Dear Members of the Hornet Nation,

Over the last several months, many of you have helped us draft and refine Emporia State’s Diversity, Equity, and Inclusion Plan. More than 50 students, faculty, staff and community members served on the University Diversity and Inclusion Alliance and its subcommittees. Many of you attended one of the listening sessions held to gather feedback on the draft plan. Still others of you talked with members of the University Diversity and Inclusion Alliance or submitted written comments regarding the draft. Thank you! This plan has been enhanced by your input.

As I stated during General Assembly, diversity, equity and inclusion are crucial and will be added as a new goal to ESU’s Strategic Plan. Like the process for gathering input on the Strategic Plan, the process for gathering input on the Diversity, Equity, and Inclusion Plan was comprehensive and provided many opportunities for discussion and feedback. As revised, the goals in Emporia State’s Strategic Plan now read:

**GOAL 1**: Pursue distinctive initiatives in curricula and programs that will foster vibrant communities.

**GOAL 2**: Enrich the student experience with opportunities for leadership development and practice.

**GOAL 3**: Enhance the competitive role of Kansas by achieving the State’s goals for public higher education.

**GOAL 4**: Create a culture of adaptive change as the foundation for innovation and growth.

**GOAL 5**: Become a model for diversity, equity, and inclusion.
While the Diversity, Equity, and Inclusion plan has been in process, ESU has continued its forward momentum. We have accomplished several key initiatives. These include:

■ Appointing a Title IX investigator;
■ Creating and filling the Assistant Dean of Students for Diversity, Equity and Inclusion position;
■ Increasing diversity initiatives within the curricular and co-curricular experiences;
■ Creating thematic learning communities in residence halls;
■ Enhancing marketing materials; and
■ Signing the NCAA diversity pledge.

Next steps:
In the coming weeks and years, we will move forward together to make ESU a model of diversity, equity and inclusion. The University Diversity and Inclusion Alliance will become a permanent part of the university’s governance structure. More information will be shared about the UDIA in the near future. The UDIA will help us continue the focus on progress with respect to diversity, equity and inclusion.

Your department should review the Diversity, Equity, and Inclusion Plan and, as you make plans for the coming year, include goals that move your department forward, as well.

And you personally should make an effort to attend the many wonderful events we have on campus that relate to diversity and inclusion. This will not only broaden and deepen your own understanding, it will demonstrate to others the broad commitment ESU is making to diversity, equity and inclusion.

Copies of the complete Diversity, Equity, and Inclusion Plan will be placed in key areas around campus. You can also view the plan at www.emporia.edu/president/diversity-and-inclusion.

Thank you for all you do for Hornet Nation! We value all of you as we strive together to achieve our goal to be a model for diversity, equity, and inclusion.

Go Hornets!

Allison D. Garrett
President
February 9, 2017
Emporia State University is committed to creating and maintaining a diverse and inclusive environment that is supportive of, and committed to, the success of all members of the population that it serves, a population that reflects the broad diversity of the human experience. This diversity includes but is not limited to differences in culture and subculture, socio-economic class, race, ethnicity, nationality, language, disability/ability, gender and gender identity, sexual orientation, religion, political and social ideologies, family background and structure, veteran status, and age.

As members of the Emporia State University community, we realize that creating and maintaining such an environment will not happen by chance but must be the result of institutional and individual resolve, intentional decision-making, and the design and execution of a campus-wide plan to become a model of diversity, equity, and inclusion. The Emporia State University Diversity, Equity, and Inclusion Plan is included here.

Consistent with its Affirmation of Values Statement, ESU’s plan must value diversity and personal well-being while protecting and promoting freedom of thought, freedom of inquiry, and freedom of expression. Members of the ESU community further recognize that fully implementing this plan will take time and effort and must involve ongoing progress to achieve of measurable outcomes.
Emporia State University is embarking on this foundational quest at a time of great social and political divisiveness — at a time when societal division and animosity have increased to levels that undermine civil discourse and diminish our ability to work across factions, protect and value all members of society, and share diverse ideas and perspectives in an atmosphere of good will and mutual respect. Given this current reality, this Plan is of even greater importance to the campus and the broader community as we attempt to model behaviors that promote community engagement, social cohesion, and the common good.

Elements of group antagonism including prejudice, stereotypes, and discrimination directed toward individuals based on their group membership contradict ESU’s core values and must be confronted in both individuals and in institutional practices. While ESU provides a welcoming, safe, and diverse community, there will always be a need for reflection and improvement. It is hoped that this plan will provide a blueprint for doing just that.

The Emporia State University Diversity, Equity, and Inclusion Plan is the result of the efforts of the University Diversity and Inclusion Alliance as well as many members of the university and Emporia communities who carefully reviewed earlier drafts of the plan and provided much appreciated comments and suggestions for improvement. This plan demonstrates ESU’s commitment to diversity, equity, and inclusion in both curricular and co-curricular activities, in policy and in practice, and in the ways members of the university conduct themselves. It provides a way for the ESU community to realize our deepest aspirations for what we truly value and what we want to become, namely a vehicle for the success of all our students and employees.
Historical Perspective

Since creating the University Diversity and Inclusion Alliance (UDIA) in academic year 2015-16, and drafting a Diversity, Equity, and Inclusion Plan in April 2016, Emporia State University has worked diligently to address diversity, equity, and inclusion on campus. Out of the work undertaken by the original steering committee, a more permanent college-wide institutional group was developed. The UDIA is a group charged with examining diversity, inclusion, and equity issues on campus with respect to policy and practice from multiple perspectives (including access, recruitment and retention, community connections and outreach to diverse constituents, and campus climate and culture). UDIA works together with the President’s Cabinet leadership and Emporia State University’s constituents to engage the campus community in productive dialogue about campus climate issues and to make recommendations toward action.

UDIA collaborates with Institutional Research to lead and carry out Emporia State’s Campus Climate Survey, which focuses on gauging collective change in experiences and perceptions of Emporia State’s campus climate as reported by faculty, staff, and students. Furthermore, UDIA is charged, in collaboration with the Cabinet, with developing and implementing the institution’s Diversity, Equity, and Inclusion Plan. UDIA reviews current efforts aimed at enhancing diversity in representation and practice and considers which diversity goals and approaches might serve effective in furthering the university’s diversity and inclusion vision, and diversity statement.
The goals and objectives of the Diversity, Equity, and Inclusion Plan are designed to help move the university from its current state with regard to diversity, equity and inclusion, practice, and representation toward the future state to which we aspire. Important to the accountability of each strategic goal is the institution’s role in providing the human and financial capacity to effectively carry out said objectives.

The goals, objectives, and strategies contained in this document were informed by the feedback from the Emporia State community, shared governing bodies, a literature review, and the UDIA subcommittees, which are Policy Review, Data Analysis, Structure and Best Practices. These initiatives have been reviewed by the University Diversity and Inclusion Alliance co-chairs, senior administrative liaisons, Institutional Research and Assessment, and the steering committee.

**Policy Review Committee**
Reviews current university policies within the context of what should be changed and what, if anything, is missing. Prepares recommendations for consideration by the full Alliance.

**Data Analysis Committee**
Reviews existing data and develops conclusions regarding the current environment, taking into consideration the demographics of survey completers. Prepares recommendations for consideration by the full Alliance.

**Structure Committee**
Reviews the current organizational structure, including offices, committees, and personnel within the context of what should be changed and what if anything, is missing. Prepares recommendations for consideration by the full Alliance.

**Best Practices Committee**
Researches best diversity and inclusion practices within the field. Prepares recommendations for consideration by the full Alliance.

Because of its importance, this Plan is a component of the university’s new Strategic Plan. Specifically, it is the means to achieve Goal 5 of the Strategic Plan, “Become a model for diversity, equity, and inclusion.”
Continuing Programs and New Infrastructure

In addition to the new initiatives outlined in this plan, the many programs and offices established over the years will continue to provide foundational support and infrastructure for this work. From those designed to promote diversity, equity, and inclusion to those that offer personal resources and assistance to community members, the ongoing programs will play a vital role in achieving our goals of diversity, equity, and inclusion.

Metrics and Reporting

Because we are committed to holding ourselves accountable for achieving progress under this plan, we will track — over time — metrics that represent important factors in assessing progress toward our goals. We will use these metrics in combination to determine whether specific shifts up or down, or lack of activity, represent positive outcomes relative to creating a more diverse, equitable, and inclusive campus. At regular intervals, we will update the community on our progress. This tracking and reporting will occur at the university as well as the school, college, and unit levels. Major progress will be evaluated at the end of each academic year.

Diversity, Equity, and Inclusion

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators, and staff within Emporia State will respect differences and demonstrate diligence in understanding how other people’s perspectives, behaviors, and worldviews may be different from their own. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics will be valued in our community.

Emporia State University’s Affirmation of Values (University Policy Manual, Page 2) includes the following statement:

*ESU has a commitment to recognize the value of diversity and the respect for individual ideas, opinions, and experiences.*

*Students, faculty, staff, and administrators provide opportunities within and outside the classroom that foster contact with and respect for diverse groups of people and increased appreciation for pluralistic ideas and experiences. We value and welcome the benefits of diversity. Therefore, we expect and demand that the worth and dignity of all people be recognized without regard to any classification that might preclude a person from consideration as an individual.*
1. Improve university access and student persistence to increase the diversity of the Emporia State University community.

2. Identify and enhance students’ diversity-related educational opportunities and experiences to ensure that all students graduate with core cultural competencies, skills, and habits of mind necessary for living and working effectively as members of a diverse, global community.

3. Develop and nurture learning communities that promote diversity, equity, and inclusion in the curriculum and co-curriculum.

4. Ensure Diversity, Equity, and Inclusion Plan accountability by assessing goal accomplishment and strategy effectiveness. The assessment process is to include plan adaptations and implementation of improvement strategies with the intention of sustaining the plan.

5. Develop and maintain a campus climate and culture in which embracing diversity, equity, and inclusion is a core value lived by all members of the Emporia State community.
GOAL 1

Improve university access and student persistence to increase the diversity of the Emporia State University community.
GOAL 1  OBJECTIVE A

Improve the diversity of the student body.

Strategy 1
Develop targeted outreach plans to build pipelines, broaden the applicant pool, and admit an increased number of qualified students from groups that have been under-represented in higher education.

(a) Focus admissions strategies to recruit students from historically under-represented groups.

(b) Develop and employ strategies to enhance the knowledge, skills, and focus of the existing Ambassadors program on diversity, equity, and inclusion.

(c) Allocate financial aid resources to support the recruitment and retention of students from historically under-represented groups.

(d) Build pipeline projects that will leverage existing summer academic programs to populations of potential students.
   a) Market these projects to jumpstart these students’ educations using summer courses.
   b) Develop scholarship funding to support this effort.

(e) Create an Admissions Diversity Recruiter Position that is responsible for attending events at highly diverse high schools across the state and region for the purpose of recruiting under-represented groups to Emporia State University.

Strategy 2
Identify, assess, and enhance existing programs aimed at retention, support, and success for students from groups that have been historically under-represented in higher education.
GOAL 1 OBJECTIVE B

Improve the diversity of faculty and staff within the campus community.

Strategy 1
Continue ongoing efforts to improve the recruitment and hiring of faculty and staff from under-represented groups.

(a) Implement the “List of 5” strategy where each faculty search committee member is asked to 1) solicit nominations for potential diverse candidates from a minimum of five professionals in the academic discipline, 2) contact the nominees and personally invite them to apply for the position, and 3) document these contacts.

(b) Expand awareness of faculty and staff employment opportunities to graduate schools serving high numbers of students from under-represented groups.

(c) Establish and implement a plan for outreach to local communities, organizations, and affinity groups to develop connections for hiring faculty and staff from under-represented groups.

Strategy 2
Evaluate and improve practices that support the success and retention of a diverse faculty and staff.

GOAL 1 OBJECTIVE C

Enhance Alumni Relations among domestic and international minorities.

Strategy 1
Develop an Alumni Diversity Program Coordinator role to organize and build on the work and structure of ethnic-based chapters. Fundraising and alumni diversity programming would be the key components of this role.
GOAL 2
Identify and enhance students’ diversity-related educational opportunities and experiences to ensure that all students graduate with core cultural competencies, skills, and habits of mind necessary for living and working effectively as members of a diverse, global community.

Renowned U.S. civil rights attorney Fred D. Gray, Sr. takes questions from the audience following his presentation in Albert Taylor Hall on September 15, 2016.
GOAL 2 OBJECTIVE A

Enhance and expand diversity, equity, and inclusion learning opportunities for students.

Strategy 1
Cultivate a developmental approach to diversity, equity, and inclusion by embedding such material throughout the student learning experience.

(a) Develop defined core cultural competencies.

(b) Identify where core cultural competencies currently exist within the general education program curriculum.

(c) Identify where core cultural competencies currently exist within major and minor programs.

(d) Integrate core cultural competencies into the general education, major, and minor academic programs of the institution.

(e) Integrate diversity, equity, and inclusion subject matter into first-year experience courses.

(f) Expand the existing curriculum by identifying potential new major and/or minor programs with content dedicated to diversity, equity, and inclusion.

(g) Provide directed opportunities for students to pursue undergraduate scholarship and research on issues related to diversity, equity, and inclusion.

(h) Provide a campus-wide syllabus statement affirming the value of diversity, equity, and inclusion for all courses.

Strategy 2
Inventory, evaluate, and enhance diversity, equity, and inclusion-focused student learning opportunities outside the classroom.

(a) Develop and enhance relationships with local communities and off-campus affinity groups to provide opportunities for students to connect diversity, equity, and inclusion-related coursework with experiences in the real world. Such opportunities could include but would not be limited to cooperative learning, mentoring, and internships.

(b) Provide increased opportunities for study abroad.
GOAL 2 OBJECTIVE B

Enhance and expand campus-wide efforts at promoting diversity, equity, and inclusion practices.

Strategy 1
Provide educational and training opportunities to faculty, staff, and students related to the institutional values of respect and responsibility as described in the university’s Affirmation of Values Statement.

(a) Develop and deliver annual diversity training to all faculty and staff, with emphasis on new hires.

(b) Provide diversity competency training/education to all student leaders on campus. This will include but is not limited to orientation of student leaders, resident assistants, ambassadors, and members of the Associated Student Government. It will also include a developmental and in-depth approach to fraternity and sorority diversity efforts.

Strategy 2
Identify, assess, and enhance support services and campus-wide competency for working with persons with disabilities.

(a) Increase campus awareness of the needs of persons with disabilities and the laws securing their equal access.

(b) Provide direct opportunities to the campus community to enhance disability etiquette awareness.

(c) Evaluate campus-wide accessibility to ensure equal access for those with disabilities.

(d) Develop a direct approach to foster collaborative efforts to support Americans with Disabilities Act compliance.

(e) Provide learning and any other supporting materials in accessible formats for people with disabilities.
Strategy 3
Provide teaching and learning resources (materials, personnel, and venue) supporting classroom management and pedagogies dedicated to diversity, equity, and inclusion.

(a) Expand professional development opportunities to assist faculty in addressing diversity, equity, and inclusion including curricular transformation, and inclusive pedagogy and assignments.

(b) Expand professional development opportunities to assist faculty in incorporating diversity, equity, and inclusion into mentoring and advising practices.

Strategy 4
Embed the defined core cultural competencies in the co-curriculum.

Strategy 5
Develop strategies to explore the extent to which student evaluations of teaching effectiveness are influenced by bias based on the gender, ethnicity, race or other comparable characteristics of the faculty member being evaluated. Assist faculty and administration so that their interpretation of the results of student evaluations of faculty teaching effectiveness adjusts for possible bias based on gender, ethnicity, race, and other comparable variables.

Former Ohio Sen. Nina Turner, left, interacts with students after her presentation in the Martin Luther King Jr., lecture series on January 20, 2017
GOAL 3
Develop and nurture learning communities that promote diversity, equity, and inclusion in the curriculum and co-curriculum.
Strategy 1
Create curricular-related learning communities with diversity, equity, and inclusion themes that are designed to stimulate the intellectual interest of students.
(a) Provide support for the development and success of specific student organizations and clubs with faculty advisors.
(b) Provide support to faculty and staff who advise and mentor students with interests related to diversity, equity, and inclusion.

Strategy 2
Create co-curricular-related learning opportunities with diversity, equity, and inclusion themes.
(a) Provide residence hall thematic learning communities and accompanying programming.
(b) Enhance the Center for Student Involvement programming directed toward volunteerism and community service.
GOAL 4
Ensure Diversity, Equity, and Inclusion Plan accountability by assessing goal accomplishment and strategy effectiveness. The assessment process is to include plan adaptations and implementation of improvement strategies with the intention of sustaining the plan.
GOAL 4 OBJECTIVE A

Assess progress on university diversity goals and integrate change strategies as appropriate.

**Strategy 1**
Ensure that the plan has an entity and individual(s) assigned to confirm the integrity of the plan accomplishment.

**Strategy 2**
Track and assess plan progress with established data points and student characteristic success metrics, for example, the National Survey of Student Engagement, Diverse Learning Environment survey, enrollment demographics, retention data, grade point average at graduation, and graduation rates.

**Strategy 3**
In unit and office annual reports include information on diversity, equity, and inclusion topics as appropriate.

**Strategy 4**
Develop an information and data repository to catalog the institution-wide efforts in pursuing the Diversity, Equity, and Inclusion Plan. Data collection and sharing strategies to include:

(a) Holding broad-based data discussions.

(b) Collecting, analyzing, and disseminating data.

(c) Surveying faculty, staff, and students’ perceptions of commitment to diversity.

GOAL 4 OBJECTIVE B

Establish and/or strengthen university structures that support diversity.

**Strategy 1**
Review and if/as needed revise organizational structures and committees to ensure effective implementation of diversity, equity, and inclusion goals.

(a) Review flow of diversity work.

(b) Develop a system for coordinating diversity programming to minimize scheduling conflicts, maximize collaborations, and maximize campus awareness of relevance to courses.

**Strategy 2**
Create an Associate Affirmative Action Officer and Title IX Deputy Coordinator who conducts all formal investigations.
**GOAL 4  OBJECTIVE C**

Review and as needed revise or create policies and practices that ensure diversity, equity, and inclusion compliance.

**Strategy 1**
Review and revise all policies to ensure that language and content is reflective of the breadth of diversity emphasized in this plan and the institution’s Affirmation of Values Statement in the University Policy Manual.

**Strategy 2**
Develop a reporting system for faculty, staff, students, and guests to record complaints related to harassment and discrimination.

**Strategy 3**
To enhance diversity initiatives, include a focus on diversity, equity, and inclusion when building and strengthening university partnerships.

**Strategy 4**
With respect to meeting attendance expectations, develop policies, processes, and criteria by which students, faculty, and staff with established religious observance could be accommodated in accordance with law.
GOAL 5
Develop and maintain a campus climate and culture in which embracing diversity, equity, and inclusion is a core value lived by all members of the Emporia State community.
GOAL 5 OBJECTIVE A
Increase Emporia State employees’ capacity to create and support an inclusive and diverse campus community.

Strategy 1
Develop orientation sessions for newly hired employees that prepare them to understand and participate in the university’s diversity, equity, and inclusion efforts.

(a) Include a session on the topic at new faculty and staff orientations.

(b) Develop and deliver a coordinated introduction to the topic as an institutional and educational value for first-year student orientation.

Strategy 2
Provide educational and training opportunities to enhance institutional capacity to undertake effective diversity, equity, and inclusion work.

(a) Develop training modules for faculty, staff, and students that cover intersections of cultural competencies.

(b) Provide diversity, equity, and inclusion competency training and education to all orientation student leaders, resident assistants, tour guides, and include a developmental and in-depth approach toward Fraternity and Sorority Life efforts.

GOAL 5 OBJECTIVE B
Increase and improve Emporia State University’s diversity, equity, and inclusion-related messaging.

Strategy 1
Enhance diversity, equity, and inclusion’s web and print presence.

(a) Analyze web content related to diversity, equity, and inclusion; connect disparate pieces to be linked from a central diversity page.

(b) Develop and enhance diversity brochures and other print materials.

Strategy 2
Enhance materials highlighting support services offered to students/persons with disabilities.

Strategy 3
Develop visual identity for diversity messaging.

Strategy 4
Examine how Emporia State University communicates its values internally and externally and develop strategies for highlighting the diversity, equity, and inclusion value message consistently. This would include establishing consistent, clear, and ongoing messaging related to diversity as a core value and identifying media and venues for sharing that message.