We, in the Office of Community, Equity and Inclusion (CED), believe that diversity, equity, and inclusion efforts are the shared responsibility of the University of Rhode Island community members. The 2017-22 CED Strategic Plan aims to codify our shared responsibility. It is rooted in recommendations from the URI community inclusive of the URI’s Diversity Councils, Commissions, and Committees; principles of Inclusive Excellence; best practices in diversity, equity, and inclusion research and scholarship; frameworks in community and organizational development; and findings from bench-marking other college and university diversity plans (refer to the list of resources consulted at the end of the document).

This is a three-part framework to guide and continue the University’s efforts toward fostering a diverse, equitable, and inclusive campus community. The three parts of the plan are recruitment, retention, and institutional transformation. Each part of the plan contains goals, objectives, strategies, and actions (Belicove, 2013). Goals are broad primary outcomes. Objectives are measurable steps to achieve a strategy. Strategies are approaches to achieve a goal. Actions are tools to pursue an objective associated with a strategy.

The 2017-22 CED Strategic Plan uses the term marginalized to characterize groups who have been historically excluded from the resources of society (i.e., federally protected classes based on race, color, creed, national or ethnic origin, gender, gender identification or expression, religion, disability, age, sexual orientation, genetic information, marital status, citizenship status or status as a special disabled veteran, recently separated veteran, Vietnam era veteran, or any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized). We register that some marginalized populations may self-identify (i.e., race, socioeconomic class, and so forth) and other populations may not self-identify (i.e., LGBT*, disability, and so forth). We aim to address many of the issues and concerns that both groups encounter on campus.
I. RECRUITMENT

Goal 1: To continue to increase the number of students, faculty, and staff from marginalized\(^1\) groups who study and work at the University.

Recruitment is the “process of attracting, screening, and hiring qualified people for a job” (HR Certification Institute, n.d.). CED recognizes that many University community members across divisions have made significant strides in recruiting students, faculty, and staff, and we offer the following goals, objectives, strategies and action steps to help continue and build upon these efforts.

Objective A: Recruit students from marginalized groups in every discipline at the undergraduate and graduate levels such that the diversity of URI’s student population is reflective of state and national demographics.

Strategy 1: Continue to increase the recruitment of undergraduate students from marginalized groups in all disciplines.

ACTIONS:
1. Continue to meet with leadership in Enrollment Management (i.e., Undergraduate Admission and Enrollment Services) to determine how to pool resources to reach greater numbers of students from marginalized groups.
2. Continue to work with Enrollment Management to establish innovative merit-based, financial aid models for students from marginalized groups.
3. Use existing Institutional Research Data to develop a baseline data of the majors and programs with low numbers of students from marginalized groups.
4. Use baseline data to develop recruitment plans for the groups that are underrepresented in specific majors and programs.
5. Serve as a consultant with chairpersons and program directors to develop individualized recruitment plans.
6. Explore the use of social media and direct marketing to reach undergraduate students from marginalized groups.
7. Develop strategies and recommendations to promote more diverse and inclusive websites for academic majors and programs.
8. Communicate to undergraduate applicants the processes, policies, and programs that support LGBT* students.

Strategy 2: Continue to increase the recruitment of graduate students from marginalized groups in all disciplines.

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\(^1\) Marginalized groups are known as federally protected classes based on race, color, creed, national or ethnic origin, gender, gender identification or expression, religion, disability, age, sexual orientation, genetic information, marital status, citizenship status or status as a special disabled veteran, recently separated veteran, Vietnam era veteran, or any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.
ACTIONS:
1. Meet with leadership in the Graduate School to determine how to pool resources to reach greater numbers of students from marginalized groups.
2. Work with chairpersons and program directors to develop individualized recruitment plans.
3. Analyze admissions process and decisions of marginalized groups for each academic program to identify any potential steps that disadvantage marginalized groups in the process.
4. Make undergraduate students aware of graduate admissions process through workshops.
5. Work with academic advising units to encourage undergraduate students from marginalized groups to apply for graduate school.
6. Identify talented undergraduates from marginalized groups through recommendations from academic advisors.
7. Identify and expand connections with Minority Serving Institutions (i.e., Asian American and Pacific Islander Institutions, Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities) and women’s colleges to expand network of potential applicants.
8. Explore graduate-level Summer Bridge Programs (e.g., Institute for the Recruitment of Teachers Consortium).
9. Identify and expand opportunities for undergraduates to conduct research in preparation for graduate school.
10. Develop incentivized Graduate Student Ambassadors Program so that graduate students from marginalized groups can share their experiences with prospective applicants.
11. Communicate to graduate applicants the processes, policies, and programs that support LGBT* students.

Objective B: Recruit faculty from marginalized groups in every discipline at every level.

Strategy 1: Establish goals annually for recruitment and hiring of diverse faculty consistent with identified areas of under-utilization.

ACTIONS:
2. Meet with Director, Diverse Faculty and Staff Recruitment and Retention to devise a recruitment plan.
3. Meet with deans and department heads of respective colleges and departments to devise strategies to affirm commitment of leadership supporting diverse hires.

Strategy 2: Continue to increase the recruitment of tenure-track faculty from marginalized groups in all disciplines.

ACTIONS:
1. Identify recruitment outlets to attract applicants from marginalized backgrounds (i.e., journals, websites, social media, professional organizations).
2. Cultivate a list of local, regional, national, and international venues that gather names of master’s and doctoral degree holders from marginalized groups.

3. Ensure job descriptions are conducive to attracting a broad applicant pool (i.e., language).

4. Meet with search committees to instruct them on understanding and implementing recruitment and hiring plans aligned with affirmative action policies and procedures.

5. Attend search committee trainings on general search procedures, understanding implicit bias and best practices in hiring diverse candidates.

6. Develop a plan to ensure that best practices are used during search processes to cultivate a diverse pool of candidates.

7. Collect and update data on the dual career hiring challenges specific to URI through various assessment strategies.

8. Review, modify, and seek adoption of the ADVANCE dual career hiring policy and guidelines.

9. Work with colleges, departments, and programs to develop a plan for each school, college, and division, outlining how they will increase the number of tenure track and tenured marginalized faculty.

10. Report to URI community the progress of recruitment and tenure/promotion for faculty from marginalized groups.

11. Explore pipeline programs to attract marginalized doctoral students to tenure track faculty positions such as Grow Your Own Programs.

12. Provide and support linkages with partners and faculty/staff from other higher education institutions.

13. Request suggestions for qualified applicants for vacancies from the existing faculty and staff.

14. Offer competitive compensation that includes competitive salary and benefits and moving expenses.

15. Provide financial support for research and professional development including travel expenses.

16. Develop and implement a formal recruitment program (for post-docs, fellowships, Grow Your Own, exchanges, networks) that targets under-represented populations.

17. Explore increasing the number of Multicultural Post-Doctoral Fellowship Programs from 2 to 4.

18. Use the Multicultural Faculty Fellowship Program designed to establish a diverse pipeline to faculty positions.

19. Implement an array of faculty recruitment strategies (i.e., cluster hiring, faculty exchanges with Minority Serving Institutions, and so forth).

20. Host doctoral student Summer Institute to promote excellence of diverse candidates in preparation for tenure track faculty positions.

21. Attend local, regional, national conferences to attract diverse candidates.

22. Expand local, regional, and national advertisement efforts in collaboration with all divisions.

**Strategy 3: Implement award ceremony for faculty and staff from marginalized groups who have reached career milestones (i.e., 10 years, 15 years, 20 years, 25 years, etc.).**
Objective C: Recruit staff from marginalized groups in every department at every level.

Strategy 1: Ensure that best practices are used before and during the search process.

ACTIONS:
1. Disseminate protocols on how to conduct good searches (i.e., proactive language, marketing venues, etc.) to all institutional units.
2. Provide training for search chairs on how to address bias during the search process (i.e., active search checklist, evaluation of typical biases that impact decision-making, inappropriate or illegal interview questions, etc.).
3. Explore a standardized introductory packet for interviewees (i.e., information about institution, unit, position, benefits, work-life supports and policies, child care, dual careers, state and regional demographics).
4. Incorporate job requirements related to knowledge, appreciation, and competence in diversity and inclusion.

Strategy 2: Expand opportunities to recruit staff from marginalized groups.

ACTIONS:
1. Develop new staff welcome programs to introduce new staff to the University.
2. Establish pipeline from undergraduate and graduate degree attainment to career.
3. Explore innovative ways to post position announcements (i.e., professional networks, hidden networks, social media, language).
4. Help staff outline stepping stones to professional advancement.
5. Create staff apprenticeship programs to cross train staff in other functional areas.

Strategy 3: Ensure equity in the recruitment and hiring process.

ACTIONS:
1. Review starting salaries, start-up packages, and overall contract agreements.
2. Ensure equity in work and salary at all levels, particularly with hiring practices, promotion, and workload.
3. Conduct annual analysis and revision of all policies, practices, and procedures to eliminate any unintended differential impact and exclusion.
II. RETENTION

Goal 2: To maximize the number of students, faculty, and staff from marginalized groups who advance through the educational and professional pipeline at the University.

Retention is an organization’s efforts to keep those whom they recruit (HR Certification Institute, n.d.). The University faces challenges in retaining and advancing some of our marginalized student populations through the educational pipeline. Nevertheless, CED recognizes that there have been cross-divisional efforts to address these challenges (e.g., Gateway to Completion, Student Success Committee, etc.). This work is laudable and must continue to meet our academic diversity strategic goals. At the same time, the University has committed to diversifying its faculty, and we have made significant strides in recruiting new faculty from diverse backgrounds who produce cutting-edge research and scholarship. We must continue to make every effort to retain our new faculty members and ensure that they have the credentials and supports to advance through the tenure and promotion pipeline. We also are bringing in new staff members from across the world. We offer the following goals, objectives, strategies, and action steps to help continue and build upon these efforts to retain students, faculty, and staff.

Objective A: Retain students from marginalized groups at the undergraduate- and graduate-levels in all disciplines.

Strategy 1: Explore issues that promote the retention, persistence, and graduation of students from marginalized groups.

ACTIONS:
1. Work with faculty and chairpersons to develop individualized retention plans.
2. Continue to identify and improve courses with low student performance.
3. Identify and recommend courses and programs that expose marginalized students to competitive fields (e.g., Nursing, Pharmacy, Computer Sciences) prior to and during matriculation.
4. Use extant Institutional Research to understand retention trends of marginalized groups by colleges, majors, and programs.
5. Establish a working group to explore the issues and concerns of international students.
6. Establish an exit interview process for students to improve retention of students from marginalized groups.
7. Use existing data from the Gender and Sexuality Center to understand and respond to the issues and concerns of the LGBT* students, faculty, and staff.

Strategy 2: Develop mentoring programs for students from marginalized groups that address both academic and social issues.

ACTIONS:
1. Continue to establish programs to connect undergraduate and graduate students with advanced students, particularly for populations that may not self-identify (i.e., LGBT*, Veterans, and so forth).
2. Continue to establish programs to connect undergraduate and graduate students with faculty and staff (i.e., LGBT*, Veterans, and so forth).

3. Continue to establish programs to connect undergraduate and graduate students with alumni (i.e., LGBT*, Veterans, and so forth).

Objective B: Retain faculty from marginalized groups in all disciplines.

Strategy 1: Develop a culture of mentoring that supports faculty from marginalized groups from their arrival through the tenure and promotion process.

ACTIONS:
1. Organize discussion lunches in which all faculty members are invited, but faculty from marginalized groups are strongly encouraged to attend by (and with) their mentors/mentees.
2. Provide mentoring and community support primarily during the first year of employment and during the tenure-track process.
3. Develop first, third, and sixth year preparation workshops on the tenure processes and expectations.
4. Invite topical speakers from within URI and outside URI community to offer advice and recommendations on retaining faculty from marginalized groups with special focus on issues of race, gender, sexual orientation, sexual expression, immigration status, and so forth.
5. Invite topical speakers from within and outside URI to discuss planning a successful bid for tenure and promotion.
6. Acknowledge and reward effective research, teaching, and service, particularly in diversity, equity, and inclusion.
7. Establish structures for informal and formal social and professional networking opportunities.
8. Offer opportunities for new and existing faculty and staff to socialize and network.
9. Establish trainings for faculty from marginalized groups on grant-writing, securing funding, post-award supports, publishing, teaching, and negotiation.

Strategy 2: Advance and support work-life flexibility policies and practices.

ACTIONS:
1. Include work-life policies and practices as part of startup packages.
2. Promote and disseminate work-life policies and practices to existing employees.

Strategy 3: Explore issues that hinder and promote a sense of belonging for faculty.

ACTIONS:
1. Conduct exit interviews to understand whether reasons for leaving employment had anything to do with climate as it pertains to inclusiveness.
Strategy 4: Advocate for cultural awareness/competency in understanding and supporting diversity in research interests.

ACTIONS:
1. Encourage the use of cultural competence in job descriptions and performance evaluations.

Strategy 5: Continue to encourage greater transparency about the tenure and promotion process.

ACTIONS:
1. Encourage diversity expectations into tenure and promotion procedures to broaden the criteria for teaching, research, and service for all faculty.
2. Establish structures that reward faculty who enhance teaching methods to meet the learning needs of all students, and integrate cultural competencies and social justice skills into their courses.
3. Make plain the tenure and promotion practices for all academic departments.

Objective C: Retain staff from marginalized groups at the entry-, mid-, and senior-levels.

Strategy 1: Identify and sponsor professional development opportunities for faculty from marginalized groups at all career levels.

ACTIONS:
1. Promote and encourage the continuation of education for all current employees, allowing reasonable accommodations when education/professional development opportunities scheduling conflicts with work.
2. Establish training program for staff from marginalized groups to chair searches.
3. Develop list of faculty and staff from marginalized groups to serve as search committee members.
4. Reestablish Professional Development and Leadership Training to position staff from marginalized groups for career advancement.
5. Provide opportunities for increased responsibility and advancement within departments.

Strategy 2: Develop a culture of mentoring that supports faculty from marginalized groups from their arrival through the tenure and promotion process.

ACTIONS:
1. Organize discussion lunches in which all staff members are invited, but particularly staff from marginalized groups are strongly encouraged to attend by (and with) their mentors/mentees.
2. Provide mentoring and community support primarily during the first year of employment.
3. Invite topical speakers from within URI and outside URI community to offer advice and recommendations on retaining staff from marginalized groups.
4. Invite topical speakers from within and outside URI to discuss professional advancement.
5. Establish structures for informal and formal social and professional networking opportunities.

6. Encourage same identity and different identity mentoring relationships through preparation programs.

Strategy 3: Develop an understanding within the URI community of the perspectives of staff from marginalized groups regarding retention and advancement.

ACTIONS:
1. Examine wages, benefits, leave, and other employment-related activities.
2. Examine hiring, promotion, and termination policies and processes that hinder the advancement of staff from marginalized groups.

Strategy 4: Monitor staff turnover, identify barriers to advancement, make recommendations for remediating barriers.
III. INSTITUTIONAL TRANSFORMATION

Goal 3: To foster a climate and culture aligned with the 2017-22 CED Strategic Plan to embrace diversity and social justice.

Institutional transformation is a systemic effort to align the attitudes, behaviors, and mental models of community members to promote change. It is an intentional and long-term commitment to promoting climate and culture change. Institutional transformation is nurtured when every member of the University moves beyond rhetorical commitments to diversity, equity, and inclusion; and commits to engaging new paradigms that profoundly change the University’s identity and image in the areas of diversity, equity, and inclusion. To this point, CED borrows from two extant frameworks on climate and culture. The first is the four dimensions of campus climate (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999). The second is Schein’s organizational culture model (Schein, 1990).

Objective A: Transform each dimension of institutional climate so that every community member experiences a welcoming, equitable, and inclusive environment.

Strategy 1: Address the historical context of exclusion or inclusion for community members from marginalized groups that shape their experiences in the institutional community.

ACTIONS:
1. Conduct interviews and focus groups with students, faculty, and staff from marginalized groups to elicit the quality of their experiences as members of the URI community.
2. Use appreciative inquiry to determine history of change on campus.
3. Identify policies and practices that are intentionally and openly exclusive in the underlying values, norms, and practices of the organization.
4. Review and if necessary, revise URI/department policies to promote safety for all its members (sexual assault, emergencies, bullying, etc.).
5. Showcase important moments that define inclusive experiences of marginalized groups in the University community.

Strategy 2: Address the structural or compositional dimension for community members from marginalized groups that determine the context for how they experience the institutional community.

ACTIONS:
1. Study demographics at all levels/units of the URI (i.e., race, color, religion, national origin, age, sex, pregnancy, citizenship, familial status, disability status, Veteran status, and genetic information).
2. Develop opportunities for students, faculty, and staff from marginalized groups to participate in shared governance.
Strategy 3: Address the psychological dimension for community members from marginalized groups that determine the extent to which individuals perceive conflict and discrimination on campus, feel somehow singled out because of their background, or perceive institutional support/commitment related to diversity.

ACTIONS:
1. Offer programs, presentations, and trainings that challenge the status quo (i.e., Bystander Intervention Programs, Safe Zone Training, Diversity Week, Martin Luther King Week, Violence Prevention, Sexual Health Programming, Inclusion Project, etc.).
2. Reflect the contributions and interests of the wide diversity of cultural and social identity groups.
3. Study and aim to improve sense of belonging, perceptions of alienation, and perceptions of intergroup conflict.
4. Work with faculty and staff to create and propose general education courses that help students to develop and exercise diversity and inclusion responsibilities (i.e., C3).
5. Work with faculty and staff to create and propose special topics courses that promote diversity, equity, and inclusion.
6. Help faculty and staff to develop modules that weave diversity and inclusion into their course lectures.
7. Expand the Inclusion Project to course offerings that encourage difficult dialogues around current social, political, and global challenges.

Strategy 4: Address the behavioral dimension for community members from marginalized groups that report on their interactions between and among different groups; type and level of participation in campus programs, traditions, and activities; and full engagement in the various institutional systems.

ACTIONS:
1. Continue to offer advocacy and supports for students, faculty, and staff from marginalized groups by sponsoring an array of programming including, but not limited to, Welcome and End-of-Year Receptions; Big Gay Picnic; Coming Out Week; Trans*Awareness Week; Safe Zone Project; Vagina Monologues; URI Lesbian, Gay, Bisexual, Transgender, Queer Symposium; Lavender Graduation; Come In, Come Out; Gender Equity and Leadership in Sexuality Living/Learning Community; Intersectionality Series; Diversity Week; Dr. Martin Luther King Week; Diversity Awards; D.I.V.E. RI Conference; student leadership skill development workshops; M.U.S.I.C.; residential program for woman-identified students; Green Dot Bystander Program; Violence Prevention and Advocacy Services; pregnancy and parenting support and resources; Gender Empowerment Week; Take Back the Night; Denim Day; Love EveryBODY Week; Sexual Harassment, Assault, and Violence Prevention Training; Stalking Awareness and Prevention; Dating/Domestic Abuse Awareness and Prevention; Bystander Intervention Education; Peers, Learning, Educating, and Supporting Everyone; StrengthsQuest; Women’s Leadership Conference.
2. Explore ways to encourage more positive and productive intergroup experiences through difficult intergroup dialogues.
Objective B: Transform each level of culture so that students, faculty, and staff from marginalized groups experience equity and inclusion.

Strategy 1: Address the artifacts and symbols that communicate supremacy of any group over another.

ACTIONS:
1. Study and make plain the demographic population of students, faculty, staff, and administrators.
2. Collaborate with all areas of the URI community to recommend accessibility, safety, and universal design of buildings, the curriculum, programs, and services.
3. Recognize and interrupt harassment and oppressive incidents; mediate conflict across differences.
4. Expand the use of gender inclusive forms.
5. Establish and enhance physical spaces for students, faculty, and staff from marginalized groups so they are safe and respectful of their identities as learners in the community.
6. Conduct self-assessment that addresses how campus imagery, symbols, traditions, structures, and policies communicate inferiority or superiority of one group over another.
7. Develop advertising and marketing materials that reflect a diverse, equitable, and inclusive campus for use in campus and community events (i.e., URI Day at the State House, URI Welcome Days, etc.).
8. Identify and address University artifacts, language, and symbols that convey heteronormativity.

Strategy 2: Address the espoused values and beliefs that are not aligned with strategies, goals, and philosophies that reflect the URI’s diversity and social justice aims.

ACTIONS:
1. Communicate URI’s commitments to diversity, equity, and inclusion widely.
2. Conduct interviews and focus groups with staff from marginalized groups to elicit their experiences as members of the URI community.
3. Promote a welcoming and respectful community that encourages understanding and appreciation of difference.
4. Encourage a climate that celebrates differences and abilities among all people at URI, while affirming the many outstanding contributions of people from marginalized groups.

Strategy 3: Address the mental models or assumptions that reflect unconscious, taken-for-granted beliefs, perceptions, thoughts, and feelings rooted in the oppression of marginalized groups.

ACTIONS:
1. Continue to invite faculty and staff into CED to participate in diversity educational programs.
2. Establish structures to ensure that an equity framework is actively engaged in all planning and decision-making processes across the institution.
3. Sponsor events to facilitate authentic dialogue and understanding among members of dominant and marginalized groups. These events would delve into difficult topics such as racism, classism, ableism, sexism, heterosexism, homophobia, transphobia, anti-Semitism, ethnocentrism, ageism, xenophobia, and so forth.

4. Provide an orientation/development program for all new faculty and staff members that emphasizes the value placed by URI on diversity and inclusion.

5. Acknowledge and support efforts by individuals, groups, and organizations that promote conversations, trainings, and workshops to support diversity, equity, and inclusion.

6. Incorporate diversity expectations in tenure review process and tenure procedures to broaden criteria for research, teaching, and service.

7. Communicate and monitor progress of the 2017-22 CED Strategic Plan to members of the URI community.

**Strategy 4: Affirm and celebrate research and scholarship for diversity and social justice aims.**

**ACTIONS:**

1. Develop and maintain an event calendar listing all diversity related activities.

2. Establish an interdisciplinary social justice minor that focus on general or specific topics within diversity, equity, and inclusion.

3. Establish incentives for new and revised courses that address diversity, equity, and inclusion.

4. Recognize faculty at all levels of teaching and scholarship that focus on diversity, equity, and inclusion.

5. Consider conducting diversity mapping across the University (diversity efforts, diversity courses, general education requirements, etc.).

6. Highlight the work of faculty and staff who advance social justice rooted in intersectionality frameworks.

**Strategy 5: Explore strategies for transformational change (best practices from other colleges and universities)**

**ACTIONS:**

1. Stay current on efforts of peer institutions and other organizations.

2. Aid commissions, committees, and councils in developing diversity, equity, and inclusion goals, strategies, and actions.

3. Consider the development of first-, second-, third-, and fourth order change frameworks to help units assess their progress in diversity, equity, and inclusion.

4. Increase ways faculty, staff, and students can engage with the Safe Zone Program.
RESOURCES CONSULTED

1. 20,000 Voices Subcommittee Recommendations: Exploring Big Questions About Community, Equity and Diversity PowerPoint

2. 20,000 Voices Subcommittee Recommendations: Exploring Big Questions About Community, Equity and Diversity Subcommittee Recommendations


4. A Forum on Dual Career Partner Solutions at URI

5. Academic Area/Unit Template for Mapping to URI Strategic Academic Plan 2016-2021

6. Academic Diversity Task Force Statement of Purpose and Goals

7. ADA: Know Your Rights: Returning Service Members with Disabilities


10. Bank’s the Impact of Microaggressions – An Introductory Training PowerPoint


13. Closing the Opportunity Gaps: Education Chief Challenges 200 Educators and Elected Officials to See Addressing Inequities in the Schools as ‘Civil Rights Work of Our Generation’

14. College of Arts and Sciences Strategic Plan 2011-2015


17. Draft of Community, Equity and Diversity (2016-2021) Diversity Strategic Plan

18. Draft of Strategic Plan for the Office of Community, Equity and Diversity: Year/Term Plan for Summer 2014 through Fall 2015
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<td>30. Faculty Focus Special Report: Diversity and Inclusion in the College Classroom</td>
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<td>31. Fernando Guzman. (2016). Fostering a Welcome, Inclusive and Supportive Campus Climate</td>
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<td>33. Global Diversity and Inclusion Benchmarks</td>
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<td>35. Greater Providence Chamber of Commerce: Inclusion and Diversity for the Greater Providence Knowledge Economy</td>
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<td>36. HR Certification Institute, Glossary of Terms</td>
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<td>37. Jacqueline Sparks’ Notes from Diversity Commission and Committee Chairs Meeting 12/21/16</td>
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39. Lumina Foundation Strategic Plan 2013-2016 Executive Summary


42. Notes from the President’s Commission on People with Disabilities: March 2, 2015: Accessibility, Priorities, and Recommendations, Agenda: Meeting with President Dooley

43. Office of Community, Equity and Diversity: Affirm, Engage, Do Justice

44. Office of Community, Equity and Diversity: Comparative Report on Diversity and Institutional Strategic Goals

45. Office of Community, Equity and Diversity: Naomi R. Thompson JD, Chief Diversity Officer and Associate Vice President for Community, Equity and Diversity, Management Letter 2013-2014

46. Organizational Assessment Feedback Statement: Completed by Women’s Center Staff

47. Pathways to Diversity and Inclusion: An Action for Brown University

48. PCOSW List of Findings and Accomplishments September, 2010 to December 2011

49. Personal Notes from 5th Annual Education Summit: Teacher Diversity and Retention Panel Discussion Presentation

50. Personal Notes from Diversity Commission and Committee Chairs Meeting

51. Personal Notes from Meeting with Ann Morrissey

52. Personal Notes from Meeting with Fernando Guzman

53. Pope, Reynolds and Mueller’s Multicultural Change Intervention Matrix

54. President’s Commission on People with Disabilities Executive Summary 2016
55. President’s Commission on People with Disabilities: Accessibility Concerns, Priorities, and
Recommendations: Working Document Presented to URI President David Dooley – March 2, 2015

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58. President’s Commission on the Status of Women Accomplishments – Fall 2002 through August 2010

59. President’s Commission on the Status of Women Highlights of Activities – Fall 2002 through August 2012

60. President’s Commission on the Status of Women List of Findings and Accomplishments – September 2010 to December 2011

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71. The University of Rhode Island Office of Community, Equity and Diversity Brochure

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79. University of Maryland Diversity Strategic Plan

80. University of Massachusetts Amherst, Executive Summary, Diversity Strategic Planning Steering Committee – March 30, 2015

81. University of Rhode Island Gender and Sexuality Center Safe Zone Training Packet

82. URI ADVANCE How to Recruit a GSO Faculty That Looks Like America: Some Research-Based Strategies

83. URI ADVANCE Mechanical Engineering Action Plan January 2005

84. URI ADVANCE Organizational Chart with Key Goals

85. URI ADVANCE Program Goals

86. URI ADVANCE Recruitment Toolkit PowerPoint

87. URI ADVANCE Strategies for the Success of Women Faculty in Science: The Advance Program at the University of Rhode Island
88. URI Cornerstones

89. URI FY 2017 Organizational Chart

90. URI President’s Commission on the Status of Women: Brief Report for the President, via the Chief Diversity Officer – September 2015

91. URI Subcommittee on LGBTQ of the URI Equity Council: Findings and Recommendations – April 11, 2011

92. URI/AAUP News, December 2007, Work-Life Balance at URI by Helen Mederer, Barbara Silver, and Laura Beauvais