable for student learning.		students participating in study abroad programs	number of HUR students participating in study abroad programs
26. Evaluate the utilization of and satisfaction with various student support services among various groups of HUR students. 27. Work in collaboration with the Vice Provost for Undergraduate Studies, and the Vice President for Student Life on the retention of HUR students.	S. Task Force established to begin planning for this training	S. Best-practice training in teaching strategies for STEM and highest failure rate classes begins	S. Best-practice pedagogy is a hallmark of STEM instruction at Kansas State University
	T. Student service satisfaction survey planned	T. Student service satisfaction survey executed and the results used to improve student services	T. Improved student services for HUR students

Section III Goal: To show continued improvement in the recruitment, advancement, and retention of a diverse work force

III. *Recruitment and Retention of Historically Under-Represented (HUR) Faculty and Staff*
Recruitment

Activities	Short Term	Intermediate Term	Long Term
28. Utilize best practices for the recruitment of historically under-represented persons, including: a. Compiling Office of Affirmative Action (OAA) and disciplinary recruitment resources and promoting their use, as well as OAA's recruiting publications. b. Documenting recruiting resources used and the yield based on voluntary applicant self-identification. c. Integrating the DPPs into the search process. d. Crafting position announcements to attract a broad base of excellent and diverse applicants. e. Developing a standard set of interview questions that address cultural competence. f. Requiring systematic best-practice search committee training prior to searches. g. Enhancing the campus visit/interview experience by including HUR faculty and staff in open forums and receptions and/or by including appointments with the Associate Provost for Diversity on candidate itineraries. h. Implementing a post-hire evaluation of the search process.	U. Show continued improvement in the recruitment and retention of a diverse workforce V. Establish and publicize baselines on the diversity of applicant pools by college relative to availability W. Fully diverse search committees	U. Show continued improvement in the recruitment and retention of a diverse workforce V. Show improvement in the diversity of applicant pools relative to availability	U. Show continued improvement in the recruitment and retention of a diverse workforce V. Applicant pools which consistently reflect or exceed availability
29. Create a budget line in the Office of Diversity to assist with the hiring of faculty and staff with a demonstrated commitment to diversity. 30. Utilize Target of Opportunity (TOP), an ABD Fellows program, "grow your own strategies" cluster hiring, and visiting professorships to add faculty and staff with a demonstrated commitment to diversity. 31. Hold deans, department heads, and search committee chairs more accountable for hiring outcomes.		X. A rotating fund of $150,000 made available in the Office of Diversity to assist with bringing persons to campus who have a demonstrated commitment to diversity	X. The fund is increased to $250,000

Activities	Key Outcomes -- Impact		
	Short Term *(2013 – 2015)*	*Intermediate Term* *(2016 – 2020)*	*Long Term* *(2021 – 2025)*
Retention 32. Continue annually to produce and disseminate PCMA Appendices B & C – Faculty and Staff by Voluntary Self-identified Demographics. 33. Establish a task force to plan and supplement the mentorship of historically under-represented faculty and staff. 34. Continually assess the climate for diversity and hold faculty and staff accountable for contributing to a positive climate for diversity.	Y. A Task Force and plan Z. Climate survey and results used to inform actions/interventions	Y. Begin implementation of the plan Z. Increased number and percentage of faculty and staff reporting satisfaction in the work environment by gender, race/ethnicity/ culture, sexual orientation, and ability	Y. Greatly enhanced mentorship for HUR faculty and staff Z. A high level of satisfaction with the work place climate by gender, race/ethnicity/culture, sexual orientation, and ability
35. Conduct exit surveys with historically under-represented persons who leave the university. 36. Use diversity training to increase the cultural competence of all faculty and staff. 37. Showcase the excellence of historically under-represented faculty and staff.	AA. Exit surveys commence	AA. Exit surveys part of an automated system and feedback loop for continuous improvement	
38. Ensure department heads/units provide an orientation for all new faculty and staff. 39. Promote and reward social and educational networking opportunities that increase the cultural competence of all faculty and staff. 40. Make it standard practice to examine all options for retention of historically under-represented faculty and staff. 41. Establish a PCMA task force that will advance best practices and pursue resources to assist with the recruitment and retention of faculty and staff with a demonstrated commitment to diversity. 42. Establish a voluntary participation tracking system for historically under-represented faculty and staff. 43. Annually track the number of grievances and discrimination suits brought by historically under-represented faculty and staff, and their outcomes.	BB. A list of all diversity training resources on campus compiled and distributed CC. PCMA Task Force on Best-Practices in Diversifying the Workforce established	BB. 50% of faculty and staff have completed required university diversity training CC. An annual workshop for Deans and other hiring authorities DD. Increased number and percentage of HUR faculty achieving major career milestones/moving through P & T process EE. Increased number and percentage of HUR faculty with endowed chairs, professorships, and fellowships FF. Diversity criteria added to all performance evaluations with rewards tied to	BB. 95% of faculty and staff have completed required university diversity training CC. Best practices routinely incorporated in the recruitment and retention of HUR faculty and staff

Activities	Key Outcomes -- Impact		
	Short Term (2013 – 2015)	Intermediate Term (2016 – 2020)	Long Term (2021 – 2025)
		excellence in diversity	
			GG. No differences in the retention of HUR faculty and staff
Section IV Goal: To strengthen the ability of the curriculum to contribute to cultural competence in students			
IV. Multicultural Curriculum Transformation 44. Assess new courses/curricula for the Tilford Multicultural Competencies and the Diversity Student Learning Outcomes.	HH. Rubric of the Tilford Multicultural Competencies developed for evaluating new and existing courses	HH. Rubric used to evaluate all new and existing courses at the departmental and college level	HH. The inclusion of multicultural content and pedagogies for diversity in the curriculum is routine and affects all disciplinary areas
45. Encourage faculty to incorporate multicultural and diverse content into existing courses by: a. Continuing to offer and fund Tilford Incentive Grants (TIG's).	II. Increased number of faculty and staff attending the Tilford Conference	II. Increased number of faculty and staff attending the Tilford Conference	II. High numbers of faculty and staff routinely attend the Tilford Conference
b. Developing Tilford Faculty Fellow Poster Sessions to increase visibility of TIGs. c. Counting multicultural curriculum transformation toward promotion and tenure.	JJ. Evaluation of results from previous Tilford Incentive Grants (n=77)	JJ. Increasing funding for Tilford Incentive Grants KK. Existing courses tagged for a broad spectrum of diversity content	JJ. Triple the number of Tilford Incentive Grant recipients from 77 to 231.
46. Provide professional development for faculty to increase capacity in the use of culturally competent teaching strategies by: a. Utilizing existing programs from the Center for the Advancement of Teaching and Learning (CATL) and DOW Center for Multicultural and Community Affairs (Dow CMCA) resources to provide faculty training and support. b. Awarding certificates of completion to faculty attending these programs. c. Counting faculty participation in these programs in annual evaluations and toward promotion and tenure.	LL. Assessment of the number of departments that include specific language about promoting diversity and multiculturalism and culturally competent teaching practices in P&T documents	LL. 50% of departments include specific language about promoting diversity and multiculturalism and culturally competent teaching practices in P&T documents	LL. 95% of departments include specific language about promoting diversity and multiculturalism and culturally competent teaching practices in P&T documents
47. Strengthen and increase the impact of ethnic and gender studies programs by strengthening and advancing American Ethnic Studies (AES) and Women's Studies (WS).	MM. Permanent lines are put in place for existing term hires in AES	MM. New permanent lines and improved facilities in AES and WS	MM. Competitive, ranked programs in AES and WS

Activities	Key Outcomes -- Impact		
	Short Term (2013 – 2015)	Intermediate Term (2016 – 2020)	Long Term (2021 – 2025)

Section V Goal: To show improvement in the number and types of partnerships utilized to advance diversity and inclusive excellence
 	
V. Diversity Partnerships
48. Increase awareness of internal and external partnership opportunities by:
  a. Creating and disseminating information about existing partnerships across the university.
  b. Standardizing reporting of partnership opportunities with a reporting template documenting partnership information such as longevity of partnership, level of financial support, level of personnel support, partnership activities and outcomes, prospects for sustainability, etc.
  c. Identifying unique partnerships at various institutions around which exchange agreements can be crafted.
49. Support establishing partnerships within the community by:
  a. Creating a list of existing partnerships and posting to a website.
  b. Creating and documenting new partnerships.
  c. Developing meaningful and coordinated relationships with Kansas community colleges.
  d. Investigating the mid-west interstate exchange program and opportunities to lower tuition to perspective students.
50. Increase partnerships with HBCU's, HSI's, and NASI's to build relationships with people who can enrich our research, teaching, and recruitment of students and personnel by:
  a. Sponsoring special summer research and learning opportunities for HBCU, HSI, and NASI students.
  b. Target NASI's for partnerships that help reverse the decline observed in Native American student enrollments.
  c. Develop faculty exchange programs to enhance the cultural competence of K-State faculty and increase the presence of diverse faculty on campus.
51. Give faculty "credit" for participation in faculty exchanges/visitation.
52. Provide low-cost temporary university housing facilities like the Edwards Hall apartment and Brockman House for visiting graduate students and faculty and maintain and share information about additional potential housing.
 	
53. Increase the number of international partnerships in developing countries.
54. Identify areas of concentration (and absence) to guide the development of future international partnerships.
55. Increase funding for diversity partnerships by:
  a. Creating a budget for each initiative which differentiates basic and intermediate level functioning for each partnership.
  b. Sharing that data with interested donors for "what could be".
	NN. A new baseline on existing partnerships established through the 2012-2013 university-wide diversity reporting process
	
	OO. The decline of Native American student enrollments is reversed
	
	PP. The number of K-State faculty visiting minority serving institutions (MSI's) and their faculty visiting K-State is established
	
	QQ. A new baseline on international partnerships in developing countries established through the 2012-2013 reporting process
		NN. Show increases in the number and types of partnerships
		
		OO. Show increases in Native American student enrollments
		
		PP. A fund of $100,000 is established to incentivize K-State faculty visiting MSI's and their faculty visiting K-State
		
		QQ. Increases in the number and types of international partnerships in developing countries
			NN. Using the new baseline numbers, double the number of partnerships with HBCU's, HSI's, and tribal colleges
			
			OO. Show continued increases in Native American student enrollments
			
			PP. Increased number of K-State faculty visiting MSI's and their faculty visiting K-State
			
			QQ. Using the new baseline numbers for Africa, China, South America, and the Caribbean, strategically increase the number of partnerships
			RR. Diversity partnerships are contributing to student recruitment, faculty exchange, collaborative research, collaborative grantsmanship, and increased funding.

Activities	Key Outcomes -- Impact		
	Short Term (2013 – 2015)	Intermediate Term (2016 – 2020)	Long Term (2021 – 2025)
Section VI Goal: To increase funding for initiatives that support the benefits of diversity and inclusive excellence at Kansas State University			

VI. Fundraising
56. Strengthen leadership for diversity fundraising by:
  a. Funding a position within the Foundation to work exclusively on diversity fundraising.
  b. Building unified, cross-disciplinary programs and funding proposals.
  c. Including the Multicultural Center and the Coretta Scott King Gardens of Engagement as important priorities within diversity fundraising.
	SS. Establish and disseminate information on diversity fundraising by college/university-wide	SS. Show a 20% increase in diversity funding	SS. Show a 50% increase in diversity funding

57. Increase grant-funded support related to diversity by:
  a. Adding personnel to the Office of Diversity to focus on grant identification and writing.
  b. Developing a contact person in Sponsored Projects who regularly searches for and communicates diversity grant opportunities.
  c. Exploring or leveraging ties to state programs to develop funded partnerships.
58. Increase resources dedicated to the success of HUR students success by:
  a. Including diversity programs and needs-based scholarships on annual giving lists.
  b. Utilizing affinity groups of corporate partners for increasing diversity programs and scholarship funding.
  c. Instituting fundraising programs to raise money for needs-based scholarships and professional development for undergraduate, graduate, and professional students.
  d. Increasing support and funding for scholarships and student success programs within the colleges.
  e. Providing funding to help with emergencies and to pay for memberships in honorary societies, scholarship organizations, and graduate school applications.
  f. Showcasing the corporations that fund our students.
  g. Collaborating with the Office of Corporate Engagement.
  h. Teaching faculty how to include diversity in their proposals for broader impact.
	TT. A part-time (.5 FTE) position added to the Office of Diversity to assist in grant identification and writing	TT. Increased funding through granting agencies and foundations	TT. A full-time position is added to the Office of Diversity to assist in grant identification and writing

59. Obtain the funding needed for a Multicultural Center and to complete the Coretta Scott King Gardens of Engagement.	UU. The fundraising plans and documents for the Multi-cultural Center and the Gardens are developed	UU. The Multicultural Center and the Coretta Scott King Gardens of Engagement completed	UU. Recognition of the King Memorial Bust and the Coretta Scott King Gardens as a National Historic Site

60. As an aid in fundraising, increase recognition for the excellence of K-State diversity efforts by:
  a. Developing more capability to publicize and market current programs and successes.
  b. Hosting professional organizations and groups such as Women in IT, SWE, etc.
  c. Increasing academic publications and presentations related to the success of K-State diversity programs.
	VV. Increased number of articles, interviews, presentations, or other publications on K-State diversity programs	VV. Proposals submitted for hosting professional associations dealing with diversity	

Activities	Key Outcomes -- Impact		
	Short Term (2013 – 2015)	Intermediate Term (2016 – 2020)	Long Term (2021 – 2025)
Section VII Goal: To create a climate at K-State in which all university members can thrive VII. **Enhancing the Community, Climate, and Centrality of Diversity** 61. Assess/evaluate the climate for diversity across the university by: a. Developing and administering climate surveys in 2013-2014, and every three years thereafter. b. Using the results to guide training/implement actions to address climate issues and to recognize successes. c. Publicize findings on the K-State homepage, in K-State Today, and through Media Relations. 62. Conduct a salary equity study based on gender and race/ethnicity/culture and make salary adjustments, as appropriate. 63. Ensure administrators and supervisors act swiftly, definitively, and appropriately in addressing problems, offensive interpersonal behavior, and critical incidents as they arise by: a. Making training required for administrators and supervisors. b. Ensuring procedures for appeal, grievances, and dispute resolution are known to all faculty, staff, and students. c. Holding administrators and supervisors accountable for resolving problems. 64. Continue to develop opportunities for Diversity Point People, diversity committees, and other multicultural organizations to interact and support the common mission of promoting cultural competence by: a. Creating and maintaining a "diversity" link on each college/unit website. b. Providing a list of activities that faculty and staff can participate in for diversity inclusion. c. Provide more information about K-State diversity through the Office of Diversity. d. Continue to house lists for DPPs, the PCMA, and multicultural student organizations in the Office of Diversity. e. Expect administrators, deans, and DPPs to promote and attend major university multicultural events such as the MLK Observance Week, Multicultural Pride Day, etc. f. Build and strengthen alliances between the multicultural faculty/staff organizations. g. Recognize diversity involvement as part of annual evaluations. h. Hold the Diversity Summit annually, as appropriate. i. Utilize partnerships with corporations to help make the "business case" for diversity. 65. Continue to develop opportunities for HUR and all students to interact and support the common mission of promoting cultural competence by: a. Providing learning environments outside the classroom in which students can interact, learn, and become more culturally competent. b. Complete the Coretta Scott King Gardens of Engagement and obtain recognition as a National Historic Landmark. 66. Provide more training on diversity issues for the campus and during the orientation of new employees.	WW. Climate survey completed, results publicized, and areas for improvement identified YY. Increased numbers of joint meetings and activities for DPP's, diversity committees, and other organizations of people committed to diversity ZZ. Diversity links on all college/major unit homepages AAA. Two diversity newsletters published per school year beginning in spring, 2014 BBB. Annual evaluations include a diversity component	WW. Follow up climate surveys conducted to assess progress with results showing improvement in target areas XX. Salary equity study completed and recommendations addressed	WW. Follow up climate surveys occur on a rotating basis XX. Elimination of salary inequities

Activities	Key Outcomes -- Impact		
	Short Term *(2013 – 2015)*	Intermediate Term *(2016 – 2020)*	Long Term *(2021 – 2025)*

67. Enhance support for the growing number of HUR students at Kansas State University by:
  a. Increasing support for the Multicultural Student Organizations (MSO) Office.
  b. Through the Office of Diversity, the Student Governing Association, colleges, and departments, adequately fund the major events for HUR students.
  c. Develop a Multicultural Center.
68. Work with media and public relations people to be sure that the naming of buildings and the use of photographs increase the visual representation of diversity at K-State.
	CCC. Permanent line for the Program Coordinator serving in the MSO office	CCC. Improved facilities for the MSO Office until a Multicultural Center is available	

Section VIII Goal: To be recognized as among the Top 50 public research institutions for our scholarship on diversity			
VIII. Scholarship on Diversity 69. Establish an online journal focused on diversity. 70. Create systematic structures to strengthen and support diversity scholarship production by faculty and staff by:	DDD. Online journal on diversity planned	DDD. Online journal on diversity launched	DDD. University is recognized as a national leader in diversity scholarship/research
a. Establishing an Office for the Advancement of Research on Diversity in the Academy at Kansas State University.		EEE. Creation of an office within the Multicultural Center that supports diversity scholarship production	
b. Creating a mechanism for faculty/staff to seek travel grants/support to national/international conferences for dissemination of diversity research. c. Creating a competitive research award to recognize faculty/staff excellence in diversity research.	FFF. Creation of a $25,000 budget item to support travel to national/ international conferences for dissemination of diversity research	FFF. Increase in budget line to $30,000	FFF. Increase in budget line to $50,000
d. Holding an annual banquet to recognize and honor faculty/staff who received external funding, published, or presented diversity research during the academic year.	GGG. Annual Banquet honoring faculty/staff who received external funding, published, or presented diversity research	GGG. Diversity research award established	GGG. Excellence in diversity research routinely awarded
71. Increase grant funding for faculty/staff scholarship on diversity topics.	HHH. Baseline on funding for faculty/staff scholarship on diversity established through 2012-2013 university- wide reporting on diversity	HHH. Increase funding for diversity scholarship by 10%	HHH. Increase external funding for diversity scholarship by 30%
72. Use brown bag lunches and other programs/activities to increase the visibility of diversity scholarships and to encourage collaborations			

Activities	Key Outcomes -- Impact		
	Short Term (2013 – 2015)	Intermediate Term (2016 – 2020)	Long Term (2021 – 2025)
Section IX Goal: To increase recognition and celebration of diversity excellence *IX. Awards Received for Diversity Excellence* 73. Use awards to recognize the accomplishments and contributions of faculty and staff for the promotion of campus diversity, including: 　a. Biennial award for Most Outstanding Diversity Point Person. 　b. Biennial award for Most Outstanding Diversity Committee. 　c. Biennial award for Most Outstanding Classified Staff in Diversity. 　d. Biennial award for Best Diversity Research 　e. Annual Commerce Bank Presidential Award for Diversity. 　f. Annual Outstanding College/Unit Award. 　g. Diversity excellence counted in annual performance evaluations and in promotion and tenure considerations.	III. The Commerce Bank Awards, the Outstanding College/ Unit Award, and the student awards in diversity continue	III. Biennial awards established in the Office of Diversity for Most Outstanding Diversity Point Person, Most Outstanding Diversity Committee, Most Outstanding Classified Staff Person in Diversity, and Best Diversity Research	III. K-State faculty and staff are represented among regional and national diversity leaders
74. Use annual wards to recognize the accomplishments and contributions of students to the promotion of campus diversity, including: 　a. Commerce Bank Presidential Award for Diversity. 　b. HALO Award. 　c. BSU Award. 　d. LULAC Award. 　e. Alumni Association Multicultural Student Awards. 　f. Student Life Outstanding Senior Awards. 75. Communicate the diversity accomplishments of K-State faculty, staff, and students at the local, regional, and national levels, including: 　a. Hosting an annual award ceremony for awardees.		JJJ. Four colleges establish outstanding unit/department awards in diversity KKK. Diversity excellence counted in annual performance evaluations and in P&T considerations	JJJ. All colleges have established outstanding unit/department awards in diversity
	LLL. Diversity award winners included in the university's annual awards program	LLL. Diversity award winners included in Diversity Summit and the university's annual awards program	
b. Routinely nominating diverse faculty, staff, and students for diversity awards at the regional and national levels. 　c. Capturing/show-casing best practices of award winners.	MMM. Increased numbers of faculty, staff, and students nominated for diversity awards NNN. Taped interviews conducted with all diversity award winners highlighting best practices	MMM. A half-time (.5 FTE) staff person to be a resource for award applicants	MMM A full-time (1.0 FTE) staff person to be a resource for award applicants
d. Including write-ups of award winners in the Foundation donor magazine. 　e. Including write-ups of award winners in the Office of Diversity newsletter. 　f. Advocating for the visibility of the diversity movement on campus.			

Activities	Key Outcomes -- Impact		
	Short Term (2013 – 2015)	Intermediate Term (2016 – 2020)	Long Term (2021 – 2025)

Section X Goal: To be recognized as having one of the best models of multicultural alumni engagement among Top 50 public research institutions
 	
X. *The Engagement of HUR Alumni*
76. Increase the number and types of interactions with HUR alumni by:
  a. Conducting regional events for various groups of HUR alumni.
  b. Hosting reunions at K-State for various groups of HUR alumni.
  c. Fostering a culture among alumni as mentors/recruiters through meaningful interactions with students/prospective students.
  d. Including HUR alumni on advisory councils and as guest speakers.
  e. Holding college gatherings during alumni reunions.
  f. Routinely reaching out to HUR alumni.
  g. Cataloging and showing distinguished HUR alumni to prospective and current students.
77. Increase the number of HUR alumni receiving awards/recognition by:
 	
  a. Encouraging academic departments to nominate HUR graduates for various alumni awards.
  b. Creating a recognition wall for HUR alumni.
  c. Creating a community impact/service award for HUR alumni supported by the Alumni Association, the Office of Diversity, Research and Extension, and the KSU Research Foundation.
78. Maintain the strategic emphasis on multicultural alumni affairs in the K-State Alumni Association by:
  a. Maintaining the position of associate director of multicultural alumni affairs.
  b. Maintaining the Multicultural Alumni Council (MAC).
  c. Starting early to create a culture of giving back to the university among HUR undergraduates.
79. Insure dedicated resources are available to support the engagement of HUR alumni.
.
	OOO. New baselines on HUR alumni engagement established as part of 2012-2013 university-wide reporting on diversity
	
	RRR. Increased number of multicultural graduates nominated for various alumni awards
	
	SSS. Maintain current resources in the Office of Diversity to help support HUR alumni engagement
		OOO. Show significant increases in the number and types of engagement with HUR alumni across the university
		
		QQQ. More HUR alumni donating more money to the university
		
		RRR. HUR Alumni Service Award and Outstanding HUR Alumni Wall created
		
		SSS. Increase resources in the Office of Diversity to help support HUR alumni engagement by $20,000
			OOO. Creation of an extensive network of HUR alumni who are passionately engaged with the university
			
			PPP. Recognized among the Top 50 public research institutions as having model alumni engagement programs
			
			SSS. Multicultural Alumni provide support for engagement activities and programs.
			
			TTT. Alumni Affairs is a department in the Alumni Association.

Links to K-State 2025 University Benchmark Metrics, Common Elements, and Thematic Goals, Outcomes, and Metrics

Links to Benchmark Metrics	Links to Common Elements
B-2 - Endowment pool B-6 - Freshman-to-sophomore retention rate B-7 - Six-year graduation rate	CE-1 - Communications and Marketing CE-2 - Culture CE-3 - Diversity CE-4 - External Constituents CE-5 - Funding CE-6 - International

Links to University Thematic Goals, Outcomes, and Metrics			
Links to 2025 Thematic Goals and Metrics	Links to Short Term Outcomes (2011 – 2015)	Links to Intermediate Outcomes (2016 – 2020)	Links to Long Term Outcomes (2021 – 2025)
T1 - Research, Scholarly and Creative Activities, and Discovery (RSCAD)			
T2 - Undergraduate Educational Experience (UEE) **Theme 2 Metrics:** T2-1 - # and % of undergraduate students participating in a meaningful international experience T2-3 - Total funding awarded for undergraduate scholarship support T2-4 - # and % of students participating in an undergraduate student success program T2-6 - % of undergraduate enrollment by demographic group T2-7 - Student satisfaction and utilization rates	T2-A - Excellent, customized academic advising and services available to all students to support their success and degree completion T2-F - Effective system in place that supports and promotes teaching excellence T2-G - Successful recruitment and retention strategies that address our entire student population T2-H - Improved six-year graduation rates and retention ratios	T2-J - Excellent reputation for high quality teaching and advising that prepares students for their professional, community, social, and personal lives T2-K - Superior and diverse faculty recognized for teaching excellence T2-N - Ongoing improvement of six-year graduation rates and retention ratios	T2-O - An undergraduate educational experience recognized as one of the best among the nation's Top 50 Public Research Universities T2-Q - Freshman to Sophomore retention ratios comparable to benchmark institutions T2-R - Six-Year graduation rates comparable to benchmark institutions
T3 - Graduate Scholarly Experience **Theme 3 Metrics:** T3-7 - Total graduate students enrolled by demographic group and degree type	T3-H - Expanded partnerships with industry and government to provide high level learning and experiential training opportunities for graduate students		

Links to University Thematic Goals, Outcomes, and Metrics			
Links to 2025 Thematic Goals and Metrics	**Links to Short Term Outcomes (2011 – 2015)**	**Links to Intermediate Outcomes (2016 – 2020)**	**Links to Long Term Outcomes (2021 – 2025)**
T4 - Engagement, Extension, Outreach and Service **Theme 4 Metrics:** T4-3 - # of partnerships by sector and geographic boundary supporting collaborative research, education, and engagement			
T5 - Faculty and Staff **Theme 5 Metrics:** T5-3 - Competitive compensation packages for faculty and staff T5-5 - % of tenure/tenure-track faculty by demographic group T5-6 - % of fulltime staff by demographic group T5-7 - % of faculty and staff reporting satisfaction in the work environment	T5-A - Total compensation competitive with aspirant university and regional employers for faculty and staff in high priority areas	T5-E - Total compensation competitive with aspirant university and regional employers for all employees T5-G - Successful recruitment and retention of a talented and high performing, diverse workforce	T5-H - Talented and high performing, diverse workforce recognized for excellence and award-winning faculty and researchers T5-I - Stable funding available for recruitment and retention of top level faculty and staff
T6 - Facilities and Infrastructure **Theme 6 Metrics:** T6-5 - % of faculty, staff, and students reporting satisfaction with facilities and infrastructure	T6-B - Adequate temporary space to house programs and staff impacted by renovations of existing facilities	T6-E - Enhanced campus community experience and collaborative learning and working environments promoted by facilities that support multidisciplinary work and integrated interaction between students, faculty, researchers, staff, and administrators	T6-J - An excellent campus community experience supported by facilities and landscapes that enhance social interaction, learning and collaboration

LEGEND/DEFINITIONS OF DIVERSITY-RELATED TERMS
(terms appear alphabetically)

AES	American Ethnic Studies Program – a department and major in the College of Arts and Sciences
CATL	Center for the Advancement of Teaching and Learning
Cultural Competence	The knowledge sets, skills, and personal attributes needed to work successfully in an increasingly diverse and global workplace. At Kansas State University, we ascribe to the cultural competencies identified and promoted by the Tilford Initiative.
Diverse	Reflecting difference
Dow CMCA	Dow Center for Multicultural and Community Affairs
DPP's	Diversity Point People – people appointed at the dean's level to guide diversity efforts within major units or colleges
GLBTQ	Individuals who self-identify as gay, lesbian, bi-sexual, transgendered, questioning and/or queer
HBCU's	Historically Black Colleges and Universities
HSI's	Hispanic-Serving Institutions
HUR	Historically Under-Represented – the classes of American citizens specifically named and protected in anti-discrimination legislation with a particular concern for the intersectionalities of 1st generation status and economic diversity
MSI's	Minority-Serving Institutions
Multicultural Curriculum Transformation	The inclusion and infusion of content into the curriculum that reflects people of diverse cultural backgrounds and the use of pedagogies for diversity to produce cultural competence in students
NASI's	Native American-Serving Institution
OAA	Office of Affirmative Action
PCMA	President's Commission on Multicultural Affairs
TIG's	Tilford Incentive Grants – a small grant program emanating from the Office of the Provost to encourage faculty and staff to engage in multicultural curriculum transformation
WS	Women's Studies – a department and major in the College of Arts and Sciences