HANOVER RESEARCH

BEST PRACTICES

Key Performance Indicators for Diversity, Equity, and Inclusion

April 2022

In the following report, Hanover assesses best practices for developing key performance indicators (KPIs) for diversity, equity, and inclusion. This analysis identifies best practices using secondary literature and identifying exemplar institutions.

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RECOMMENDATIONS

Based on an analysis of best practices and exemplar institutions, Hanover recommends that institutions:

CREATE A UNIVERSITY DEI STRATEGIC PLAN

According to a review of practices at exemplar institutions and industry best practices, institutions seeking to develop KPIs related to DEI should create strategic DEI plans. Rather than creating stand-alone performance indicators, profiled exemplar institutions develop KPIs as a part of larger strategic plans that guide DEI efforts and assessment. By developing a strategic DEI plan, institutions can identify and intentionally focus efforts on the DEI-related areas of priority on its campus. When developing a strategic DEI plan, institutions should appoint a strategic planning committee to lead the process. The planning team, with input from campus and community stakeholders, should seek to complete the following as a part of its strategic planning:

IDENTIFY 3 TO 5 PRIMARY CAMPUS PRIORITIES AND GOALS

As a part of the strategic planning process, institutions should conduct a needs assessment to identify areas of concern that should be addressed in the strategic plan. Once completed, institutions should identify three to five priority areas based on the assessment and develop a strategic goal to address each priority area.

FOR EACH PRIMARY GOAL, DEVELOP SPECIFIC OBJECTIVES

After defining priority areas and strategic goals, institutions should develop multiple objectives for each goal. Objectives should be more narrowed in focus than overarching goals and define specific areas in which the University plans to make improvements and that will contribute to the progress of the overarching goal.

DEVELOP ACTION ITEMS AND METRICS OF SUCCESS FOR EACH OBJECTIVE

After establishing objectives, institutions will need to define action items. Action steps are specific and measurable and may serve as KPIs; they define specific ways institutions can work towards DEI objectives and goals. For example, an objective on enhanced curriculum may have action items such as the development of a new class, audit of course syllabi, or hosting a series of faculty discussions. Institutions should also decide how to measure progress towards objectives. While metrics of success will vary based on objectives, experts recommend all institutions track climate indicators and demographics data.

EXECUTIVE SUMMARY

KEY FINDINGS

❖ **To effectively develop a DEI strategic plan and KPIs, institutions should take the following actions:** (1) Create a planning team, (2) Conduct assessment and research, (3) Analyze the data, (4) Draft the plan, (5) Implement a communication plan, and (6) Implement and sustain the process. Experts establish several best practices for completing each phase of the process so that institutions can develop and implement successful DEI strategic plans and KPIs.

❖ **While experts agree that all institutions should track metrics related to campus climate and demographics, universities must also develop KPIs that address unique campus priority areas.** To identify those focus points, institutions should conduct needs assessments. Once institutions identify areas of concern, they must develop specific strategies and actions that can be completed to progress towards each goal. Institutions must also decide on specific metrics of success for each strategy and action.

❖ **Benchmarked institutions include one to six broad goals in their DEI strategic plans, with several specific strategies and metrics of success.** Typically, profiled institutions' strategic DEI plans have two to four primary goals. For each primary goal, institutions list one to nine more specific objectives or strategies to further the larger goal. Finally, for each objective, profiled institutions list specific action steps necessary for completing the objective. While action steps can act as KPIs, most institutions also report having metrics of success for objectives, which allow them to track progress towards strategic DEI goals.

❖ **Strategic DEI goals at benchmarked institutions most often relate to campus climate, DEI curriculum and training, and accountability.** Five profiled institutions have overarching strategic goals relating to developing positive DEI campus climates, four institutions have strategic goals about developing and adapting curriculum and training programs to include DEI, and three institutions have strategic goals aiming to increase accountability for DEI efforts.

❖ **Profiled institutions use common several metrics for tracking strategic goals and objectives.** Six institutions measure the number or percent of faculty and staff from underrepresented groups, five institutions track changes in curriculum or development of new programs, four institutions collect and measure survey data, four institutions measure the retention and graduation rates of students from underrepresented groups, and four institutions track the number of DEI training delivered.

❖ **One exemplar institution, the University of Iowa, communicates information about its strategic DEI goal and KPIs using its website.** Experts and exemplar institutions indicate that one of the necessary best practices of developing and implementing a DEI strategic plan is effectively communicating the progress of the plan with internal and external stakeholders. The University of Iowa excels in this best practice through its DEI website, which allows individuals to see how the University is progressing in achieving its goals through semesterly reports and goal trackers.

RESEARCH QUESTIONS AND METHODOLOGY

BACKGROUND & METHODOLOGY

The institution would like to develop and implement a campus-wide comprehensive plan and DEI structures. It is interested in developing key performance indicators (KPIs) to track and measure its progress and would like to explore trends in DEI-related goals and KPIs across similar type schools. Hanover will use publicly available data, including secondary resources and literature, to identify trends and case examples on the development and implementation of DEI-related goals and KPIs. Additionally, Hanover will benchmark DEI-related goals and KPIs in the strategic plans of institutions, prioritizing institutions similar in type and demographics.

RESEARCH QUESTIONS

What are best practices for developing, using, and evaluating DEI KPIs?

- What makes a high-quality KPI?
- What process is used to develop KPIs?
- What are examples of institutions developed and utilized DEI KPIs successfully?

What are common DEI-related goals and KPIs at similar type institutions?

- What trends, if any, exist in the content and framing of these goals and KPIs?
- What methods, procedures, and frequencies are used in monitoring progress towards these KPIs?

PROFILED INSTITUTIONS

Institution	Location	Fall 2020 Enrollment Size
Augustana College	Rock Island, IL	2,389
Hendrix College	Conway, AR	1,077
Otterbein University	Westerville, OH	2,652
Transylvania University	Lexington, KY	963
University of Dayton	Dayton, OH	11,650 (8,644 undergraduate)
University of Lynchburg	Lynchburg, VA	2,692

Enrollment size source: NCES College Navigator

DEVELOPING A DEI STRATEGIC PLAN

Best practices for developing a DEI strategic plan and KPIs

BEST PRACTICES FOR DEVELOPING, USING, AND EVALUATING DEI KPIs

Exemplar institutions and industry experts define several steps higher education institutions should follow when developing strategic plans and key performance indicators for diversity, equity, and inclusion. In order to develop KPIs that are relevant and attainable, institutions should follow several best practices developed by experts. The following steps are generally agreed upon as necessary phases for developing and implementing a successful DEI strategic plan and KPIs; further information is provided for each phase in the following slides:
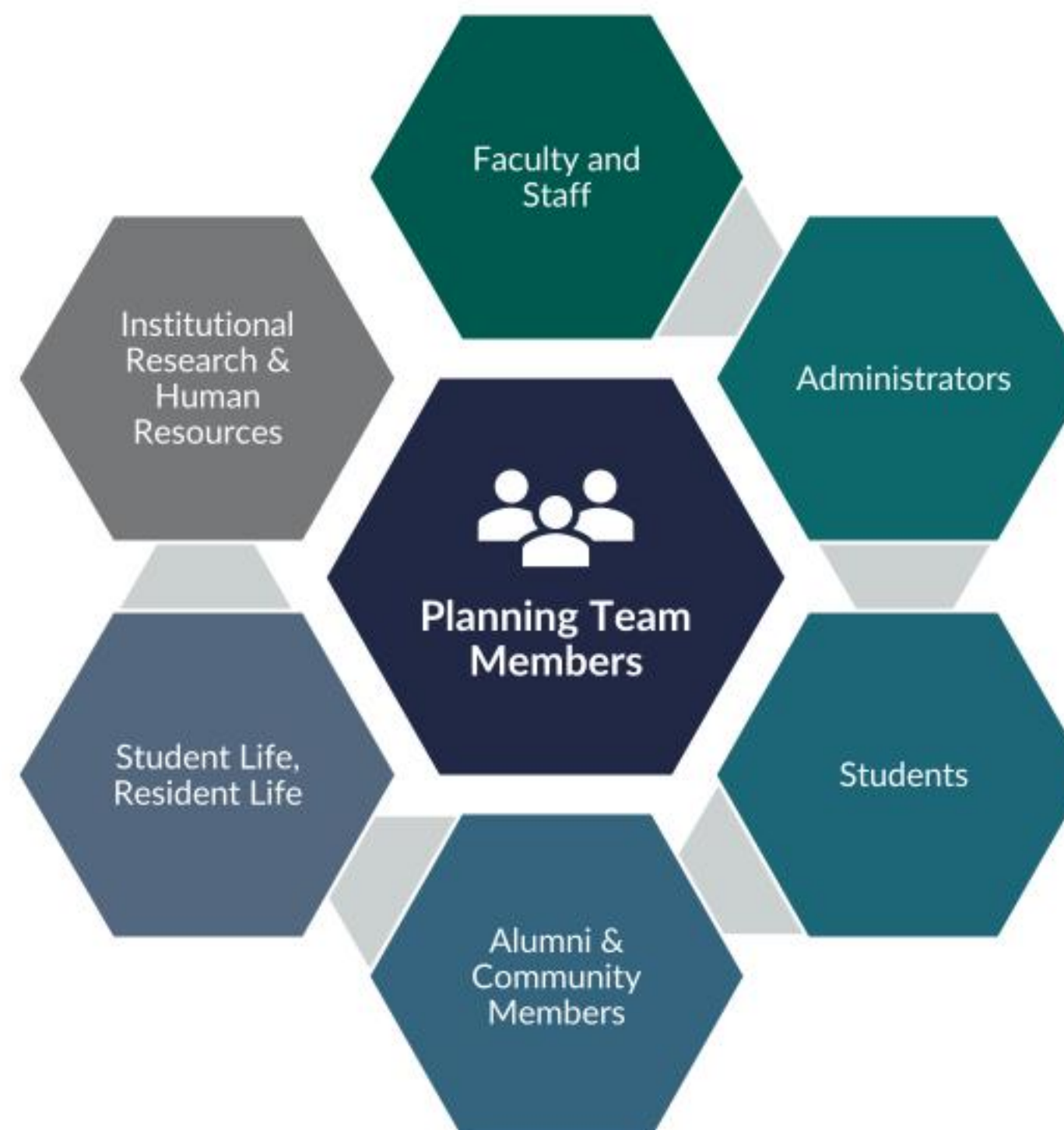
1. Create a planning team

2. Conduct assessment and research

3. Analyze the data

4. Draft the plan

5. Implement a communication plan

6. Implement and sustain the process

SOURCE NOTE:

The following information about the phases determined to be best practices in developing and implementing DEI strategic plans and KPIs are adapted from several sources, including the Minnesota State University Toolkit, the University of Michigan Toolkit, The Society for College and University Planning, the University of California Berkeley Toolkit

PHASE 1: CREATE A PLANNING TEAM

As a first step in developing an effective DEI strategic plan, institutions should form a team to lead the strategic planning process. The central leadership role in the planning process is generally the president's office, which launches the initiative, appoints the planning team, and provides ongoing oversight and support. Some experts also recommend that the president's office appoint a team of executive-level officers to organize and coordinate a central hub for campus-wide DEI activities. The planning team appointed by the president's office should be diverse in representation and bring together various constituents:

PHASE 1 CONTINUED: CREATE A PLANNING TEAM

In addition to the central members of the planning team, the president's office should appoint an advisory board to the planning team and identify stakeholders. The advisory board should be made up of people outside of the institution, which may include a representative from an institution's local diversity office or other community agency that works in the field of diversity and inclusion. Institutions should ensure that each member of the planning team, advisory board, and stakeholders involved in the process should have adequate time to commit to the process and can sustainably work together. Experts also recommend that individuals involved in the process should "possess the influence, authority, and credibility to implement a high-caliber diversity plan."

The planning team should set a timeline, define a common language, and develop a mission and purpose for the plan that aligns with the mission statements of the higher education institution. In setting a timeline for creating the strategic plan, planning team members should set meeting times and frequencies. The team should also establish a common language with definitions of terms to be used throughout the process. A list of possible terms can be found here. Finally, the team should develop a rationale and purpose for the diversity plan that aligns with the mission statement and strategic plan of the University.

Planning team members are expected to:
- Participate in focus groups
- Guide discussions, remaining objective
- Be active participants

PLANNING TEAM ROLES

Planning team members, external advisors, and institutional stakeholders should each have defined roles. All stakeholders should have multiple opportunities and formats to share input, participate in the planning and implementation processes, and learn about progress and ongoing challenges. Roles of team members and stakeholders may include:

Role	Description
President's Office/ Executive-Level Officers	Address diversity issues, offer best practices, address potential pitfalls in the planning and implementation processes
Administrators	Guide the diversity plan process and have the formal authority to direct institutional resources to support it.
Faculty and Staff	At least one or two faculty or staff members should be recruited to provide perspective, encourage buy-in, and share the vision for change. They might include strong diversity advocates as well as others who provide relevant experience or expertise.
Students	Provide perspective and valuable insights into student culture, expectations, norms, and challenges.
Community Stakeholders	Provide the perspective of partners, potential students, and employees. Community stakeholders can also champion the institution's diversity efforts beyond the campus boundaries.

PHASE 2: CONDUCT NEEDS ASSESSMENT AND RESEARCH

In order to understand what must be addressed in a DEI strategic plan, the institution should next conduct research to identify pressing issues on campus. By identifying areas of concern, institutions' DEI initiatives can be more focused and action-oriented. Institutions can use existing data collected by institutional research offices, as well as complete needs assessments. A needs assessment is a "systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action." DEI needs assessments, therefore, help higher education institutions determine what diversity issues they should prioritize in creating strategic plans.

When conducting needs assessments, planning team members should have a historical overview of the diversity work that has been carried out. This overview could include past planning, diversity events and activities, grants that made a difference, and other relevant matters. This phase of the process may include a "diversity audit" that assesses institutional history, demographics, current offices, policies, initiatives, and priorities related to diversity. This type of analysis helps the diversity planning team to situate its work in the context of prior efforts and be more strategic, intentional, and outcome-oriented.

Consider using these data sources when conducting needs assessments:

Institution's affirmative action plan	Campus Climate Surveys	External data (e.g., labor and graduation trends at peer institutions)

SAMPLE NEEDS ASSESSMENT QUESTIONS

The Minnesota State University and the University of California Berkeley provide needs assessments for institutions to use when completing phase two of the planning process. Questions on these needs assessments have three- or five-point Likert scale response options, allowing planning teams to quantify the data after completing the assessment. Examples of questions in these needs assessments include:

Mission Statement, Goals, Values, and Messaging

- Is our institution's diversity, equity, and inclusion philosophy statement aligned with and in support of Inclusive Excellence?
- Are our equity and inclusion values reflected in internal and external communications, such as program descriptions, outreach materials, and our website?

Faculty and Staff

- Do current faculty and staff demographics reflect or exceed the diversity of our students?
- Do faculty searches in the department regularly attract a diverse pool of highly qualified candidates and/or attract a pool that represents the availability of PhD's in this field?

Curriculum

- Do course offerings include explicit attention to issues of diversity, equity, and inclusion as they relate to our field(s) of study?
- Do courses address student preparation for cultural competence?

Students

- Are success rates within the department comparable across students of all identity groups and backgrounds? This includes both degree completion rates and job placement.
- Do we have a strong mentoring system, which is effective in supporting all students both academically and professionally?

PHASE 3: ANALYZE THE DATA

After conducting a thorough needs assessment, the institution should analyze the data to identify areas of concern. The planning team should partner with institutional research staff and members of the planning team or office of diversity who are willing to focus some of their time and skills on analyzing the data. These people should use the data and questions like the following to identify areas of strengths and areas that need improvement :

Areas of Strength

- What are our strength areas? Where is inclusiveness being practiced?
- How can we maintain or enhance those areas?
- How can we celebrate and publicize those successes that have led to greater inclusiveness? Can they be replicated?

Areas that Need Improvement

- In which areas do we need to improve (i.e., areas where inclusiveness needs to be embedded)?
- Are there some areas that could quickly and effortlessly be changed to become more inclusive?
- What resources do we have or need to do so?
- Are there some areas that will take longer to change? Why?
- What areas or items would have the most far-reaching and/or long-lasting impact?

IDENTIFYING PRIORITY AREAS

After analyzing the data to understand strengths and areas needing improvement, the planning team should do the following:

- ❑ Identify common themes in the data
- ❑ Establish groups of key issues that need to be addressed
- ❑ Create a list of **three to five key priorities areas**
- ❑ Identify specific strategic objectives, goals, needs, action steps, accountable individuals, partner teams, completion target deadlines, and a measurement of success for each priority area

The **University of California Berkely** recommends that institutions do the following when developing specific strategies, objectives, and action steps for each priority area:

1. **List general strategies** to achieve the goals. These strategies may reflect best practices in the field or be innovative ideas developed by the institution. Strategies are higher-level categories (e.g., outreach and recruitment, mentoring, inclusive curriculum design, etc.).

2. **For each strategy, develop action steps and deliverables** – These are specific activities, events, practices, programs, or resources you will draw on to implement particular strategies. For example, if one of your strategies is to expand outreach among underrepresented graduate student applicant pools, actions and deliverables may include things like attending certain conferences, creating a new brochure, or building partnerships with minority-serving institutions. For a strategy on enhanced curriculum, actions and deliverables may include the development of a new class, auditing course syllabi, or hosting a series of faculty discussions.

3. **Identify how you will measure progress** and note specific data sources you will use to ensure you are working toward the goals.

PHASE 3 CONTINUED: DEVELOPING KPIS

When creating goals, strategies, and action steps for priority areas, institutions should decide on metrics of success. Institutions should define specific metrics to be used to measure progress towards each goal. Institutions can use indirect and direct metrics to assess the progress of action steps and goals. Indirect measures are internal perceptions of quality, measured through items such as course updates, workshops, and student evaluations. Direct measures are externally provided and include awards, publications, demographics, and surveys. Appropriate metrics will vary based on associated strategies and action steps. Minnesota State University provides the following guide, with examples, to developing components of strategic goals:

Objective/ Goal	Access, Equity, and Opportunity – Increase and improve access to [university] for underrepresented students and students with varying levels of academic preparation.
Key Stakeholders	Multicultural Affairs Officers, Finance Department, Senior Student Service Officials, Local School Board.
Strategies	Assess current enrollment and financial data. Develop comprehensive, culturally relevant student support strategies. Work with community stakeholders to implement paths to increase access to higher education for non-traditional learners
Measures/KPI	Increase and improve access to [university] for underrepresented students and students with varying levels of academic preparation. Increase co-occurring enrollment.
Action Steps	Create presence of inclusion resources and information on the website. Refine the marketing plan to target under-represented students and by increasing K–12 and community exposure to and understanding of university programs and resources.
Desired Outcome/ KPI	The number of underrepresented students and students with varying levels of academic preparation increased 15% by 2025.

STANDARD METRICS

While metrics of success and KPIs will vary based on specific strategies and action steps determined by individual institutions, the University of Michigan recommends all institutions regularly track the following metrics:

Climate indicators

- Student, faculty and staff 12-month satisfaction with the overall campus or school/ college or unit climate/environment, depending on constituency
- Student, faculty and staff assessment of aspects of the general climate and DEI climate of overall campus or school/college or unit, depending on constituency
- Student, faculty and staff assessment of institutional commitment to diversity, equity and inclusion
- Student, faculty and staff feelings of sense of affirmation and academic or professional growth, depending on constituency
- Student, faculty and staff feelings of discrimination in the prior 12 months

Demographic diversity

- Undergraduate students —Demographic composition (e.g., race/ethnicity, sex), enrollment status (class level, entry status), 4- and 6-year graduation rates
- Graduate students — Demographic composition (e.g., race/ethnicity, sex), degree level (masters, doctoral, professional)
- Faculty — Demographic composition (e.g., race/ethnicity, sex, age), tenure status or job family
- Staff — Demographic composition (e.g., race/ ethnicity, sex, age)

PHASE 4: DRAFT THE PLAN

After determining strategic priority areas and related goals, strategies, action steps, and metrics of success/KPIs, the institution should draft the strategic plan. Using the guide included on slide 11, institutions can create strategic plans for addressing each priority area identified in the needs assessment phase. Institutions should create strategic plans for three-year or five-year cycles. By adopting strategic plans with longer timeframes, institutions should have the necessary time to implement and review the plan and see institutional change. Additionally, drafting either a three-year or five-year diversity plan, allows teams to determine short-, medium-, and long-term outcomes for the institution. A longer cycle requires a continual commitment to implementing a diversity change process that is systematic and intentional.

DEVELOP AN IMPLEMENTATION PLAN

The strategic DEI planning team should create an implementation plan. Within the implementation plan, the team should identify leaders for each action item, as well as an estimated timeline for specific strategies and action steps. The implementation plan should also define budgets for action items. The planning team should share the implementation plan with any partners or key stakeholders in the process. The implementation plan should also establish plans for continuing resources such as trainings and workshops, online materials, reference guides, and consultations that may be helpful in executing the strategic plan.

- Identify leaders
- Establish timeline
- Define budgets
- Create plans for resources

NECESSARY PLAN COMPONENTS

The completed strategic DEI plan should include the following components:

- Institutional Vision and Mission
- Diversity Philosophy Statement
- Rationale for Diversity Planning and Implementation
- Objectives and Goals
- Strategies and Key Partners
- Outcomes and Measures
- An Implementation and Assessment Plan

PHASE 5: IMPLEMENT A COMMUNICATION PLAN

DEI planning teams should develop communication plans to be infused throughout the process of planning and implementing the strategic plan. The communication plan should define how the institution will share strategic goals and priorities with members of the institution as well as external stakeholders. Communications about the DEI strategic plan should seek to build awareness and buy-in for the diversity plan. A communication plan can also provide a systematic way of sharing the diversity plan and engaging the community by getting their feedback along the way. Minnesota State University advises institutions follow nine steps when designing a communication plan:

1. Identify what you are hoping to accomplish in this communication plan. Are there particular groups you want engaged in the development of the plan? Engaging stakeholders in the process will help to build trust, manage expectations, and encourage meaningful discussions.

2. Choose your target audience. Identify a variety of stakeholder groups who can provide different types of feedback. Try to get engagement with areas that might not see themselves as stakeholders. Use different communication methods to reach different groups.

3. Develop the key information to achieve your objective. What do you want your identified group to know? What are some of the questions and concerns people have about diversity? What do you hope to learn from the community?

4. Plan the communication delivery method. Limit to three to four methods to get the message out. Identify the method for communicating to the group and the process for the method to be used (e.g., flyers, posters, focus groups, department meetings, community meetings, etc.).

5. The feedback process should include face-to-face communication. Get on the agenda of department meetings. Do some planning around how the departments/units will respond to your sharing and how you will respond to their response. Let them know how you plan to use feedback.

6. Communicate at all stages of the planning. People need to be informed at various stages of the plan development. Identify in the plan when it is important to share information. Plan meetings and dialogues regularly (i.e., monthly). Provide updates on key decisions and ensure that there are communication updates throughout the entire process.

7. Identify the cost of communicating (e.g., making flyers, refreshments at events, giveaway items, etc.).
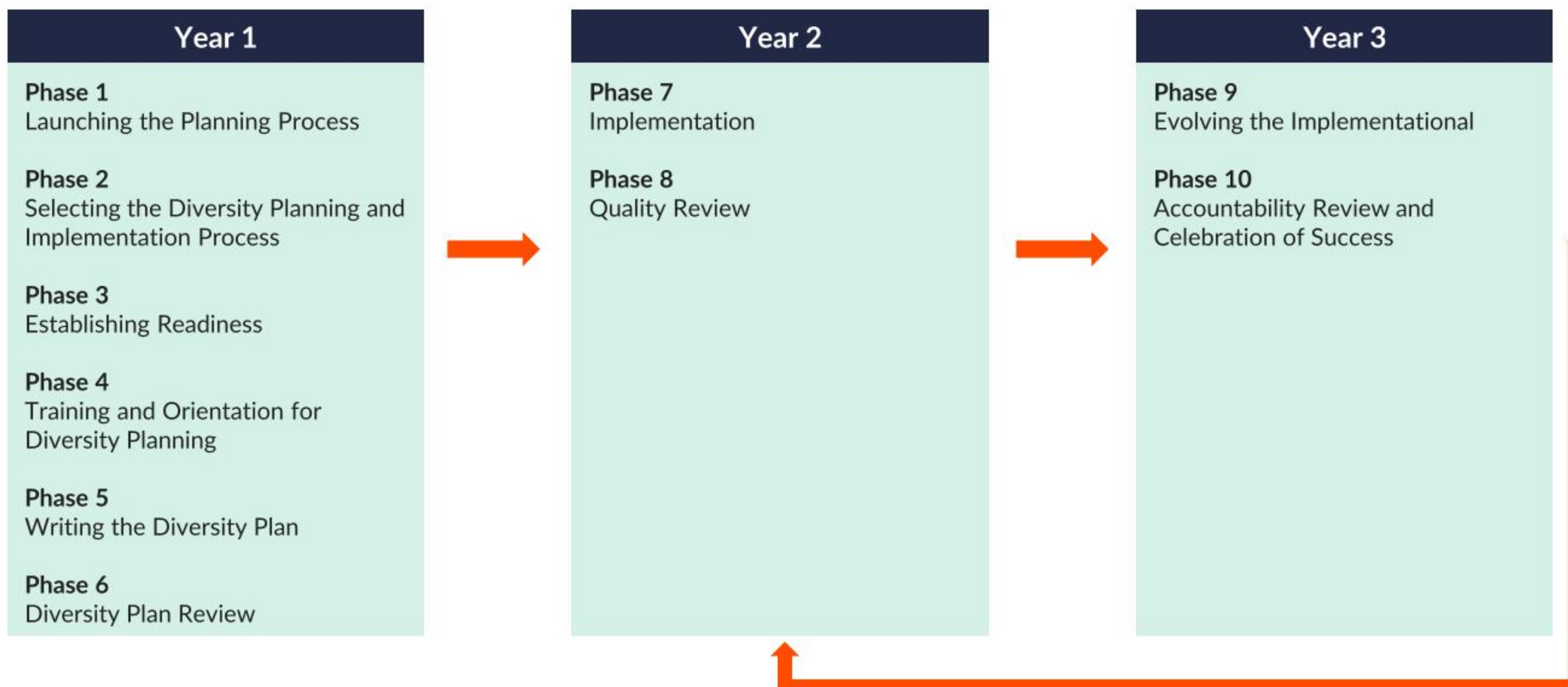
8. Use a variety of activities to roll out the plan, such as special interest groups like president's cabinet, shared governance, labor unions, students, etc. Identify who will take the lead for each form of communication— who will be responsible for the development of materials, who will share the message to various groups, and what the time frame is for getting input.

9. Review feedback and have a plan for using it. Be sure you are clear on what you're seeking feedback on (i.e., diversity/inclusion).

DEVELOPING A DEI STRATEGIC PLAN: PHASE 6

PHASE 6: IMPLEMENT AND SUSTAIN THE PROCESS

Once the strategic plan has been completed and approved, the institution should implement the plan and begin working to meet priority goals and action items. The planning team and executive officers should monitor planned efforts, conducting mid-cycle reviews and regular check-ins. During mid-cycle and regular check-ins, strategic planning teams should monitor progress and make any needed adjustments or revisions. An important aspect of monitoring progress is accountability; planning teams should report the progress of strategic goals through annual reporting and regular progress reports. The planning team should share these reports with internal stakeholders (e.g., students, staff, faculty), and external stakeholders (e.g., community members). Minnesota State University has developed the following timeline for implementing and sustaining the strategic planning DEI process:

Year 1	Year 2	Year 3
Phase 1 Launching the Planning Process **Phase 2** Selecting the Diversity Planning and Implementation Process **Phase 3** Establishing Readiness **Phase 4** Training and Orientation for Diversity Planning **Phase 5** Writing the Diversity Plan **Phase 6** Diversity Plan Review	**Phase 7** Implementation **Phase 8** Quality Review	**Phase 9** Evolving the Implementational **Phase 10** Accountability Review and Celebration of Success

Timeline adapted from Minnesota State University Toolkit

HIGHER EDUCATION

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EXEMPLAR INSTITUTIONS

DEI goals and metrics of success at exemplar institutions

EXEMPLAR INSTITUTION SPOTLIGHT

UNIVERSITY OF IOWA

The University of Iowa's 2019-2021 Action Plan defines specific strategies and action steps the institution plans to take to achieve Excellence through Diversity, Equity, and Inclusion. The plan defines four priority goals related to DEI, each with three to 13 strategies the University plans to use to achieve DEI excellence. For each strategy, the University has identified three to nine critical tasks; each critical task is a specific action step and performance indicator the University can use to determine how the institution is progressing in its implementation of the plan. Examples of goals, strategies, and critical tasks include:

Goal: Enhance campus-wide diversity, equity, and inclusion accountability, effectiveness, and collaboration.

Strategy: Facilitate the increased use of data to inform diversity, equity, and inclusion-related decision making.

Critical Tasks:

❑ Create a dedicated data specialist role in the Division of Diversity, Equity, and Inclusion to provide instruction and resources regarding use of campus diversity, equity, and inclusion-related data sources to inform unit efforts.

❑ Bring together representatives of the multiple campus surveys to coordinate implementation and explore collaboration through use of match questions and common demographic categories. Surveys include: Working at Iowa, the Faculty/Staff Diversity, Equity, and Inclusion Campus Climate Survey, SERU diversity, equity, and inclusion-related questions, the National College Health Assessment, Excelling@Iowa, employee exit surveys, and the Speak Out Iowa campus climate survey on sexual misconduct.

❑ Provide centralized training and resources to strengthen program evaluation across campus

REGULAR COMMUNICATION

The University of Iowa regularly updates internal and external stakeholders on strategic goals through its website. The University has a website for its DEI Action Plan updates, where individuals can see how the University is progressing in achieving its goals. The website shows the progress the University has made for each of the strategic goals by reporting the percentage of critical tasks that have been completed. The website also links semesterly update reports which provide detailed information about how the plan is progressing.

48%

CREATE AND SUSTAIN AN INCLUSIVE AND EQUITABLE CAMPUS ENVIRONMENT

Complete; 48%
In Progress: 30%
In Planning: 15%
(27 Critical Tasks)

SPRING 2020 UPDATE

FALL 2020 UPDATE

SPRING 2019 UPDATE

FALL 2019 UPDATE

MOUNT ST. MARY'S UNIVERSITY

Mount St. Mary's University's strategic DEI plan defines four priority goals, with several strategies, action items, and KPIs for each. For each priority goal, Mount St. Mary's University has established three to six strategies, with around three to six specific action items and KPIs for each. Each strategy also has detailed steps, leaders/purview information, and timelines. KPIs included in the plan are often quantifiable (e.g., number of students); however, others are more qualitative and relate to climate survey results and conditions on campus. Examples of strategies and KPIs are included below:

Example Strategy 1: Improve competency in diversity, equity, and inclusion for cabinet, faculty, administrators, and staff to help support the success of students from diverse backgrounds.

KPIs:
- Number of and type of training opportunities offered.
- Attendance at and evaluation of DEI training opportunities
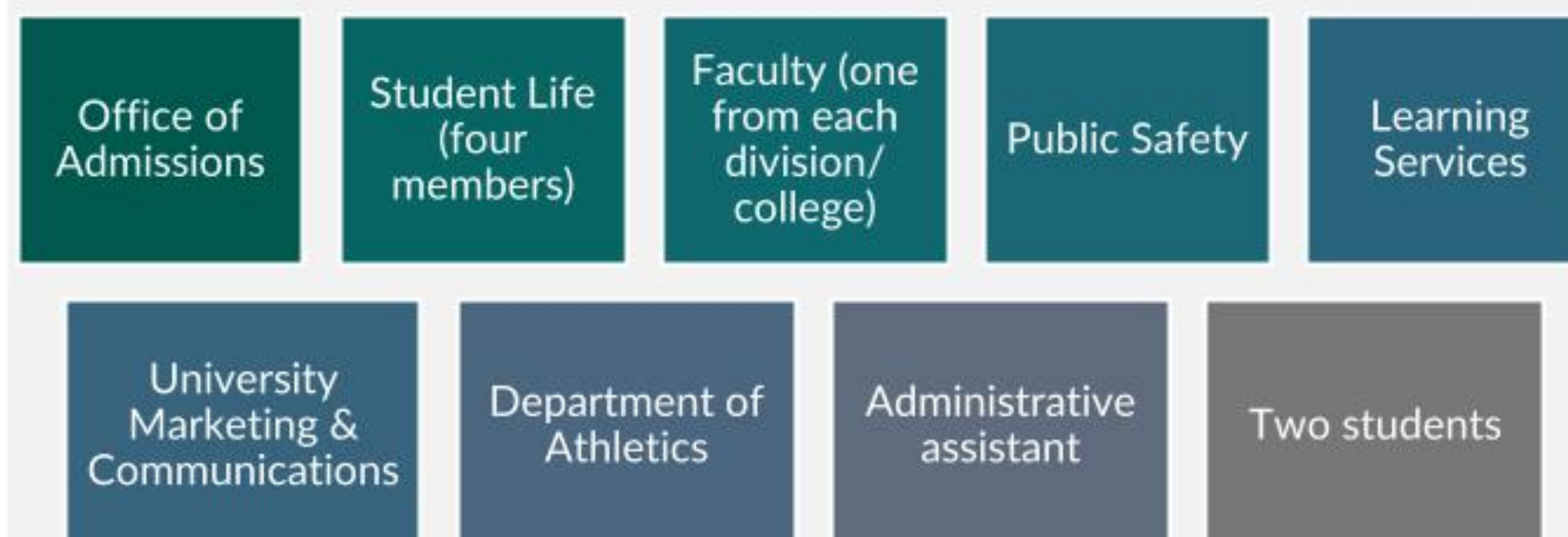- Assessment results (improvement over time).

Example Strategy 2: Provide comprehensive support to promote the academic success and retention of undergraduate students, graduate students, and seminarians.

KPIs: Key performance indicators will be disaggregated by race/ethnicity, gender, first-gen status, socioeconomic status, religion, etc.
- 4 and 6-year graduation rates (target: rates within 2% for all groups).
- 1st year retention rate (target: rates within 2% for all groups).
- Credit completion rate (target: rates within 2% for all groups).
- Employment and graduate school outcomes (target: ≥95% of graduates employed or in school one-year post grad).

STRATEGIC PLANNING COMMITTEE

Mount St. Mary's University's DEI strategic plan was developed by an inclusive excellence committee. The University's five-year strategic plan was developed by the University's Mount Inclusive Excellence Committee (MIEC). The MIEC is led and appointed by the Vice President for Equity and Success and includes representatives from several divisions. The MIEC holds two 90-minute meetings each month during the school year, and the minutes of meetings, once approved, are posted on the shared governance site. The committee reports at least once each year to the Mount Council and president and evaluates its strategic DEI efforts every five years. Members of the committee come from the following divisions:

Office of Admissions	Student Life (four members)	Faculty (one from each division/ college)	Public Safety	Learning Services
University Marketing & Communications	Department of Athletics	Administrative assistant	Two students	

The University's president has also appointed an advisory council for DEI, which is composed of students, faculty, and administrators. The council is "a forum for active participation of representative campus constituencies to ensure a welcoming and inclusive community related to diversity, equity and inclusion." The Council is charged to:

➢ Advise the president and other university leaders on critical issues.
➢ Recommend initiatives, policies, and practices to enhance the Mount's inclusion efforts.
➢ Evaluate and track campus climate.

INSTITUTIONAL TRENDS

Trends in DEI goals and metrics of success at exemplar institutions

DEI STRATEGIC PLANS

Most benchmarked institutions have strategic DEI plans separate from university-wide strategic plans. Only Transylvania University and the University of Lynchburg incorporate their strategic DEI plans into their larger campus strategic plans. As a part of campus strategic plans, the DEI strategic plans at Transylvania University and the University of Lynchburg are reported under one of the universities' campus-wide strategic goals. For example, the University of Lynchburg's DEI plan is Objective 1.4 of the University's Vision 2020+ Strategic Plan, part of the University's broader strategic goal for student engagement. Transylvania University's DEI strategic plan is Guiding Objective Three of the University's Annual Plan.

All benchmarked strategic DEI plans have a similar structure. Each benchmarked strategic plan has one to six primary goals regarding DEI priorities for the University. Typically, institutions have two to four primary goals. For each primary goal, institutions list one to nine more specific objectives or strategies to further the larger goal. Finally, for each objective, profiled institutions list specific action steps necessary for completing the objective. The figure below represents the general structure of benchmarked strategic plans.
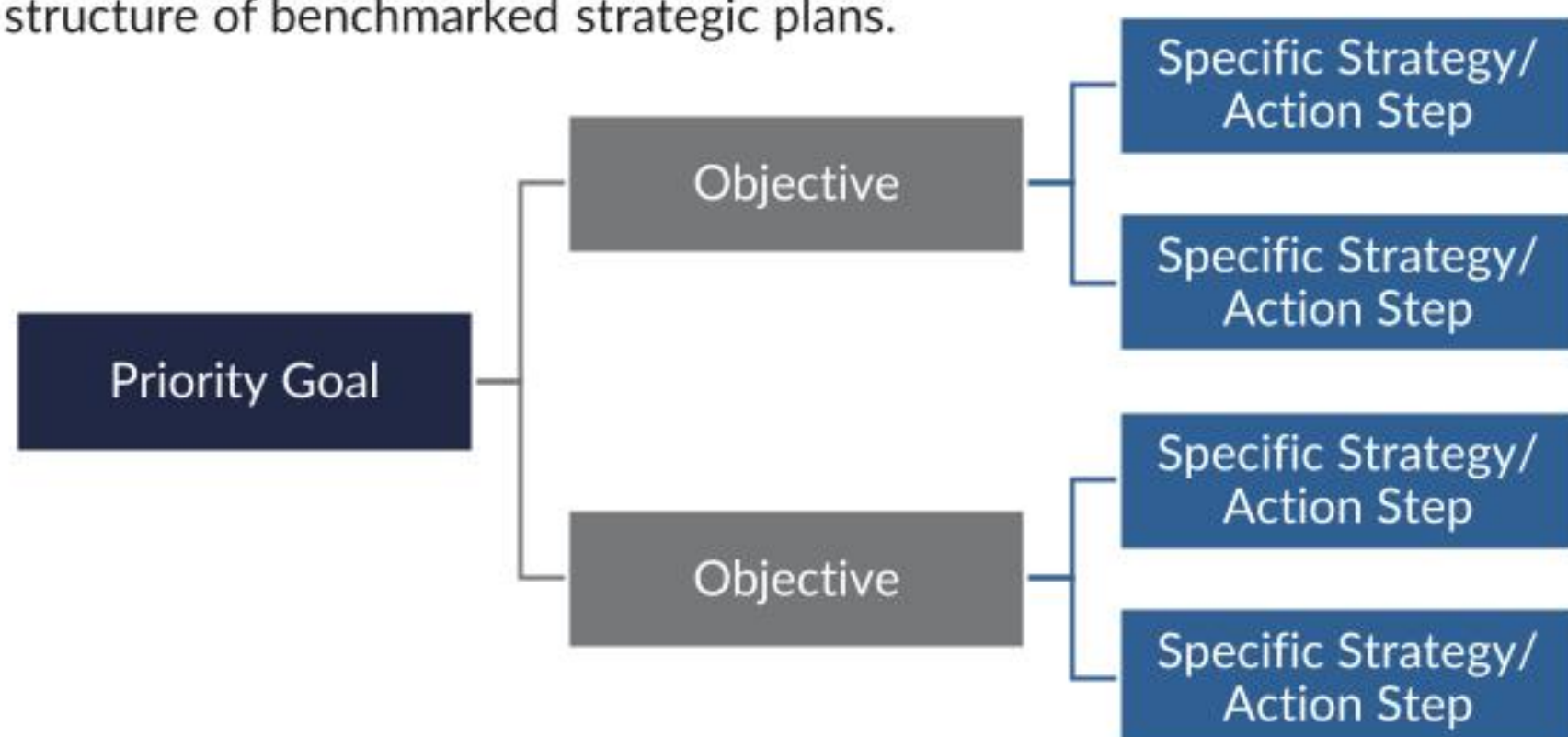
COMMON GOALS

Strategic goals for DEI at benchmarked institutions typically relate to the campus climate, curriculum and trainings, and accountability. The number of institutions with goals relating to each priority and examples of goals are included below:

Positive climate for DEI
5 institutions
- "Ensure that Augustana College is a welcoming community committed to cherishing diversity, promoting inclusion and fairness"
- "Create and sustain an equitable and inclusive campus climate"
- "Ensure that Augustana College is a community that reflects the diversity of the region and world"

DEI curriculum and trainings
4 institutions
- "Create a robust curricular and co-curricular architecture to advance diversity, equity and inclusion"
- "Enhance Diversity and Inclusion training for all Otterbein employees and volunteers"
- "Build a community that fosters learning, research, scholarship and co-curricular activities that reflect global diversity, inclusion and social justice"

DEI accountability
3 institutions
- "Measure increase in diversity and inclusion efforts to raise awareness for and about diverse populations on campus"
- "Create Institutional Accountability for Diversity and Inclusion"
- "Develop, implement, assess and report on unit-based strategic plans to advance inclusive excellence"

Priority Goal — Objective — Specific Strategy/Action Step, Specific Strategy/Action Step; Objective — Specific Strategy/Action Step, Specific Strategy/Action Step

DEI OBJECTIVES

Profiled institutions define one to nine objectives or strategies for each overarching goal in their strategic plans. Objectives are more narrowed in focus than overarching goals and define specific areas in which the University plans to make improvements. While some profiled objectives define specific action steps, most do not. Examples of objectives for each of the top priority goal areas included on slide 19 are below:

Objectives for Positive climate for DEI

- "Facilitate the development and awareness of campus policies and procedures that promote equity and inclusive practices"
- "Enhance and promote a welcoming environment for underrepresented populations through recruitment, retention and support opportunities"

Objectives for DEI curriculum and trainings

- "Add diversity as a training component for Otterbein 'Ambassadors'"
- "Develop a framework upon which the campus can design and map curricular and co-curricular efforts to ensure a developmental approach to student learning that includes progressively advanced levels"

Objectives for DEI accountability

- "Ensure the Facilities committee and campus master plan address accessibility issues and create spaces for interaction and inclusion"
- "Create and maintain robust metrics and accountability systems for diversity, equity and inclusion and methods to support them"

DEI ACTION STEPS

Profiled institutions define specific action steps for each objective. All of the benchmarked institutions' strategic DEI plans include specific action steps for each objective. The University of Lynchburg is the only institution that defines one action step for each objective; most profiled institutions define several action steps for each objective. Action steps are specific and measurable and may serve as KPIs for institutions. Examples of action steps for each of the top priority goal areas included on slide 19 are below:

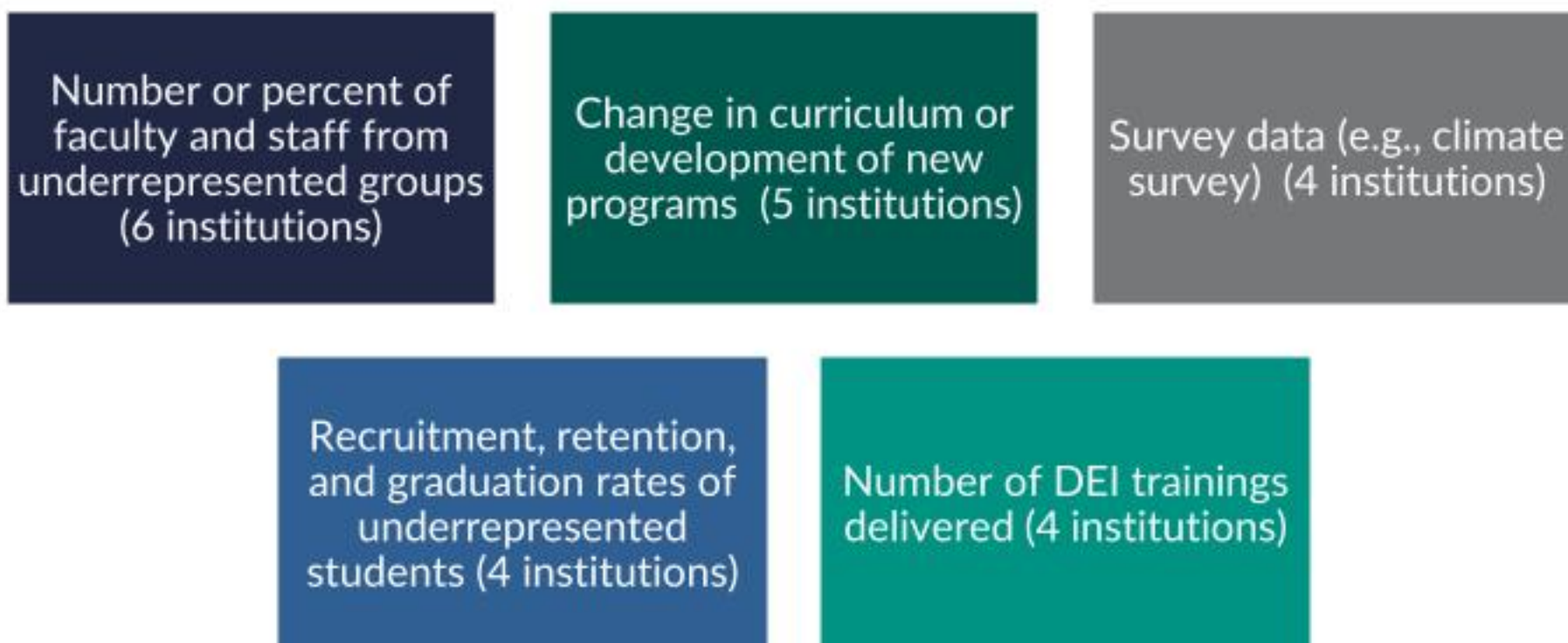|	
Action steps for positive climate for DEI	"Create a Climate Response Team that will convene to develop strategies in response to events or incidents that affect the College's inclusionary practices"
	"Increase diversity pools of candidates for faculty/staff open positions through deliberate recruitment"
Action steps for DEI curriculum and trainings	"Create a framework that can meaningfully integrate current and future diversity experiences, both in the classroom and out of the classroom, into graduate and undergraduate education'"
	"Provide prevention and ongoing training to students, faculty, and staff members related to sexual misconduct, dating violence, domestic violence, and stalking"
Action steps for DEI accountability	"Conduct an annual accessibility audit of campus facilities"
	"Develop processes to periodically review and revise internal structures, policies, and practices to advance those that support equity and revise those that do not"

DEI PERFORMANCE INDICATORS

Benchmarked institutions typically list metrics for objectives, rather than goals or action steps. While action steps are generally specific enough that institutions can use them as KPIs for tracking progress, most institutions also report metrics for measuring the success of objectives. Augustana College is the only profiled institution that reports metrics of success for overarching goals, and Transylvania University and the University of Lynchburg are the only institutions that report metrics for each action step. However, the University of Lynchburg also has broader metrics of success for the overarching objective of the DEI strategic plan. The University of Dayton's strategic DEI plan includes KPIs for each objective, which act as metrics of success. While metrics do not typically include specific percentages or numbers, Transylvania University's strategic plan does include specific quantitative goals and metrics.

COMMON METRICS OF SUCCESS

Profiled institutions share several methods of measuring success of strategic plans. The most common metrics reported by profiled institutions include:

| Number or percent of faculty and staff from underrepresented groups (6 institutions) | Change in curriculum or development of new programs (5 institutions) | Survey data (e.g., climate survey) (4 institutions) |

| Recruitment, retention, and graduation rates of underrepresented students (4 institutions) | Number of DEI trainings delivered (4 institutions) |

EXAMPLES OF METRICS

Below are examples of metrics of success that institutions use to measure progress towards common goals.

Metrics for Positive climate for DEI

- Improvement in climate survey data
- Increase underserved student population representation in incoming first year class by 5%.
- Utilizing data from self performance evaluations, track and increase the perception of the equal treatment of employees.

Metrics for DEI curriculum and trainings

- Require all faculty and staff to participate in at least one diversity related professional development opportunity every year beyond federally mandated Title IX training.
- Number and effectiveness of trainings offered
- Outcomes from high impact programs and training will be measured by Title IX awareness data

Metrics for DEI accountability

- Add administrative and programming support for the Diversity, Equity and Inclusion office
- Conduct campus climate audit and develop recommendations for next steps.
- The Office of Institutional Research will share NSSE data on student engagement with diversity with academic departments, athletics, and other campus offices.

INSTITUTIONAL PROFILES

*DEI goals and metrics of success at exemplar
institutions*

AUGUSTANA COLLEGE

Augustana College's Diversity, Equity, and Inclusion Strategic Plan includes six overarching goals for the College; for each goal, the College has identified one to three objectives and several specific strategies for meeting each objective. Most goals also have an "evidence of success" metric that the College uses to measure the outcome of efforts to reach each goal. An overview of the goals, examples of objectives, and measures of success are included in the chart below. All of the specific objectives and strategies that the College has identified for each objective can be found in the strategic plan.

Goal	Example Objectives	Metrics of Success
Ensure that Augustana College is a welcoming community committed to cherishing diversity, promoting inclusion and fairness	Create and sustain a campus community that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations	Survey data indicate a more equal sense of belonging at Augustana for all demographic groups
Ensure that Augustana College is a community that reflects the diversity of the region and world	Increase the number of historically excluded, currently underrepresented and international students each year	Continued increase in diversity of student body and equal retention and graduation rates for all demographic groups
Improve recruitment and retention of employees from underrepresented communities	Incrementally increase the number of underrepresented faculty and staff each year over the next five years	Continued increase in the diversity of faculty, staff and administrators, particularly racial diversity and increase in retention of underrepresented employees
Build a community that fosters learning, research, scholarship and co-curricular activities that reflect global diversity, inclusion and social justice	Broaden the participation of historically excluded and currently underrepresented students in research opportunities and presentations at conferences	D&G suffix courses are enhanced with knowledge and skills-based outcomes; Increased representation of underrepresented students partnering with faculty in research and conference presentations
Strengthen institutional infrastructure and systems to support diversity, equity and inclusion efforts	Prepare for greater numbers of historically excluded and currently underrepresented students and international students	--
Exercise leadership within the Quad-Cities community as it endeavors to promote diversity, advance inclusion and be welcoming to all	Exercise leadership within the Quad-Cities community as it endeavors to promote diversity, advance inclusion and be welcoming to all	--

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HENDRIX COLLEGE

In their Diversity and Inclusion Strategic Plan, Hendrix College reports two primary goals for the College related to access and campus culture. The College's strategic plan, developed by the Office of Diversity and Inclusion (ODI), defines two objectives with specific implementation plans and metrics for each goal. An overview of each goal and related objectives is included in the chart below. The chart represents a selection of implementation plans and metrics of success. All implementation plans and metrics of success can be found in the strategic plan.

Objective	Example Implementation Plans	Example Metrics of Success
Access Strategic Goal: Create successful pathways for underrepresented (racial/ethnic, socioeconomic, and/or first-generation) individuals to become members of the Hendrix community		
By 2022, the ODI will successfully maintain and expand mutually beneficial partnerships and initiatives that foster campus diversity.	• Develop and implement a League of United Latin American Citizens (LULAC) and Aspire Scholarship Network partnership plan for annual implementation, including expansion strategies. • Create and implement a plan for underrepresented faculty recruitment. • Collaborate with other administrators to review, and possibly enhance, hiring of underrepresented administrators and staff through new initiatives	• Partnership survey with satisfactory results. • Number of partnerships and initiatives. • Average populations of Pell-eligible, underrepresented minority, and first-generation student populations that reflect nation's diversity. • Increase and maintain representation of underrepresented faculty, staff, and administrators within candidate search pools and populations.
By 2022, the ODI will have support mechanisms in place for the success of individuals who benefit from access to Hendrix due to diversity partnerships and initiatives.	• Develop and implement plan for LULAC and Aspire Scholars programming. • Create a Minority Faculty Network • Collaborate with faculty, administration, and the Board of Trustees Diversity Committee to obtain funding for student support programming. • Develop a Minority Alumni Network Develop a minority staff affinity group.	• LULAC and Aspire Scholars (for Latino students) retention and graduation rates above the rates for the populations they represent. • Number of minority faculty with successful 2-yr, 4-yr, and tenure reviews; Number of funded opportunities provided to students, including number of grants submitted and awarded; Number of minority alumni engaged in programming • Retention and climate feedback of minority staff.
Campus Culture Strategic Goal: Promote efforts that create a more equitable and inclusive Hendrix community.		
By 2022, the ODI will increase campus-wide initiatives that foster the development of inclusive practices.	• Engage in efforts to establish a Center for Inclusive Community • Implement regular, systematic training for faculty, staff, and student leaders on diversity and inclusion. • Conduct a comprehensive campus climate survey on a regular basis. • Develop sustainable curricular initiatives that promote diversity and/or inclusion.	• Progress on the Center's establishment. • Number and effectiveness of trainings offered.; Number of individuals participating in the trainings.; Number of times the survey is conducted; Number of diversity initiatives offered. . • Improvement in climate survey data.
Facilitate the development and awareness of campus policies and procedures that promote equity and inclusive practices	• Consistently review federal, state, and local laws and college policies regarding inclusion, equity, and accessibility to understand their implications for the College. • Work with the Senior Leadership Team to develop new policies and/or improve current policies. • Develop mechanisms to effectively communicate policies and procedures,	• Number and effectiveness of new policies and procedures created and enhanced. • Improvement in climate survey data.

OTTERBEIN UNIVERSITY

Otterbein University's Multi-Year Plan for Diversity and Inclusion defines three strategic priorities. Each strategic priority includes five to nine "recommendations" or metrics that the College uses to measure the success of the goal. An overview of strategic priorities and examples of metrics of success defined in the report are included in the chart below. The University's plan for diversity and inclusion contains all goals and measures of success.

Strategy	Example Metrics of Success
Create Institutional Accountability for Diversity and Inclusion	• Have a position of Chief Diversity Officer (CDO) by 2020. • All new or remodeled Otterbein facilities will have at least one gender neutral restroom. • Conduct an annual accessibility audit of campus facilities. • All reasonable effort should be made to make sure that Otterbein facilities are accessible to community members with disabilities. Sidewalk snow removal efforts should include curb cuts; snow cleared from parking lots should never be dumped in accessible spaces or curb cuts. • Include participation in Diversity & Inclusion training/professional development as part of Otterbein's annual evaluation process for administrators and staff.
Enhance Diversity and Inclusion training for all Otterbein employees and volunteers	• Require all faculty and staff to participate in at least one diversity related professional development opportunity every year beyond federally mandated Title IX training. • Add diversity as a training component for Otterbein "Ambassadors" (i.e., Resident Assistants, Admission Host & Tour Guides, Orientation Leaders, FYS mentors, Board of Trustees, Athletes, Student Government Representatives, Advancement Student Ambassadors, etc.)
Engage the Otterbein community in an ongoing dialogue about issues related to diversity and inclusion.	• By 2019 identify a funding source for the MLK Convocation, Otterbein's signature annual diversity event, to create a similar level of visibility and publicity as the Vernon Pack lecture. • Each division is responsible to ensure that materials and publications reflect diversity • Otterbein Marketing and Communications department will develop an annual plan for promoting diversity and inclusion across all University media. • Increase the percentage of students earning a Global and Intercultural Engagement card to 50% by 2020. • Require one co-curricular activity in the general education curriculum to be diversity-related by 2016-17 • Commission on Diversity and Inclusion will publish Making the Invisible Visible, a diversity newsletter, each semester. • Commission on Diversity & Inclusion will host at least one common hour each semester on diversity related issues. • Create a summer series on diversity for staff and administrators by summer 2016, similar to the re-accreditation series offered in 2014.

TRANSYLVANIA UNIVERSITY

Objective Three of Transylvania University's annual plan includes goals for diversity, equity, and inclusion. Transylvania University's DEI objective is to "Uphold our commitment to social responsibility in a diverse world by cultivating and sustaining a culture of inclusion, equity and justice through education, dialogue and practice." The University has defined three objectives to meet this goal, with related strategies and metrics of success. An overview and selection of objectives, strategies, and metrics is included in the chart below. All strategies and metrics of success can be found in the annual plan.

Objective	Example Strategies	Metrics of Success
Create and maintain robust metrics and accountability systems for diversity, equity and inclusion and methods to support them.	Develop processes to periodically review and revise internal structures, policies, and practices to advance those that support equity and revise those that do not.	• Conduct campus climate audit and develop recommendations for next steps. • Develop plan to address and implement the new NCAA Title IX requirements.
	Strengthen and expand the DEI office.	Add administrative and programming support for DEI office.
Create opportunities to develop deep levels of understanding of culture across and between all members of the community.	Develop and increase opportunities for professional development, initiatives and recognition concerning belonging, antiracism, cultural competency and social justice.	• Implement workshops for at least 25% of faculty and staff. • Design year-long diversity and inclusion program for athletics teams.
	Coordinate initiatives and community service across academic programs to deepen relationships and trust between Transylvania and the Lexington community.	Identify gaps in Transylvania participation in community organizations and fill at least 50% of those gaps.
Enhance and promote a welcoming environment for underrepresented populations through recruitment, retention and support opportunities.	Prepare our underrepresented students for graduate school and doctoral degree attainment by developing a program based on the TRiO Ronald McNair Scholars model.	Implement programs for the first cohort of Inclusive Excellence students.
	Increase diversity pools of candidates for faculty/staff open positions through deliberate recruitment.	Increase diversity of candidate pools by 10%.
	Increase access for underserved student populations.	Increase underserved student population representation in incoming first year class by 5%.

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UNIVERSITY OF DAYTON

The University of Dayton's Diversity, Equity, and Inclusion Strategic Plan defines four overarching strategic goals for the University. Each strategic goal includes one to four objectives, and each objective has one to five KPIs. The strategic plan also identifies the responsible parties and a timeline for each objective and KPI. An overview and selection of goals, objectives, and KPIs is included in the chart. All objectives and KPIs can be found in the strategic plan.

Goal	Example Objective	KPIs/Metrics of Success
Create And Sustain an Equitable and Inclusive Campus Climate	Develop expectations and practices that ensure employees' attention to their personal development of intercultural competence and their contribution to a welcoming and safe work environment.	• Provide online training for all employees composed of core content that introduces the concept of inclusive excellence and explicates the Catholic, Marianist basis for the University's affirmation that diversity, equity and inclusion are inextricably linked with excellence and its commitment to be the University for the Common Good. • Require employees to take the EverFi online training on Implicit Bias (both upon initial hire and as a periodic refresher; timeline TBD) and annually participate in at least one of four selected Inclusive Excellence Academy sessions.
Achieve and Sustain Greater Diversity, Equity and Inclusion throughout the University Community	Develop, implement and assess a coordinated, campus-wide strategy to recruit, hire, retain, advance and promote faculty, staff and administrators from underrepresented and underserved populations.	• Implement and assess each of the recommended strategies in the Hiring and Advancement Working Group report's long- and near-term priorities for 2018-19 • Create a standard process for exit interviews and require that exit interviews be offered to all employees upon confirmation of intention to separate from the University. Report on findings, where legally and ethically permissible, to appropriate groups for analysis and institutional learning.
Create a Robust Curricular and Co-curricular Architecture to Advance Diversity, Equity and Inclusion	Develop a framework upon which the campus can design and map curricular and co-curricular efforts to ensure a developmental approach to student learning that includes progressively advanced levels and robust offerings across diversity and social identities.	• Create a framework that can meaningfully integrate current and future diversity experiences, both in the classroom and out of the classroom, into graduate and undergraduate education. • Identify and pilot assessment tools to document the impact and/or reach of efforts on student learning.
Develop, Implement, Assess and Report on Unit-based Strategic Plans to Advance Inclusive Excellence	Develop permanent unit-based organizational infrastructure to provide leadership in guiding efforts to advance strategic goals and objectives relating to diversity, equity and inclusion.	• Develop or adapt unit-level strategic plans. • Appoint person(s) with demonstrated interest and qualifications within each unit who will be responsible for providing leadership in guiding a process to develop, implement, assess and report on the progress of the strategic plan.

UNIVERSITY OF LYNCHBURG

The **University of Lynchburg has created four goals as a part of its** Diversity Strategic Plan. For each goal, the University includes two to five specific initiatives, strategies, and measures of success. An overview and selection of goals, initiatives, and metrics is included in the chart. All initiatives and metrics can be found in the strategic plan. The University also lists five benchmarks of success in its University strategic plan.

Goal	Example Initiatives	Metrics of Success
Measure increase in diversity and inclusion efforts to raise awareness for and about diverse populations on campus	Ensure that the efforts and progress of the Office of Equity and Inclusion are communicated throughout campus and within the local community.	Perception of increased inclusion awareness utilizing NSSE Topical Module Inclusiveness item #2, faculty survey, and website traffic.
	Provide training for faculty, staff and students in areas of inclusion, raising awareness.	Use Everfi tracking system to ensure acceptable training completion rates.
Measure increase in curriculum and co-curricular programming to provide students with skills to succeed as culturally competent and equity-minded civic leaders in a global and multicultural society	Establish criteria to identify courses that have integrated diversity, equity, and inclusion into the subject matter.	Increase in frequency reported on NSSE item for coursework emphasis on skills related to engagement with Cultural Diversity.
	Provide resources to faculty and staff to address classroom concerns of diversity and inclusion.	NSSE item results to indicate increased frequency of: "Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.
Ensure that Lynchburg recruits, retains, and increases a diverse faculty and staff	Develop hiring practices that promote additional representation of visual diversity amongst University of Lynchburg employees.	Utilizing HR data (IPEDS), the Office of Equity & Inclusion will track the increased representation of minority faculty and non-service staff.
	Seek to ensure the equal treatment of employees through the administration of the Human Rights and Equal Employment Opportunity Policy.	Utilizing data from self performance evaluations, track and increase the perception of the equal treatment of employees.
Ensure the College is compliant with Title IX, the Violence Against Women Act, and related state and federal laws and regulations through the Title IX Coordinator	Provides prevention and ongoing training to students, faculty, and staff members related to sexual misconduct, dating violence, domestic violence, and stalking.	Outcomes from high impact programs and training will be measured by Title IX awareness data.
	Administers the Interpersonal Misconduct Policy for students and employees, including investigating and adjudicating cases of alleged violations of conduct prohibited by this policy.	Successful administration of the IMP will be assessed through quality resolutions in cases in which participants receive outcomes in a timely manner, as outlined in the policy.