2017-22 CED Strategic Plan Draft
Community Feedback Summary

Vision Statement

General

- Line 3: Add a subtitle. – LGBTQ Commission, CED Staff Retreat with Ann Morrissey

Specific

- Lines 1-20: Incorporate more inclusive, collaborative language in vision statement. For example, “CED will lead efforts to promote a more diverse, equitable, and inclusive community.” – Senior Leadership Team
- Lines 21-30: Add socioeconomic class to the list of marginalized groups. – Equity Council, LGBTQ Commission
- Lines 21-30: Bullet the list of identities alphabetically. – LGBTQ Commission

General Recommendations

Drafting

- Include more strategies and actions about staff. The plan seems disconnected from the staff experience. – Equity Council, President’s Commission on the Status of Women, Communications & Marketing Diversity Committee, Research & Economic Development Committee, Online Feedback Form
- Offer specific recommendations for administrators because they are not students, faculty, or staff. – Online Feedback Form
- Remove deficit-based language and perspectives. – Equity Council, Communications & Marketing Diversity Committee, Research & Economic Development Committee, Bryan Dewsbury, Student Affairs VP and Directors
- Use definitive action verbs. Some of the action verbs in the document are subjective and should not be used (i.e., explore reflect, good, and ensure in the document). – Bryan Dewsbury, Equity Council, President’s Commission on the Status of Women
- Condense objectives, strategies, and actions (i.e., 5-6 strategies per goal and 5-6 actions per strategy). The lists are too long and too detailed to be a workable 5-year plan. What can GENUINELY be aimed at, accomplished, and reported in the period ahead? – CED Staff Retreat with Ann Morrissey, Senior Leadership Team, Online Feedback Form
- Remove academic jargon in the document. The document is not accessible for all groups. – Senior Leadership Team
- Add table of contents, images, footnotes, glossary, appendices, citations, etc. – Equity Council, Student Affairs VP and Directors, LGBTQ Commission
- Add front matter to the plan. The plan needs letters of greeting from the President, Provost, and CDO. – CED Staff Retreat
- Remove or revise actions about specific marginalized groups. – President’s Commission on the Status of Women, Student Senate, LGBTQ Commission, Online Feedback Form
- Think about how the plan aligns with NEASC accreditation standards. – Student Affairs VP and Directors
- Align the dates of the plan with the dates of the University Academic Strategic Plan. – LGBTQ Commission.
• Include more actions about spirituality and religion. – LGBTQ Commission.
• Remove italics from the plan. It leads to confusion. – Senior Leadership Team
• Think about setting appropriate metrics ahead of time. What can be measured. It might help to reduce the fat. – Senior Leadership Team
• Remove implications that campus units (e.g., Human Resources) are not doing things that they are doing. Do not imply that CED is in an instructive or supervisory role over other units. – Senior Leadership Team
• Decide on what elements of the plan will be centralized and what elements will be decentralized because URI is a large public research university. The plan needs more balance between centralized and decentralized functions. – Senior Leadership Team

Implementation
• Add baselines, rubrics, metrics, accountability, timelines, and so forth. Develop metrics and key performance indicators with community feedback—not in a silo. – Equity Council, Student Senate, LGBTQ Commission, Online Feedback Form, Senior Leadership Team, Student Affairs VP and Directors
• Assemble a task force/steering committee to bolster accountability and distributed ownership. – Equity Council, Student Affairs VP and Directors, Senior Leadership Team
• Develop a FAQ page about the plan on the CED website. Examples of questions include the following (CED Directors’ Meeting):
  o Why are there no baselines, rubrics, metrics, timelines, and so forth in the plan? – Equity Council, CED Directors’ Meeting
  o Will the community be updated on the progress of the plan? – CED Staff Retreat with Ann Morrissey
  o How often will the plan be evaluated? – Student Senate
  o Is this a University Diversity Strategic Plan or a CED Strategic Plan? – Equity Council, Student Affairs VP and Directors, LGBTQ Commission, Senior Leadership Team
  o What was the process for developing the plan? – Equity Council
  o How will the plan be implemented? – Equity Council
  o How will the plan be funded? – Equity Council
  o Who will be accountable for the implementation of the plan? – Equity Council, – Student Affairs VP and Directors, Senior Leadership Team
  o Why wasn’t the community involved in the development of the plan? – Online Feedback Form
  o What does it mean that the plan is a “living framework?” – CED Directors’ Meeting
  o What is the role of the Councils, Commissions, and Committees? Diversity Councils, Commissions, and Committees can help prioritize agenda for Community, Equity and Diversity Strategic Plan. – CED Staff Retreat with Ann Morrissey
  o Why aren’t the CED Centers included in the document? – Online Feedback Form
• Hold one-day launch event with involvement of Diversity Councils, Commissions, and Committees. It should focus on the opportunities for campus community members to become involved in diversity and inclusion efforts.
• Remain transparent about the process with the community (e.g., University of Albany). – Student Affairs VP and Directors, CED Staff Retreat with Ann Morrissey
Goal I: Recruitment

General
- Add action about standardizing job descriptions. – Equity Council
- Add action about advertising in outlets geared toward marginalized groups. – Equity Council
- Add action about working with departmental units. – Equity Council
- Add action about the development of a list of recommended diversity and inclusion questions for search committees. – President’s Commission on the Status of Women
- Add action about inclusive language in applications for employment, admission, and housing. – President’s Commission on the Status of Women
- Add action about creating hiring structures for dual career hires. – Online Feedback Form

Specific
- Lines 51-55: Expand the definition of recruitment to include students. The recruitment definition is geared toward employees. – Student Senate
- Lines 64-81: Add the following action: “Expand local, regional, and national advertisement efforts in collaboration with all divisions.” – Equity Council
- Lines 78-79: This is too vague.
- Lines 80-81: Do not communicate; make all policies processes and programs inclusive in language and implementation. – Online Feedback Form
- Lines 86-110: Add the following action: “Assist with securing graduate student housing.” – Online Feedback Form
- Lines 86-110: Add the following action: “Review funding structure of assistantships.” – Student Affairs VP and Directors
- Line 87: Delete “to determine how.” – Student Senate
- Line 91: Add “the” after “Analyze.” – Student Senate
- Lines 91-93: Add the following to the end of the sentence: (i.e., high stakes testing).
- Lines 120-121: Revise as follows: “Meet with the Director of Diverse Faculty and Staff Recruitment and Retention to develop department-specific recruitment plans for recruit marginalized groups.” – Student Senate
- Lines 128-171: These actions have to be consolidated and prioritized. – Online Feedback Form
- Lines 151-152: Make more clear. What are linkages? Who are our partners (i.e., peer institutions, in-state vs. out-of-state, two-year/four-year)?
- Lines 170-171: Delete or revise. This is unrealistic. – Online Feedback Form
- Line 173: Collaborate with HR colleagues to recruit classified employees from marginalized backgrounds. – Student Affairs VP and Directors
- Lines 173-174: Should we acknowledge career milestones of marginalized groups in an award ceremony just because they are marginalized? We should acknowledge faculty and staff for their achievements in research, teaching, and service. – Student Senate
- Goal 1 Strategy 2 actions 16 and 19 should be combined. – Student Senate
- Lines 173-174: Move strategy three to Goal 3. – Equity Council
- Line 174: Add “five years” to the list. – President’s Commission on the Status of Women
- Line 181: Add the word “inclusive” to the list. – President’s Commission on the Status of Women
• Lines 181-182: Replace disseminate with engage and train.
• Lines 186-188: Add “union contracts” to the list. – President’s Commission on the Status of Women, Online Feedback Form
• Lines 196 and 200: These actions target a pool of applicants at URI which is a predominantly privileged community. In an effort to truly diversify, non-URI applicants should also be prioritized especially from HBCU’s and nontraditional institutions. – Online Feedback Form
• Lines 204-209: Add action about diversifying search committees. – Student Affairs VP and Directors

Goal II: Retention

General
• Needs more supports for international students, faculty, and staff. – President’s Commission on the Status of Women
• Needs actions around housing and daycare for families with children. – President’s Commission on the Status of Women
• Line 273: CED will provide leadership with regard to…or CED is seeking to participate in collaborative…— Senior Leadership Team
• Needs more about provisions to allow professional staff to apply and interview for positions for which they qualify – Professional Staff Association Union
• Needs more about preparing search committees to hire diverse candidates. – Professional Staff Association Union
• Needs to include more about classified employees. – Professional Staff Association Union
• Needs to include actions that incentivize staff to grow professionally. – Professional Staff Association Union

Specific
• Lines 242-243: Add action about advertising the list of resources to marginalized groups within CED and the University. – Equity Council
• Lines 242-243: Revise as follows: Investigate the issues that promote and hinder the retention, persistence, and graduation of students from marginalized groups. – Student Senate
• Lines 242-243: Add the following action: “Subsidize cost of textbooks, supplies, and fees.” – Student Senate
• Lines 242-243: Add the following action: Increase awareness of resources available to support marginalized students. – Student Senate
• Lines 245-257: Add an action about a summer bridge/bootcamp program for underprepared students (i.e., critical reasoning, reading, writing, and so forth). – Online Feedback Form
• Lines 245-257: Add action about increasing merit aid for international students. – President’s Commission on the Status of Women, Online Feedback Form
• Lines 245-257: Add action about online resources for marginalized groups (e.g., LGBTQ friendly housing, insurance, signage, etc.). – President’s Commission on the Status of Women
• Lines 246-247: Who is accountable for this? Graduate Assistants United
• Line 247: Revise as follows: “Require academic supports for underprepared students” (i.e., TD students). – Online Feedback Form
• Lines 248-250: Remove list of majors because competitive majors change. This is already being done. – Equity Council
• Line 252: Add “student programs” to the list. – Student Affairs VP and Directors
• Line 252: Add housing, campus involvement, and other SA indicators. – Student Affairs VP and Directors
• Line 254: Add action about developing online exit interview module for students using existing platforms (e.g., Starfish). – President’s Commission on the Status of Women, Online Feedback Form
• Line 256: Add all CED Centers. – President’s Commission on the Status of Women, Online Feedback Form
• Lines 284-287: Professional Development should be provided and accessible to faculty with the support of the department. – Online Feedback Form
• Line 297: Add the following action: “Offer compensation that includes competitive salary, benefits, and moving expenses.” – Student Senate
• Lines 300-302: Add the following action: “Promote equitable policies across unions, provide flex schedule for those in need, and explore on campus child care opportunities and/or child care subsidies.”
• Line 304: Add additional actions. – Student Senate
• Line 304: Conduct interviews on employee’s intent to stay. – Student Affairs VP and Directors
• Line 314: Define terms (i.e., multicultural competence). – Student Senate
• Lines 321-322: Add the following action: “Use data gathered from faculty teaching evaluations to reward or correct behavior and as a determinant in tenure decisions.” – Online Feedback Form
• Lines 363-366: Add the following action: “Examine needs of staff child care, and elder care, flex schedules equitable across unions.” – Online Feedback Form
• Lines 368-369: Needs actions. – Student Senate, LGBTQ Commission, Online Feedback Form
• Lines 368-369: Add the following action: “Partner with Human Resources and Affirmative Action to improve performance evaluation.” – Online Feedback Form

**Goal III: Institutional Transformation**

*General*

• Move Goal 3 to Goal 1. – Equity Council
• Add more about teaching, advising, curriculum, and the classroom experience (i.e., microaggressions, implicit bias, stereotype threat, etc.). – Equity Council
• Differentiate interventions for students, faculty, and staff like previous sections. These interventions (menu of trainings/programs) should be mandatory and/or incentivized. – Online Feedback Form
• Add more about shared governance with professional staff. – Professional Staff Association Union
• Goal 3 Strategy 1: Add the following action: “Increase awareness of resources available to support marginalized students.” – Student Senate
• Goal 3 Strategy 2: Add the following action, “Create a biannual report and present to the Senior Leadership Team.” – Student Senate
• Goal 3 Strategy 2: Share progress with campus community annually. – Student Senate

Specific
• Line 330: Typo: Revise to indicate staff not faculty. – President’s Commission on the Status of Women, Online Feedback Form
• Lines 363-366: Add action about talking with union leadership about addressing disparities for students, staff, and faculty.
• Lines 368-369: Add actions to this strategy. – President’s Commission on the Status of Women
• Lines 421-430: Add action about climate models that track change. – Equity Council
• Lines 422-423: Add the following action, “Develop anonymous processes to gather data on the experiences of continuing and departing employees.” – President’s Commission on the Status of Women
• Lines 422-423: Revise as follows: “Investigate the experiences of students, faculty, and staff from marginalized backgrounds using multiple data gathering techniques (e.g., climate assessments, cultural audits, focus groups, interviews, and so forth).” – Communications & Marketing Diversity Committee, Research & Economic Development Committee, Student Senate
• Lines 422-430: Make more clear and decisive. – Equity Council
• Line 424: Revise as follows: “Compile history of URI with special emphasis on how and when marginalized groups were intentionally welcomed and supported (i.e., history of exclusion, gradual inclusion, and markers of change).” – Online Feedback Form
• Line 424: Indicate who is accountable. – Student Affairs VP and Directors
• Lines 427-288: Make more clear. – Online Feedback Form
• Lines 427-428: Make bullying a policy or an aspirational goal around collegiality; it should be a positive statement; it should not be punitive. – President’s Commission on the Status of Women, Online Feedback Form
• Lines 436-441: Add action about investigating the number of persons from marginalized groups in administrative positions. – Student Affairs VP and Directors
• Lines 443-463: Expand this concept. We need specific interventions about educating those with privileged identities on the realities faced by marginalized groups. – Online Feedback Form
• Lines 448-463: Indicate the doer in these actions. – Equity Council
• Lines 456-457: Revise as follows: “Work with faculty and staff to create and propose general education courses that help students to exercise individual and social responsibilities.” – Online Feedback Form
• Lines 470-485: Remove the list of programs. Programs change and resources change. The sentence should end with “a broad array of programming across the institution.” – Senior Leadership Team
• Lines 470-485: Remove this list. It loses the point because the list is too long, but at the same time, it is not a comprehensive list of all University Programs. This should be a footnote or an appendix. – Equity Council
• Lines 494-509: Add action about working with Communications and External Relations to ensure that images are representative. – President’s Commission on the Status of Women
• Lines 515-522: Add action about establishing academic programs that focus on institutional transformation (i.e., Social Justice Training Institute, Queer Studies, and so forth). – Equity Council, President’s Commission on the Status of Women
• Lines 515-522: Add action about making University events more heterogeneous. – Student Affairs VP and Directors
• Lines 528-544: Add action about reconstituting a Professional Development and Leadership Training Programs that emphasizes diversity, equity, and inclusion (e.g., practicing inclusive management, foundations of leadership, self-leadership, employee performance improvement plans, high touch organizations, staff development, leadership development, supervisor training, leading and managing different identities, interpersonal skills, verbal skills, budgeting, succession planning, performance management, performance appraisal, team building, assessment and evaluation to improve organizational performance, conflict management, career assessments, worklife balance, programs for entry-level, mid-level, and senior-level employees, onboarding with new employees, and new staff orientation). – Professional Staff Association Union, President’s Commission on the Status of Women, Communications & Marketing Diversity Committee, Research & Economic Development Committee, Organizational Consortium, Student Affairs VP and Directors
• Line 537: Find out if HR is still doing Employee Orientation and the level of focus on diversity and inclusion. – Senior Leadership Team
• Lines 541-542: Revise as follows, “Seek to collaborate with departments and Office of the Provost to incorporate diversity and inclusion into tenure and promotion process.” – Senior Leadership Team
• Lines 565-568: Indicate the doer in these actions. – Equity Council
• Lines 565-571: Encourage every campus unit to develop a diversity and inclusion strategic plan or have diversity and inclusion as a goal in their existing strategic plans. – Online Feedback Form