

# The President's Taskforce For Diversity, Equity and Inclusion

## Final Report

January 25, 2021

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Respectfully Submitted By  
Taskforce Members

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The President's Taskforce for Diversity, Equity and Inclusion was formed in July, 2020 amid national and institutional calls to action to act to eliminate racism in all forms in our institutions and communities. The taskforce was charged to formalize the action plan to institute immediate and transformational change within Rosalind Franklin University.

In order to fulfill its charge, the taskforce worked in coordination with other campus leaders and constituents to develop a four-part action plan articulating strategies that will provide a strong foundation for immediate intervention, long-term cultural change and will empower the University community with the knowledge and skills necessary to drive sustained change.

These strategies drive an integrated set of pillars driven directly by the University's mission and its core values. Recognizing that each area of the University is dedicated to serving the nation for better health outcomes through deeply held values which include diversity and inclusion. Key to the transformational change sought by our students, our faculty and our staff and imperative to serve our community is: 1.) **Leadership** dedicated to this end in all areas of the University; 2.) Thoughtful and timely **investment** breaking through barriers to change which advances ALL of the University's goals and positioned the University and our students for the future, 3.) A well developed and integrated plan for **learning** at all levels of the University, driving student outcomes for the future, and 4.) **Engagement** of our community by out students, meeting our community where it is in order to advance wellbeing.

Rosalind Franklin University's unique position as an institution dedicated to the education of healthcare providers and biomedical scientists inspired the development of a plan to engage the university's faculty, students and staff in the steps to increase knowledge of diversity and its impact on healthcare both through enhanced knowledge of our educators and leaders as well as the learning outcomes of our students. Likewise, recognizing that learning is a product of the context and environment, strategies to ensure a diverse workforce and student body provide critical opportunities to individuals underrepresented in healthcare as well as ensures that diversity of thought, experience and perspective drives innovation, depth of understanding and a community that supports the development and success of all of its members through meaningful inclusion.

In order to achieve these aims, the resources leading and assessing these efforts must be advanced in order to meet the needs of our community and position the community for inclusive, integrated and collaborative change. Strategies for enhancing the organizational leadership and resources dedicated to this effort are included as a part of this plan and are recommended to be an immediate undertaking of the University to ensure the successful and timely implementation of this plan. Critical next steps to ensure the sustained success of the implementation of this plan include:

- Initiate a search process for a Vice President for Diversity, Equity and Inclusion who will lead the University's effort to fulfill the action plan and institute systemic and sustained development in the areas of diversity, equity and inclusion.

- In the first quarter of 2021, implement a thorough institution-wide industry-recognized instrument used to assess the campus climate and culture at RFUMS to provide a benchmarked foundation for on-going outcomes. This tool will assess the University's current climate, identifying key strengths, refined areas for improvement, and student, faculty, and staff perspectives on RFUMS' level of inclusion of individuals from a number of minority groups.
- During the second quarter of 2021, engage current AGB consultants, Ms. Heard and Dr. Reid to facilitate an education and development initiative with the board and University leadership.

The resources outlined above serve to frame the much larger need for the systemic support of a well developed human resource and external expertise foundation to drive these strategies forward. In each area of the University, faculty and staff must be empowered to dedicate time and effort to accomplish these objectives and be afforded expertise leading to a greater understanding of this work through consultation, collaboration and education.

In conclusion, the taskforce members acknowledge that the plan articulated in the following pages constitutes only the initial stages of a sustained cultural and educational change for Rosalind Franklin University. The strategies outlined provide a foundation for transformation that is expected to continue to cascade throughout the University's complex integration of strategic initiatives, partnerships, operating structures and educational frameworks. Effective training and education, access, engagement and leadership will provide accountable and sustained efforts in the coming years that will be benchmarked, transparent and refined as this plan is implemented. Through these strategies, it is believed that all university members will be empowered to drive innovation and change within the context of each of the university's activities and interactions.

Each of us appreciates the opportunity to serve the University as members of this taskforce and look forward to our continued work to ensure the implementation of this plan which is imperative to fulfill the University's mission to serve humanity through the interprofessional education of health and biomedical professionals, and the discovery of knowledge dedicated to improving wellness.

## **Learning**

### **Objective 1:**

**Implement *training* for fundamentals for University leadership, faculty, staff and students to facilitate the practice of diversity, equity and inclusion within scope, individual role, and day-to-day interactions.**

#### Final Strategies:

- Charge the Offices of Diversity and Inclusion, Faculty Development, Executive Student Council, and Human Resources with designing and conducting listening sessions to ascertain the specific training and development needs of the university.
- Design training and development opportunities to meet the needs identified through the listening sessions, to be offered to faculty, staff and students.

#### Intended Outcome:

The university will establish the expectation that faculty, staff and students will engage in development and training opportunities that meet identified needs in the areas of diversity, equity and inclusion.

#### Associated Measurements of Success:

- All faculty, staff and students participate in one or more training opportunities each quarter, as measured by attendance and other records of engagement.
- Evaluations of training opportunities support the conclusion that there is alignment between identified needs and perceptions that training meets those needs.

#### Resulting Action Plan:

Office of Diversity and Inclusion offers quarterly diversity, equity, and inclusion training opportunities for the entire university community (from internal and external experts), and specific faculty development training that enables educators to create and maintain diverse, equitable, and inclusive learning environments (inclusive of the academic course environment).

#### Recommended Implementation Team:

- Office of Diversity and Inclusion
- Executive Student Council
- Human Resources Office (staff development)
- Faculty Development
- Faculty (if conversation is directly connected to a specialty)

## Learning

### Objective 2:

**Ensure implementation and integration of diversity, equity and inclusion learning outcomes within interprofessional and profession-specific *curriculum* for all educational programs.**

#### Final Strategies:

- Charge the Office of Academic and Faculty Affairs, the colleges and their programs with identifying the additional fiscal and personnel resources needed to conduct both a review and restructure of the curriculum to achieve the outcomes of diversity, inclusion, equity, and evidence-based knowledge and practice of medicine and the health professions.
- Charge the Office of Academic and Faculty Affairs, the colleges and their programs with conducting a focused review to identify curricular strengths and gaps regarding diversity, equity and inclusion within the curriculum.
  - *For example:* recognition of race as a social construct (not a genetic certainty that should influence patient care or clinical decision making), instruction on social determinants of health, deployment of content that - identifies racial and ethnic health disparities as being resultant from social inequities (e.g. structural racism, xenophobia) not inherent racial or ethnic differences, promotes ethical patient-centered care, and acknowledges diverse patient populations.
- Charge the Office of Diversity and Inclusion and partners with conducting listening sessions to learn specifics of each school/college/program's DEI content and activities.

#### Intended Outcomes:

- The review of curriculum and instruction for content that is supportive of the goal of the creation and maintenance of diverse, equitable, and inclusive learning environments, and content and instruction that is antithetical this goal
- Framing and fully contextualizing social and cultural determinants of health

#### Associated Measurements of Success:

- Curricular review will include measures of change in expected student learning outcomes and content against the baseline curriculum reviewed in 2021, with a positive trend in addressing identified areas for improvement.
- Evaluations of aggregate student learning outcomes by program will explicitly include measures by which the program assesses its curricular content, identifies where D&I is embedded in its curriculum and provides an enhancement plan to address gaps and opportunities.
- Information gathered through on-going listening sessions will be analyzed to assess perceptions of the alignment, impact and effectiveness of efforts underway to make the

current curriculum more inclusive and representative of the diversity of the population in the U.S.

Resulting Action Plan:

- Infuse outcomes and content related to the science of human health, genetics, and genomics into the curriculum in a manner that is not supportive of racialized medicine and refutes the characterization of race as an immutable biological or genetic construct, in all programs.
- Infuse outcomes and content related to the ethics of medicine into the curriculum of all programs.
- Design and implement a required sequence of faculty training and development focused on theory and practice in culturally competent and responsive teaching/learning environments.
- Redesign the Interprofessional Education curriculum to include emphasis on cultural competence of healthcare providers and the role of systemic racism in disparities in all aspects of health care, including patient outcomes.
- Use evidence of patterns of change in student learning relative to outcomes, and in curricular structure and content, to identify additional resources and the further action needed to support the reform of curriculum.

Recommended Implementation Team:

- The Office of Faculty and Academic Affairs
- Baldwin Institute
- Interprofessional Academic Committee (IPAC)
- Ad hoc Education and Curriculum Committee of the University Faculty Senate
- Office of Diversity and Inclusion
- Accreditation Representatives/Officers within each program/school/college
- Assessment Leadership Council
- Curriculum Committees within each program/school/college

## Learning

### Objective 3:

**Create opportunities for continuous exploration of diversity, equity and inclusion topics of interest for students outside of the formal curriculum that allows for both foundational learning and for application of concepts in the co-curricular offerings of the University.**

#### Final Strategies:

- Charge the Offices of Diversity and Inclusion, Campus Life, and Executive Student Council with developing and implementing quarterly town hall sessions for the entire university community on broad-ranging topics (e.g. race in medicine, needs of LGBTQ+ patients, immigrant health etc).

#### Intended Outcomes:

- Students will develop an expectation for participating in co-curricular learning events and experiences that engage them in continuing exploration of diversity, equity, and inclusion as they are manifest in the academic and community environment of RFU.

#### Associated Measurements of Success:

- The Common Read is fully integrated into the DEI curriculum map of RFU as a required activity in education and professional development plans.
- Data will be collected regarding elective student participation in co-curricular learning events, and perceived value of the learning gained from these events.
- Aggregate data will be collected to describe the nature and scope of educational and professional development experiences completed by students

#### Resulting Action Plan:

- Charge the Office of Diversity and Inclusion with focused presentations and dialogue about DEI for new student orientation.
- Establish on-going, collaborative efforts to support learning outside of the classroom such as common reads and journal clubs.

#### Recommended Implementation Team:

- Baldwin Institute
- The Office of Diversity and Inclusion
- Office of Campus Life
- Executive Student Council



## Access and Success

### Objective 1:

Implement equitable *admissions* processes which result in the matriculation of a diverse student body.

### Final Strategies:

- Charge the Division of Strategic Enrollment Management and individual University Colleges and Programs with the collaborative development of robust enrollment management strategies with an intent to increase matriculation of students from diverse / underrepresented backgrounds across the University
- Charge the Division of Strategic Enrollment Management with the development of an ongoing plan for admissions committee training across the institution. Such training may include but is not limited to areas such as holistic review and mitigating implicit bias to ensure equity in holistic review and admissions interviews.

### Intended Outcomes:

- Foundational outcomes of the preceding strategies may include but are not limited to the development of program / college-specific enrollment goals related to underrepresented groups and identification of comparative national benchmarks. It is anticipated that further strategies and outcomes will be developed based on ongoing analysis of equity data within the funnel at the program or college level.
- Development of robust recruitment and marketing materials aimed at attracting and engaging underrepresented applicants throughout the admissions process.
- Development of enrollment dashboards enabling programs and colleges to monitor applicant demographics and other key indicators through the admissions funnel and to assist in crafting the admission of a qualified and diverse class.
- Development of an affordability dashboard with program and college data related to tuition, average student indebtedness, graduate salary data, and other metrics on which return on invest analyses may be performed.
- Implementation of robust enrollment strategies which result in the recruitment, enrollment, and graduation of greater numbers of students from underrepresented groups.
- Implementation of an ongoing plan for admissions committee training across the institution
- Increased application rates, number of interviewed applicants, and matriculants from underrepresented groups

### Associated Measurements of Success:

- Information gathered from Program and College admissions partners will assist in identifying the training needs to ensure that admissions training speaks to various academic programs.
- With an understanding that the expertise in the development of marketing and recruitment initiatives resides within the Office of Admissions, these efforts can be

furthered expanded through the hiring an Assistant / Associate Director of Admissions for Access and Inclusion within the Office of Admissions

Resulting Action Plan:

- Through engagement in purposeful conversations between SEM, the Office of Admissions and Enrollment, and program and college admissions leadership future enrollment strategies will be identified. In addition, each program and college's holistic admissions processes should be sufficiently documented with an intent on achieving a greater understanding of how current policies, practices, and processes contribute to the composition of its respected matriculated student body. This work shall be ongoing with continuous analysis of admissions equity data which shall lead to the development of further strategic opportunities.
- Establish efforts to ensure greater transparency throughout the admissions process for applicants. Based on a recognition that prospective students, particularly those from underrepresented groups need to understand how the admissions process works for all applicants, all programs and colleges should establish written admissions policies that clearly outline expectations and requirements for admission. Admissions policies should also outline the appeals process for those students that are denied admission, or clearly indicate that admissions decisions are final when no appeals process exists. In addition, program / college-specific admissions vision statements should be written and detailed on respected websites to define for applicants the desired experiences and abilities which are considered as part of the holistic review process. Finally, published class profiles should be modified to include diversity and other student metrics.

Recommended Implementation Team:

- Strategic Enrollment Management and the Office of Admissions
- Program- and College-specific admissions leaders / committee members
- The Office of Institutional Research

## Access and Success

### Objective 2:

**Strengthen *recruiting and hiring* practices related to diversity, while identifying and addressing barriers that lead to lower retention of under-represented groups (overlap with inclusive community objective above).**

### Final Strategies:

- Charge University Leadership, Search Committees, and others involved with hiring to use more inclusive and equitable recruitment and selection processes.
- Charge University Leadership with developing accountability measures for achieving diversity initiatives in their respective schools, departments, areas.

### Intended Outcomes:

Increase the diversity of employees across all levels in the institution; our employee population should reflect the diversity of our community.

### Associated Measurements of Success:

- enhanced recruitment of diverse applicants for faculty and staff positions, including the development of strategies specifically directed towards recruitment of faculty and staff from our local community
- increasing numbers of diverse hires and associated retention of those hires
- retention and engagement of current diverse employees

### Resulting Action Plan:

#### Hiring Practices:

- Adopt the revised Faculty Search policy (see Appendix C) which was developed by a sub-group of faculty and staff.
- Elevate the role of Diversity Advocate on search committees to be a part of the decision-making process. This is not just a “check the box” appointment, and should be an integral role on the search committee. We are recommending that hiring decisions must be supported by the Diversity Advocate; if it is not, the decision would need to be evaluated by the Dean/VP and HR.
- Train a “pool” of diversity advocates from across the University. This would eliminate burnout of the small group of people who consistently serve in this capacity.
- Add Diversity Statement to Employment Application for faculty and senior administrative staff positions to better understand how applicants value and can impact diversity efforts at our institution.
- Revise job descriptions to include more inclusive language to encourage diverse applicants to apply. Specifically, we need to ensure that the minimum qualifications are accurate and truly required to perform the job. The job description should also include a

diversity specific statement regarding the department or school and describe their commitment to diversity, equity and inclusion.

#### Needed Support for Diversity Efforts:

- Add involvement of diversity activities to the Faculty workload model and Staff performance review. Employees should get recognized for the efforts and results achieved in these areas. Also consider other forms of recognition and reward for employees who are really changing and influencing our culture in this area.
- Continue to develop resources to aid in the adoption of more inclusive and equitable policies and practices.
- Increase budget for diversity advertising across the board. This can be managed by the individual schools/departments or an overall budget added to the HR budget for these needs.
- Add a staff position to the HR department to manage diversity hiring efforts. Responsibilities would include developing and implementing recruitment strategies to increase the diversity of our faculty and staff; developing and conducting training programs to include diversity advocate and search committee training; developing relationships with community partners; exploring diversity job sites and making recommendations to search committees for ad placement, etc.

#### Other Considerations:

- Consider creating positions for highly qualified diverse candidates who are not first choice for current positions, but could contribute a unique perspective and add value to the University culture. A budget line would need to be created for this (Strategic Hiring Fund), so that when the opportunity arose, we could fund the new position.
- Develop a resource page for prospective candidates and new employees to showcase our neighborhoods, community groups, cultural centers, nonprofit organizations, and more so that they can get a feel for our surrounding area and what might be available to them for support. We need community input to complete this.
- Consider filling positions with “remote” workers. This would increase our ability to hire more diverse candidates who are not within our geographic area

#### Recommended Implementation Team:

- University leaders
- Hiring managers (faculty and staff)
- Office of Human Resources
- Office of Diversity and Inclusion (including new CDO)

## Access and Success

### Objective 3:

**Cultivate an *inclusive community* where faculty, staff and students' unique talents, skills, and perspectives are valued.**

#### Final Strategies:

- Charge the Office of Diversity and Inclusion, the colleges and their programs to strengthen and/or develop peer-tutoring and mentoring programs to support academic success of underrepresented students across the University.
- Charge the Office of Faculty Development, Office of Human Resources, the colleges and departments to provide similar programs to staff and faculty to support their career development and success.
- Charge the Office of Diversity and Inclusion to implement required training across University (administration, faculty, staff, and students) related to the impact of microaggressions, systemic racism, and other related programming.
- Charge the Office of Diversity and Inclusion and the Office of Human Resources to explore the need for and creation of Employee Resource Groups (ERGs) for various populations of employees to encourage and instill support and a sense of belonging.

#### Intended Outcomes:

- Established peer tutoring and holistic mentoring programs to support underrepresented students, within the University environment and to achieve full development of their potential.
- Established mentoring and career development opportunities for faculty and staff.
- A more informed and educated faculty, staff and student population on issues related to diversity and inclusion by increasing participation in diversity-related training opportunities
- Success of ERG's through active participation of diverse employees and sustenance over time of these groups.

#### Associated Measurements of Success:

- Engaged and successful students, faculty and staff as reported through engagement surveys, and other data to include graduation rates, promotion rates, turnover rates, etc.
- Ensure proper representation of underrepresented groups on all university committees, panels, taskforces, etc.

#### Resulting Action Plan:

- Develop and explore the need for formal mentoring programs across the University for faculty and staff.
- Develop career development programs for faculty and staff.
- Establish on-going, collaborative efforts to support faculty, staff, and students and cultivate inclusion across the University community through the development and

recognition of best practices in creating and maintaining a welcoming environment for underrepresented faculty, staff and students.

- Celebrate diversity by recognizing and rewarding diversity-based research and the development of faculty, staff, and student programs that contribute to the overall objectives of inclusion. Such programs may include monetary grants to faculty for diversity-related research and financial support for faculty, staff, and student proposals that help impact the University's commitment to diversity, equity and inclusion.

Recommended Implementation Team:

- Office of Diversity and Inclusion
- Office of Human Resources
- Faculty Development
- Schools and Departments

## Communication

### Objective 1:

**In recognition that racism is a systemic problem, create opportunities for collaboration, communication and coordination with *external stakeholders*.**

#### Final Strategies:

Development of a formal advocacy program for issues that pertain to higher education, health care, and healthcare research.

Note: While the university has two registered lobbyists that are permitted to engage in formal lobbying on behalf of the institution and their activities are subject to the oversight of the Illinois Secretary of State, advocacy is an activity that any member of the university community can engage in. The advocacy program that is proposed is one that is specifically in alignment with the university's mission and thus focused on the issues of higher education, health care and healthcare research.

#### Intended Outcomes:

- Implementation and measurement plan
- Defined and broadly understood legislative priorities
- Creation of an External Advisory Group that includes community, civic or elected leaders and provides input to the Director of Government Relations on community concerns and needs.
  - External Group: Defined communication pathways into the university for topics that relate to governmental concerns and community affairs
- Creation of an RFU Advocacy Working Group that includes representatives from areas such as academic and faculty affairs, research, student affairs, diversity and inclusion, clinical partnerships, institutional advancement, Executive Student Council (or ESC designee), RFU Health Clinics, etc that reviews recommendations of External Advisory Group for potential implementation.
  - Internal Group: A well informed advocacy plan
- Repository of resources for the RFU community to support advocacy efforts
- Repository of accreditation or profession's requirements (within the academic programs) that relate to advocacy
- Digital presence for the Office of Government Relations
- Quarterly report of activities
- Annual assessment of activities

#### Associated Measurements of Success:

- Baseline data of current advocacy efforts
- Year-over-year growth of utilization of the Office of Government Relations

- Year-over-year increase in satisfaction with the support rendered by the Office of Government Relations
- Exceeding accreditation or profession’s requirements for advocacy work

Resulting Action Plan:

- Program review: The university has been engaged in robust governmental relations work for years. That work should be quantified and qualified in order to develop baseline data and benchmarks, KPIs, and other measures should be identified. Additionally, the university has a variety of policies that provide guidance on activities that relate to freedom of expression, lobbying, etc. These should be reviewed as a starting point to the work that is envisioned.
- Listening tour: This provides the Office of Government Relations an opportunity to understand the needs of academic programs as they relate to accreditation standards and strategic plans, as well as the needs of research and administrative areas of the university, and develop a comprehensive overview of the university’s governmental priorities.
- Thematic analysis: The qualitative data that is gathered through the “listening tour” can be analyzed for patterns, shared goals, etc. This analysis can provide pillars to the work that will be outlined and operationalized.
- Gap analysis: Through the “listening tour” we will also identify areas where insufficient information exists in order to complete the work plan. Those areas will be flagged and specific strategies will be developed to address them.
- Proposal development: A singular advocacy implementation plan will not be developed; rather, options will be presented and socialized as appropriate. These plans, as proposed, will include details on resources, timelines, and measures of success
- Implementation: A full plan will be appropriately resourced and implemented. An accompanying assessment plan will also be developed.

Recommended Implementation Team:

- RFU Office of Government Relations
- RFU Community Relations Working Group
- Council of Deans
- Executive Student Council- Executive Team
- Advocacy Working Group



## Organization

### Objective 1:

**Establish an *organizational structure for diversity, equity and inclusion* which allows for leadership, resource, support and integration across all University structures and activities. (Appendix A)**

#### Recommended Strategies:

- Develop a dedicated cabinet level university leader empowered to drive diversity, equity and inclusion strategies throughout all areas of the University by strategic collaborations, consultations and direct supervision.
- Reorganize existing diversity-specific resources and secure necessary new resources to advance the strategies to meet the university's diversity, equity and inclusion objectives.

#### Intended Outcomes:

- Dedicated university-wide leadership of the functions of Diversity, Equity and Inclusion to provide sustained and systemic leadership.
- Staffing resources reflect the prioritized functions and regulatory demand managed by the office and allows for growth in initiatives to achieve action plans.
- Resources are prioritized and support the growth and development of diversity, equity and inclusion mandates throughout the University.

#### Associated Measurements of Success:

- Complete implementation of the strategic initiatives and on-going assessment and development..
- Benchmarked key outcome indicators (Appendix B).

#### Resulting Action Plan:

- Spring 2021, obtain budget support.
- Spring 2021, initiate leadership search and fill role by July 1, 2021.
- AY 21-22, roll out DEI Strategic Plan and implementation further incorporating taskforce strategic recommendations and improvement plans resulting from climate assessment.

#### Recommended Implementation Team:

Once approval is granted, the president's appointed search committee would be initially responsible for identifying viable candidates. Responsibility for on-going development would be then held by the Vice President (Chief Diversity Officer).

## **Organization**

### **Objective 2**

**Implement *training and coaching plan* that focuses on diversity, equity and inclusion leadership for board of trustees and executive leadership of the university.**

#### Final Strategies:

Leadership Training: Implement Board of Trustees and cabinet level consultation and training workshop to ensure strategic leadership regarding the role and function of diversity, equity and inclusion.

#### Intended Outcomes:

- Consistent strategic leadership for diversity and inclusion driving and supporting strategies and priorities at all levels of the institution.
- Leadership formalizes and reinforces accountability for DEI work across all institutional functions and strategies.

#### Associated Measurements of Success:

Diversity, equity and inclusion are acted upon as a driving factor for success in all areas of the University.

#### Resulting Action Plan:

Spring 2021: Implement board of trustees and administration training.

#### Recommended Implementation Team:

Office of the President

Office of Diversity and Inclusion

Identified University engaged consultants

## **Organization**

### **Objective 3**

**Provide on-going *assessment and continuous improvement plans* for systemic and sustainable change.**

#### Final Strategies:

- Implement an institution specific climate assessment which allows for on-going benchmarks for action plan implementation.
- Implement institutional measures of on-going annual review of Key Diversity and Inclusion Indicators in order to assess progress and outcomes at an institutional and unit level. (Appendix B)

#### Intended Outcomes:

- Demonstrate intended and strategic improvements in key areas of diversity, equity and inclusion work.
- Ensure accountability and transparency of all improvement strategies across University structures.
- Transparent and articulated performance indicators.

#### Associated Measurements of Success:

- Systemic and coordinated efforts for diversity, equity and inclusion development will be data driven.
- Per benchmarked assessments, university membership will reflect greater understanding and knowledge of and value on-going efforts and outcomes in the areas of DEI.

#### Resulting Action Plan:

Spring 2021: roll out new University-wide climate assessment tool and focused conversations.

Spring 2021: Implement new annual reporting structure at all levels of the University of initiatives and outcomes in coordination with new performance indicators.

#### Recommended Implementation Team:

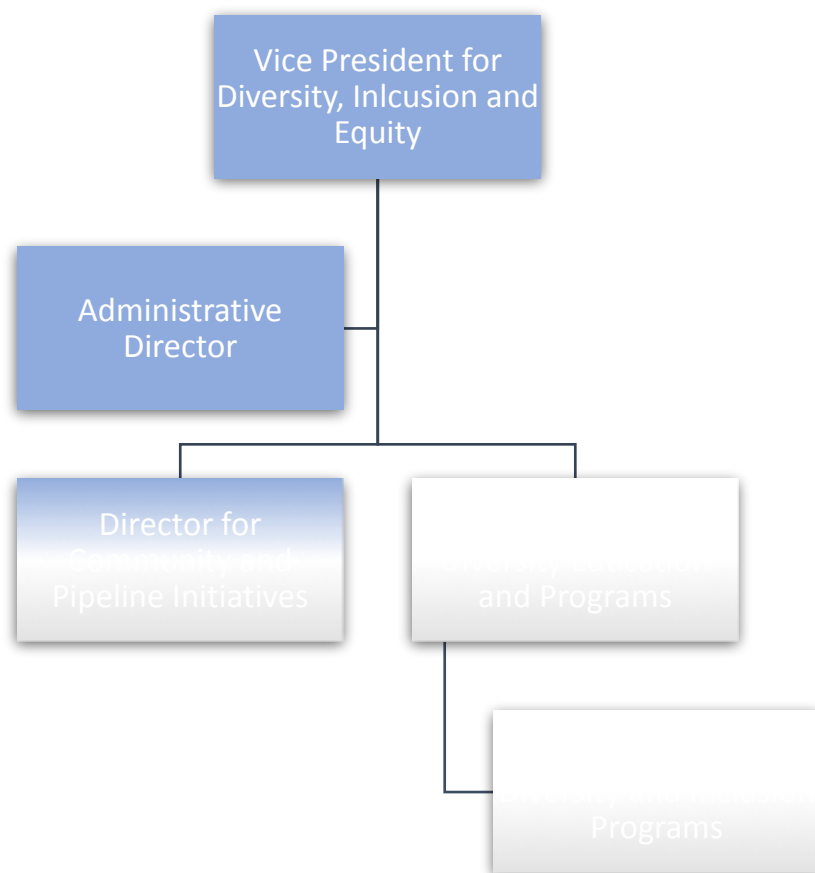
- Office of Diversity and Inclusion
- Division of Academic Affairs
- Division of Strategic Enrollment Management

## Appendix A

### Diversity and Inclusion Organizational Chart

Immediate Development

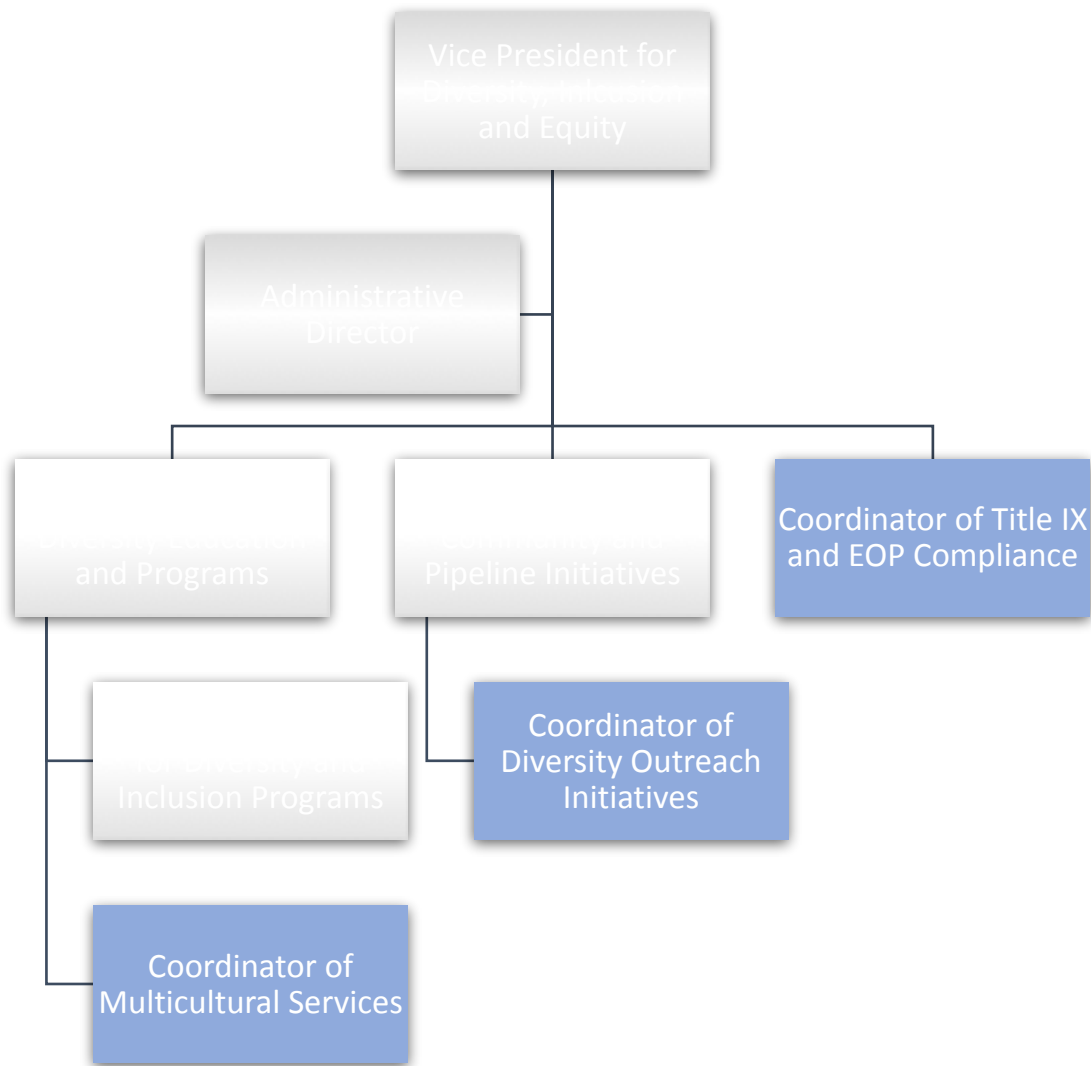
Solid Blue indicates new position  
Gradient Blue indicates existing but vacant role  
White indicates existing and filled position



## Growth Projection Over YR 1 (21-22)

Anticipated growth upon the on-boarding of new leadership to position the team to advance the critical strategic action plan for diversity, inclusion and equity while maintaining existing functions within the Office of Diversity and Inclusion

Solid Blue indicates new position  
Gradient Blue indicates existing but vacant role  
White indicates existing and filled position



**Appendix B**  
**DEI Key Performance Indicators**

The following metrics will be developed and contribute to the annual review of benchmarks and performance over time.

		<b>Progress Indicators</b>	<b>Outcome Indicators</b>
Access	Students	Application, Interview, Acceptance, Yield Funnel	Graduation Rates (Ethnicity/ Race, Gender)
		First year/progress point retention	Total Population
		Participation in Recruitment Activities	Residency, Placement Rates
		Receipt of targeted funding/ scholarship	
		Funding gaps (difference between projected need and allocation)	
		Allocation gap (difference between identified funding and allocation)	
		Number of formal student engagements with IG faculty	
	Faculty/ Staff	Application, Interview, Offer, Yield Funnel	Total Population
		Ranked Faculty Retention	Length of Employment
		Time to promotion	Promotion and tenure
		Prefix Faculty Population	Leadership positions held
		Number of formal student engagements with IG faculty	Proportionality of Productivity: Teaching hours, scholarship over time, service
Climate		Number of campus incidents	Levels of participations in diversity activities
		# of participants in diversity activities	Perception of belonging

		Perception of culture as it relates to DEI concepts	Perception of engagement
		# of participants in diversity activities	Perception of power and held influence
		Persistence in normalizing discourse as it relates to DEI	Perception of satisfaction
			Perception of climate
			# of lawsuits/settlements
			Number of discrimination cases
Learning		Diversity material in curriculum	Measure of essential learning outcomes
		Participation in service learning and community outreach	Social and emotional intelligence indicators, applied associated behaviors and development
		Implementation of behavioral/emotional/social intelligence scales	<b>Cognitive complexity</b> which allows the integration of social and emotional intelligence into one's practice
		Opportunity for engagement in Diversity-specific learning:	
		Curricular, elective and required	
		Co-Curricular, elective and required	
		Integrated map of DEI learning outcomes (including outcome around the social determinants of health) for the above activities	





## Appendix C - [Faculty Search Policy](#)

### Appendix D

The following is a summary of data collected by the President's Task Force in partnership with the Offices of Admissions and Enrollment and Institutional Research. In late Fall 2020, a survey was sent to all programs and colleges with an intent to document past and present race-neutral admission efforts. Pursuit of race-neutral tactics were requested in the following areas:

Recruitment (events and materials), Electronic (communications and website), List purchases, Sponsorships and community outreach, Pipeline activities, Admission processing, Staffing and budget resources, Scholarships, Student services, and Alumni involvement. Survey responses received from all programs and colleges revealed the following:

- Limited participation in diversity-related recruitment fairs
- Limited development of diversity-related recruitment materials
- Some programs use electronic communications and digital enrollment marketing tactics to recruit
- RFU website identified as primary digital marketing tool through statements related to diversity, inclusion, and equity
- Holistic review, or mission-aligned admission and selection processes, is used by many RFU academic programs
- Limited budget resources available for diversity and inclusion recruitment
- Scholarships are used regularly to recruit a diverse class of students, but additional philanthropy is needed to ensure scholarship amounts are commensurate with tuition; competitive to yield targeted students; and sufficient to develop and deploy meaningful scholarship strategies.
- Successful alumni, especially those from diverse backgrounds, are occasionally used to showcase success and return on investment.

In addition to the program and college survey, admissions funnel data was validated. This data represented applicant demographics at select stages throughout the admissions funnel including total and completed applications, Interviewed, admitted, and enrolled applicants. Demographic indicators represented nine characteristics of diverse student body including Gender, Race/ethnicity, Military/veteran status, Economically disadvantaged, and Educationally disadvantaged (five HRSA metrics). Initial observations of the data at the institutional level revealed:

- Across these 9 diversity categories, RFU loses between 10-25% of total applicants due to an incomplete application.
- Roughly 10% of women and students of color are invited to interview.
- Generally, all other categories are invited to interview at a rate of 12-14% with veterans at the highest and economically disadvantaged at the lowest levels.
- Women are admitted at a greater rate than men.
- More than 80% of all students of color interviewed are offered admission.
- Almost all other categories, including veterans and econ/educ disadvantaged, are admitted below 75%.

It is important to note that these initial institutional observations are based on all applications to RFU. Such observations are likely influenced by the volume of CMS applications and thus may not be fully representative of differences present at the college or program-specific level. Additional analysis is necessary to inform enrollment strategies.

Finally, a conversation with academic program partners identified faculty and staff perception of barriers to matriculating diverse student body including lack of outreach and marketing materials, competitive funding, deficient support specifically for underrepresented students, and a University culture which is negatively impacted by a lack of diverse representation across the campus.