K-State 2025 Strategic Action and Alignment Plan for the Office of Diversity

1. **What are your College's/Major Unit's/Department's mission and vision and how does your organization contribute to achieving the University's vision for K-State 2025? Departments should also indicate how your organization contributes to your College's/Major Unit's vision for K-State 2025.**

   Mission: The Office of Diversity works in three areas. First, it leads, coordinates, and supports efforts university-wide to expand opportunities at Kansas State University for persons who are multicultural. The Office of Diversity works to insure that any historically under-represented person will find at this university an inclusive environment, full of limitless opportunities to realize his or her potential.

   Second, the Office of Diversity supports the development of an authentically harmonious environment both within and between groups. Sometimes, this means addressing the status quo when it is dysfunctional and adversely impacts those who are different. This means implementing conferences, summits, workshops, heritage months, and other programs that educate people and build cultural competence. Very often, this means working one -on- one, having difficult dialogues, and reaching new understandings. What it does not mean is creating an atmosphere of political correctness where people do not feel free to speak their minds and have robust discussions that lead to the rise and fall of ideas.

   Third, the Office of Diversity intends for K-State to be the best in class in multiculturalism and diversity. Failure in this area is not an option, no matter how great the challenge or how incremental the process of institutional change might be.

   The Office of Diversity promotes multiculturalism and diversity by initiating programs, collaborating with others, identifying and pursuing best practices, making data-driven decisions, applying the methodologies of evaluation and continuous improvement, and raising the money it takes to do this work effectively. We also do this work by helping to diversify the curriculum, and creating partnerships inside and outside the university. We also create and maintain an infrastructure for the promotion of campus diversity, and we continually seek to build a network of allies.

   The Office of Diversity does this work for the great state of Kansas, the Midwest, the nation, and the world. As the country's first land-grant university, the Office of Diversity believes in the access mission. The number of multicultural and multiracial people in the state of Kansas is growing rapidly. These individuals need access to higher education to better the quality of their lives and to enhance their life chances. At the same time, the state and the nation need this talent. The data show that those in the K-12 pipeline are increasingly diverse, while those who are exiting the workforce are largely homogenous. With this fact squarely in mind, we do this work to develop high-quality multicultural talent with the K-State brand to sustain the American workforce and take on the world's myriad and vexing challenges.

   There is no question that a Top 50 public research institution will have to be a national model in multiculturalism, diversity, and inclusive excellence. This is a defining characteristic of public higher education now, and it will endure into the future. After years of planning and working strategically, Kansas State University has overcome many of its documented deficiencies in diversity to now be recognized nationally for its diversity excellence. The work in the Office of Diversity has contributed to: (1) record numbers of multicultural students enrolling at K-State and as of 2014, record numbers of multicultural students graduating; (2) the recruitment and retention of multicultural persons as faculty, staff, and administrators; (3) the development of award-winning multicultural student organizations and the most outstanding multicultural student leaders; (4) the recognition and celebration of diversity excellence in others; (5) the provision of many high-quality educational and cultural programs; (6) the mobilization of multicultural alumni and friends; (7) the promotion and documentation of diversity-related scholarship; (8) the development of an improved climate for diversity; and (9) a significant improvement in cultural competence in everyone.

To be sure, Kansas State University has come a long way, and we still have a long way to go. The Office of diversity will continue to view the campus as a work in progress, and it will continue to promote multiculturalism, diversity, and inclusive excellence with vigor. For those who are multicultural, we want affirmation, empowerment, equity, and opportunity. For all, we want a place in which to thrive. For our state, we want the talent it needs to innovate and sustain itself, and for our multicultural families and students, we want their dreams to come true.

Vision: 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.

2. **What are your College's/Major Unit's/Department's _key_ strategic activities and outcomes?** *(Enter response in table below.)*

3. **Colleges/Major Units only: Identify which of your College's/Major Unit's strategic outcomes are directly linked to the University's benchmark and thematic goal metrics.** *(Enter your response [in brackets] after the relevant outcome in the table below.)*

Departments only: Identify which of your Department's strategic outcomes are directly linked to your College's/Major Unit's outcomes. *(Enter your response [in brackets] after the relevant outcome in the table below. If your Department or similar unit is not in a College or Major Unit, identify which of your outcomes are directly linked to the University's benchmark and thematic goal metrics.)*

Key Activities	Short Term (2014 - 2015) *Key Outcomes*	Intermediate (2016 - 2020) *Key Outcomes*	Long Term (2021 - 2025) *Key Outcomes*
What we plan to do…	*What we expect to happen…*	*What we expect to happen…*	*What we expect to happen…*

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
	A. Every unit reporting on status of diversity	A. Every unit receives feedback on its diversity report	A. Recognized externally for having a model university-wide strategic planning and reporting process for diversity

	B. Diversity language included in university and college/major unit mission statements	B. Diversity language included in departmental-level mission statements	
	C. College/major unit – level strategic plans for diversity in place which align with the university strategic plan	C. Departmental strategic plans 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	D. Enhancements/changes made in diversity evaluation criteria enacted	D. The diversity criteria are in routine use
	E. Racial/ethnic/cultural diversity represented on the President's Cabinet	E. Show an increase in the diversity of the President's cabinet	E. Levels of diversity on the President's Cabinet which compare to or exceed Top 50 peers
	F. Chief diversity officer title evolved to Vice President	F. Reorganization of the Office of Diversity to include all diversity-related units	
	G. 5% of the university revenue generated by diversity success in enrollment and retention returned to the Office of Diversity	G. 7% of university revenue generated by diversity success in enrollment and retention returned to the Office of Diversity	G. 10% of the university revenue generated by diversity success in enrollment and retention returned to the Office of Diversity

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.

H. Part-time (.33 FTE) diversity fundraiser	H. Part-time (.75 FTE) diversity fundraiser	H. Full-time (1.0 FTE) diversity fundraiser
I. DPP's in all colleges	I. DPP's expanded to other campus units	I. Full complement of DPP's across the university
J. Functioning diversity committees in all colleges	J. 50% of diversity committees evaluated against the college strategic plan for diversity	J. 100% of diversity committees evaluated against the college strategic plan for 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.

L. Show improvement in the recruitment of HUR students	L. Show continued improvement in the recruitment of HUR students	L. Show continued 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	M. Show improvement in the scholarship dollars awarded at the undergraduate, graduate, and professional levels in the colleges and university-wide.	M. The impact of unmet financial need on student retention is reduced
N. A plan for enhanced and integrated approaches to the recruitment of HUR students	N. Begin the implementation of the plan with enhanced human and fiscal resources	N. A best-practice enrollment management plan for HUR students
O. Temporary, part-time (.5 FTE) position added to Planning and Analysis to work on retention data	O. Permanent, part-time (.5 FTE) position is established	
P. 50% of HUR students connected to a student success program	P. 75% of HUR students connected to a student success program	P. 85% 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	Q. Show Improvement in the retention and graduation rates for HUR students at the college-level	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 improvement in the number of HUR students participating in study abroad programs	R. Show continued improvement in the number of HUR students participating in study abroad programs
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

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
  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.			
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.			

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
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.
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.			

	U. Show continued improvement in the recruitment and retention of a diverse workforce	U. Show continued improvement in the recruitment and retention of a diverse workforce	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	V. Show improvement in the diversity of applicant pools relative to availability	V. Applicant pools which consistently reflect or exceed availability
	W. Fully diverse search committees		
		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

31. Hold deans, department heads, and search committee chairs more accountable for hiring outcomes.			
Retention			
32. Continue annually to produce and disseminate PCMA Appendices B & C – Faculty and Staff by Voluntary Self-identified Demographics.	Y. A Task Force and plan	Y. Begin implementation of the plan	Y. Greatly enhanced mentorship for HUR faculty and staff
33. Establish a task force to plan and supplement the mentorship of historically under-represented faculty and staff.	Z. Climate survey and results used to inform actions/interventions	Z. Increased number and percentage of faculty and staff reporting satisfaction in the work environment by gender, race/ethnicity/ culture, sexual orientation, and ability	Z. A high level of satisfaction with the work place climate by gender, race/ethnicity/culture, sexual orientation, and ability
34. Continually assess the climate for diversity and hold faculty and staff accountable for contributing to a positive climate for diversity.	AA. Exit surveys commence	AA. Exit surveys part of an automated system and feedback loop for continuous improvement	
35. Conduct exit surveys with historically under-represented persons who leave the university.	BB. A list of all diversity training resources on campus compiled and distributed	BB. 50% of faculty and staff have completed required university diversity training	BB. 95% of faculty and staff have completed required university diversity training
36. Use diversity training to increase the cultural competence of all faculty and staff.	CC. PCMA Task Force on Best-Practices in Diversifying the Workforce established	CC. An annual workshop for Deans and other hiring authorities	CC. Best practices routinely incorporated in the recruitment and retention of HUR faculty and staff
37. Showcase the excellence of historically under-represented faculty and staff.			
38. Ensure department heads/units provide an orientation for all new faculty and staff.		DD. Increased number and percentage of HUR faculty achieving major career milestones/moving through P & T process	
39. Promote and reward social and educational networking opportunities that increase the cultural competence of all faculty and staff.		EE. Increased number and percentage of HUR faculty with endowed chairs, professorships, and fellowships	
40. Make it standard practice to examine all options for retention of historically under-represented faculty and staff.		FF. Diversity criteria added to all performance evaluations with rewards tied to excellence in diversity	
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.			GG. No differences in the retention of HUR faculty and staff
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.			

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:	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
a. Continuing to offer and fund Tilford Incentive Grants (TIG's). b. Developing Tilford Faculty Fellow Poster Sessions to increase visibility of TIGs.	JJ. Evaluation of results from previous Tilford Incentive Grants (n=77)	JJ. Increasing funding for Tilford Incentive Grants	JJ. Triple the number of Tilford Incentive Grant recipients from 77 to 231.
c. Counting multicultural curriculum transformation toward promotion and tenure.		KK. Existing courses tagged for a broad spectrum of diversity content	
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.	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
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. 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

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
	NN. A new baseline on existing partnerships established through the 2012-2013 university-wide diversity reporting process	NN. Show increases in the number and types of partnerships	NN. Using the new baseline numbers, double the number of partnerships with HBCU's, HSI's, and tribal colleges

	OO. The decline of Native American student enrollments is reversed	OO. Show increases in Native American student enrollments	OO. Show continued increases in Native American student enrollments
	PP. The number of K-State faculty visiting minority serving institutions (MSI's) and their faculty visiting K-State is established	PP. A fund of $100,000 is established to incentivize K-State faculty visiting MSI's and their faculty visiting K-State	PP. Increased number of K-State faculty visiting MSI's and their faculty visiting K-State
	QQ. A new baseline on international partnerships in developing countries established through the 2012-2013 reporting process	QQ. Increases in the number and types of international partnerships in developing countries	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.

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".

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.
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.

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
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
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
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	

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.

59. Obtain the funding needed for a Multicultural Center and to complete the Coretta Scott King Gardens of Engagement.

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.

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
	WW. Climate survey completed, results publicized, and areas for improvement identified	WW. Follow up climate surveys conducted to assess progress with results showing improvement in target areas	WW. Follow up climate surveys occur on a rotating basis

		XX. Salary equity study completed and recommendations addressed	XX. Elimination of salary inequities
	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		
	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	

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.

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.

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.	DDD. Online journal on diversity planned	DDD. Online journal on diversity launched	DDD. University is recognized as a national leader in diversity scholarship/research
70. Create systematic structures to strengthen and support diversity scholarship production by faculty and staff by:		EEE. Creation of an office within the Multicultural Center that supports diversity scholarship production	
a. Establishing an Office for the Advancement of Research on Diversity in the Academy at Kansas State University.	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
b. Creating a mechanism for faculty/staff to seek travel grants/support to national/international conferences for dissemination of diversity research.	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
c. Creating a competitive research award to recognize faculty/staff excellence in diversity research. d. Holding an annual banquet to recognize and honor faculty/staff who received external funding, published, or presented diversity research during the academic year. 71. Increase grant funding for faculty/staff scholarship on diversity topics. 72. Use brown bag lunches and other programs/activities to increase the visibility of diversity scholarships and to encourage collaborations	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%
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.	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
c. Biennial award for Most Outstanding Classified Staff in Diversity.		JJJ. Four colleges establish outstanding unit/department awards in diversity	JJJ. All colleges have established outstanding unit/department awards in diversity

		KKK. Diversity excellence counted in annual performance evaluations and in P&T considerations	
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. 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. 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. 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.	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	
	MMM. Increased numbers of faculty, staff, and students nominated for diversity awards	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
	NNN. Taped interviews conducted with all diversity award winners highlighting best practices		

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	OOO. Show significant increases in the number and types of engagement with HUR alumni across the university	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
		QQQ. More HUR alumni donating more money to the university	
	RRR. Increased number of multicultural graduates nominated for various alumni awards	RRR. HUR Alumni Service Award and Outstanding HUR Alumni Wall created	
	SSS. Maintain current resources in the Office of Diversity to help support HUR alumni engagement	SSS. Increase resources in the Office of Diversity to help support HUR alumni engagement by $20,000	SSS. Multicultural Alumni provide support for engagement activities and programs.
			TTT. Alumni Affairs is a department in the Alumni Association.

4a. What resources and/or opportunities <u>exist</u> for your College/Major Unit/Department to achieve its vision and outcomes?

The Office of Diversity has the following resources to achieve this mission: (1) an administrative office suite in Anderson Hall and an office for multicultural student organizations in the K-State Student Union; (2) a state budget with two permanent lines, two term positions, and one temporary position; (3) two term program coordinators funded on grants; (4) two graduate assistants-one funded by SGA/EOF and another funded on grants; (5) four peer mentors funded on grants; (6) two student assistants funded by SGA/EOF; (7) an infrastructure of diversity point people in the colleges and college diversity committees; (8) the President's Commission on Multicultural Affairs; (9) multicultural alumni; (10) corporate support and fundraising success; (11) widespread support in communities of color and among parents all across the state and in the region; and (12) the Project IMPACT best practice pipeline of student recruitment and retention programs.

4b. What resources and/or opportunities are <u>needed</u> for your College/Major Unit/Department to achieve its vision and outcomes?

The Office of Diversity needs:

1. Adequate space- The Office of Diversity has too little space for its groups, meetings, programs, staff, equipment, files, supplies, and program materials. Our work and forward progress is being limited by the lack of appropriate space.

2. A dedicated full-time diversity fundraiser- Opportunities for diversity fundraising have never been better, but there are not enough human resources devoted to cultivating and capturing this money. The model of a shared fundraiser has worked to some extent, but the need only increases and now, that need has become all the more urgent with the emergence of plans to build a Multicultural Student Center.

5. How do you propose to acquire the resources needed for your College/Major Unit/Department to accomplish its vision and outcomes?

1. Fundraising is essential and will be done as possible with the time and resources that are available.

2. Re-organize and provide more training for the staff in the Office of Diversity. This will create more efficiency, put more and different expertise into play, and free up more of the associate provost's time for fundraising duties.

3. Continue to produce the measurable outcomes indicative of diversity excellence which make investing in diversity at K-State a compelling case and a competitive advantage to others.

6. How does your plan link to the K-State 2025 University Benchmark Metrics, Common Elements, and Thematic Goals, Outcomes, and Metrics? *(See below)*

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