



VICE PRESIDENT FOR DIVERSITY
COLORADO STATE UNIVERSITY



2018 – 2019 INSTITUTIONAL DIVERSITY PLANS
UNIT REPORTED ASSESSMENT OF PROGRESS

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College of Agricultural Sciences

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
Engage the CAS faculty and staff in initiatives that increase the recruitment, retention and promotion of traditionally underrepresented and minority faculty and staff.	Options: completed, on schedule, making progress, postponed, or canceled On schedule and making progress	<p><u>Activities</u></p> <p>Engagement and awareness has increased substantially as a result of rigorous and systematic activities including: Requiring all supervisors to attend the CSU supervisor training which has two modules on diversity (ongoing); direct the IT unit to assist in benchmarking demographic information (ongoing); directing the HR unit to summarize recent hiring for public distribution (completed); successfully marketed high level participation in CSU’s employee satisfaction survey (completed); supporting and coordinating with CAS diversity catalyst team (DCT) on initiatives and planning (ongoing and completed); directing the Student Success team to identify gaps in high impact practices in advising and teaching (completed); presentation of high impact practices and engaging in critical conversation around initiatives in high impact advising and teaching (ongoing and completed); supporting and coordinating attendance in workshops and training that support initiatives such as CIEP, FIIE, SJLI and NCORE (completed and ongoing); facilitating conversations around I&D perspectives and needs at a department level (completed and ongoing); departments have</p>

		<p>engaged and are completing either I&D elements of their strategic plans and/or faculty codes (completed and ongoing); engaging in demonstrated leadership at the university level in initiatives around I&D (ongoing); emphasizing diverse candidate recruitment in searches (ongoing), seeking to fill I&D positions at the college level (ongoing search); developing industry partnerships in support of I&D initiatives that include extra mural funding e.g., Nutrien investment in I&D support (ongoing) includes Women in Agribusiness, Together We Grow; dedicated discussion with industry advisory council on I&D strategies (completed); creation of a new corporate council on inclusion and diversity (completed); organizing of an agricultural values conversation and video (completed); directed communications to audit a marketing and communication materials for I&D impact (ongoing); hosted and facilitated high leave executive I&D and HR interactions (Ashlee Davis, Cargill); encourage representation on University wide committees and task forces on related I&D issues such as the PCDI (ongoing and completed); devoted leadership team retreat time to Q&A with Office of Equal Opportunity and CSU Office of General Council (completed); emphasize Principles of Community in employee onboarding process, printed materials, and CAS graduation ceremony (ongoing and completed); integrated land acknowledgement in graduation ceremony.</p> <p><u>Opportunities</u></p>
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		<p>A significant gap exists in the ability to attract applicants from underrepresented populations to leadership positions within the College of Agricultural Sciences. Leadership and the DCT are charged with finding a means for developing and strengthening social networks to improve applicant pools as traditional methods of advertising and marketing have not yielded expected improvements.</p> <p>Supervisor training needs be tracked more systematically, and participation encouraged.</p> <p>Engagement can be spread across the unit ... early adopters are primary leaders currently.</p> <p><u>Overall:</u> Substantial improvement in the willingness to engage in initiatives and participation. The level of conversations and awareness has increased. Overall impact will be examined in the years to come.</p>
<p>Assess the climate of CAS faculty, staff and students</p>	<p>Ongoing</p>	<p>Participated in the CSU-wide Employee Satisfaction survey and created unit specific questions. Systematic communication efforts resulted in a high participation rate (approximately 75%) and interest among faculty and staff. Results that are college specific and unit specific have been distributed to leadership in addition to the summary results available to the public. Individual meetings with unit leaders are being scheduled to discuss results with a goal of identifying important themes. This analysis will lead to action items informing tactical planning for the next year.</p> <p>In addition, hosted and facilitated conversations around I&D issues including town hall type meetings with the advisers</p>

		<p>and coaches of student organizations, a Dean’s lunch with students and a panel of women scientists, hosted graduate student workshops related to sexual discrimination, harassment and sexism in the workplace; shared and presented information from graduate student climate survey, ongoing development of graduate student organization.</p> <p><u>Opportunities:</u> Timely interpretation of survey results, identify important themes, widely distribute findings and facilitate share initiatives in response to identified themes. Continued engagement in listening sessions.</p> <p><u>Overall:</u> The overall impact is to be determined, and early assessment suggests that the survey has elevated inclusion and diversity conversation and will impact future initiatives and the tactical plan for the next fiscal year.</p>
<p>Implement high impact practices in teaching and advising to improve retention of students from minority, first generation and underrepresented populations</p>	<p>On Schedule and Making Progress</p>	<p><u>Activities:</u> In general, a more mindful and systematic approach is beginning in CAS about recruiting, teaching and advising. Numerous activities reinforce this such as: developing a key community in agricultural sciences (ongoing), piloted and continuing a high impact first year experiential learning and agricultural literacy course, AGRI 181 (ongoing), hiring a manager of student life and diversity as a champion for high impact, e extracurricular activities, created a Student Team to identify and prioritize high impact practices in teaching and advising that is meeting regularly (ongoing); create a CAS advising work team to discuss and share high impact practices in advising (ongoing and completed); engage with external industry representatives and education professionals to identify high impact practices</p>

		<p>(ongoing and completed); developed first generation student website and supported first generation community building activities (first generation events, recognition at graduation, identifying first gen student in the application process to encourage both recruitment and persistence (ongoing and completed); evaluated the distribution of scholarships to CAS students and found to be representative (ongoing and completed); with an industry partner developed funds to be targeted at encouraging underrepresented student participation in research laboratory experiences and professional networking opportunities; hosted notice and respond trainings, hosted and facilitated SafeZone workshops; encouraged participation in intergroup dialogue trainings (ongoing and completed)</p> <p><u>Opportunities</u> Designate a member of the Student Success team to compile appropriate demographic and achievement data from Institutional Research; invest additional resources in a training and workshops for practical approaches to enhancing inclusion and diversity in our community, classrooms and extracurricular activities; develop curricular opportunities for enhanced cultural competency for students, faculty and staff; develop a scorecard to communicate goals and status of initiatives.</p> <p><u>Overall</u> Initial steps in identifying gaps have been very successful. Translating this knowledge into actionable items</p>
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		and implementation is the next opportunity. Measurable impacts will be evident in the next 3 to 5 years.
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College of Business

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
Collaborate with the CSU Climate Survey, Fall 2018	Options: completed, on schedule, making progress, postponed, or canceled Completed	<p>Five college-specific questions relating to inclusion were used for the College of Business survey. The survey mainly assessed respondents' level of agreement with statements concerning their work environment. Specifically, questions focused on general environment, leadership, performance review and grievance processes. Data were received and analyzed. Below is a summary of key findings.</p> <p><i>General Environment:</i> 59.1% of respondents either strongly agreed or agreed that their work environment was non-threatening where people could reveal their true selves while 22.7% either strongly disagreed or disagreed with this statement.</p> <p><i>Performance Review:</i> 67.5% of respondents agreed/strongly agreed that their performance review process was fair while 16.8% disagreed/strongly disagreed with this statement. 15.7% neither agreed nor disagreed with this statement.</p> <p><i>Grievance Process:</i> 48.1% of respondents indicated that the organization provided safe ways to voice grievances while</p>

		<p>31.7% of respondents neither agreed nor disagreed with this statement.</p> <p><i>Leadership:</i> 82% of respondents either strongly agreed or agreed that their leader sought input from all their team members while 15.7% of respondents either strongly disagreed or disagreed with this statement. When respondents were asked to indicate their level of agreement with the statement ‘The leader of my department does not value the opinion of others equally’, 65.9% either strongly disagreed or disagreed with this statement while 25% strongly agreed/agreed with this statement.</p>
<p>Goal# 2: Improve Recruitment and Retention of Underrepresented Students</p>	<p>In Progress</p>	<p>Efforts to accomplish this goal were led by a sub-committee. Below, is a summary of student-focused initiatives.</p> <p><i>Inclusive class-room environment:</i> Course coordinators for core ‘Bookend’ (the first and last required courses for all students majoring in business: BUS100 and BUS479) collaborated on implementing inclusive practices in the classroom. The three areas of focus were Syllabi, Assessments and Classroom Management. Initiatives in each of these areas were piloted in two sections of BUS479 and all sections of BUS100. Results were shared with CoB faculty during a Master Teacher Initiative Lunch and Learn presentation at the end of the semester. Faculty members were encouraged to implement these strategies. Key findings were that:</p>

		<ul style="list-style-type: none"> a) When instructors led efforts to assign students to teams based on diversity and intentional selection as opposed to letting students self-select into teams of their choice, team members identified the diversity on their teams as a strength that contributed to i) higher engagement, ii) higher performance, and iii) enhanced learning. b) When instructors focused class discussions on CSU's 'Principles of Community' by devoting a few minutes of class time to creatively generating conversations on these principles, students were more positively engaged, displayed higher intentions of including others and felt more included themselves. It is also recommended that instructors create an environment where students feel encouraged to introduce themselves with their preferred pronouns. c) The majority of business cases, articles and textbooks available to business faculty are based on WEIRD (Western, Educated, Industrial, Rich and Democratic) countries. This presents a challenge to our goals of inclusive classroom practices. Faculty are encouraged to review material, and where reasonable, without compromising the instructional content, integrate material from a broader set of sources. Also names and locations may be used from a broader set of cultures and locations. These practices were implemented successfully in the courses piloted. d) The current method of program assessment for AoL is structured in such a way that it may favor students
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		<p>with four year graduation plans. We are investigating ways in which students on a longer graduation plan (more likely for Pell Grant recipients, minority and First Gen students) are less likely to be at a disadvantage. Several approaches have been proposed in pursuit of this goal.</p> <p><i>Global Business Academy:</i> The purpose of the Academy is to introduce high school students to international business and entrepreneurship while equipping them with the personal and interpersonal skills to be tomorrow's global business leaders. An important outcome of this initiative is to identify and recruit a diverse body of students to the College of Business (including international and minority students).</p> <p><i>Near-peer mentoring program:</i> This program gives students the opportunity to be mentored by older and more experienced students or alums who have similar background, goals and interests as the student. Through this initiative, we expect minority students experiencing challenges to have opportunities to receive advice and support to overcome their challenges, graduate successfully and receive continuous mentoring even as they enter into their professional fields.</p> <p><i>Promoting Inclusive Events:</i> Department Chairs and Admin Coordinators visited classrooms and presented material to students to encourage attendance of various inclusion events. Credit was given to students who attended. Videos describing the events were played in class giving a sense of the content to those unable to attend. Transportation was provided for remote events to increase accessibility and access.</p>
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Walter Scott, Jr. College of Engineering

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
<p>All faculty teaching undergraduate courses will report on any changes to their course based on the first-four weeks emphasis at the end of the Fall 2018 semester.</p>	<p>Options: completed, on schedule, making progress, postponed, or canceled</p> <p align="center">Making Progress</p>	<p>We did not have all faculty report on changes during the annual evaluation period. It would be helpful to have department heads request this information from faculty in their departments.</p> <p>The Master Teacher Initiative coordinators for the College of Engineering sent out teaching tips regarding the importance of the first-four weeks at the beginning of both the Fall 2018 and Spring 2019 semesters.</p> <p>Based on this initiative, Dr. Dan Baker from CEE introduced an early “exam” to CIVE 260- Statics. He found that students performing poorly on the early exam did improve their scores for the first midterm.</p>
<p>Conduct focus groups or interviews with students who participate in the peer mentoring program and the targeted student organizations. The College will hire consultants during late spring 2019 to conduct</p>	<p align="center">Making Progress</p>	<p>The Assistant Dean for Diversity and Inclusion, Dr. Melissa Burt, has met informally with individual students as well as students from several student organizations. A recently awarded proposal from the CSU VPD office has resulted in a mini-grant that will support formal interviews (and analysis of the responses) of approximately 35 students. Sophomore and Junior level students will be targeted for these interviews. The interview subjects will include students who are and are not active in WSCOE programming. An</p>

<p>these focus groups and to analyze the resulting data.</p>		<p>emphasis will be placed on interviewing students with one or more identities underrepresented in the College.</p>
<p>The NSF project (led by R. Atadero) has a strong research component (including education researchers as collaborators) and each of the new activities will be evaluated when they are piloted in the courses. The project is also working to collect longitudinal data to see the cumulative impact of the curriculum changes as students move through their degree programs.</p>	<p>Making Progress</p>	<p>The NSF IUSE project led by Dr. Rebecca Atadero is moving forward. Assessment efforts are underway for activities implemented in all of the first-year courses in the College as well as CIVE 260 and 261. In spring 2019 the project interviewed students in senior design about what they have learned in regard to working in teams, working with students with different background and experiences than their own, and the overall College climate during their time at CSU. Interviews are planned to continue each spring until the project concludes in 2022. Surveys are also being used to collect longitudinal data, but response rates are a challenge.</p> <p>The IUSE project is also working to identify additional faculty to incorporate assignments focused on diversity, equity and inclusion in engineering courses. In fall 2019 the project will be working with Dr. Sam Bechara in mechanical engineering to incorporate activities in MECH 103. Additionally, the Chemical and Biological Engineering Department is considering new courses at the sophomore level to extend existing activities in the department's first-year course. The project will work with these instructors to assess the activities.</p>
<p>Faculty will report any diversity, equity, inclusion related professional development or participation in College</p>	<p>Making Progress</p>	<p>The Faculty Activity Report template is being updated to include a section on diversity and inclusion. These changes will be effective for the 2019 report. For the 2018 report, faculty were asked to add a narrative discussing diversity equity and inclusion activities for the year to their report.</p>

diversity, equity, and inclusion activities on their FAR.		It would be helpful for the department heads to report on how many faculty included these sections and how this information was used during the evaluation process.
Report the persistence, graduation, and other measures of success of all students and monitor gaps for students of color and first-generation students.	Making Progress	We are currently monitoring gaps, and the dean will present this information to the WSCOE at an upcoming All-College Meeting.
Establish professional development menu for faculty and staff.	Making Progress	A list of professional development opportunities across campus has been compiled and distributed widely across the College. When campus-wide professional development opportunities are announced, they are reinforced to staff and faculty in the college by Dr. Melissa Burt.
Create incentives to encourage faculty and staff participation in the professional development opportunities.	Making progress	We have provided funding for faculty who expressed interest in attending sessions at the ASEE Annual meeting.
Organize two WSCOE specific professional development opportunities for College employees (one per semester). This will be led by the WSCOE Diversity Manager in collaboration with the Vice	Making Progress	Dr. Melissa Burt is working with Ria Vigil of the VPD's office to develop a multi-part workshop on inclusive practices in the classroom. This workshop will be offered in Fall 2019.

President for Diversity Office.		
Identify activities to encourage community building within the college (based on the Principles of Community)	Making Progress	<p>Dr. Melissa Burt and Dr. Sonia Kreidenweis as part of the Graduate Education Council (GEC) are working on a set of initiatives that focus on developing a sense of community among engineering graduate students. They will host a series of events each semester for graduate students from across the College, to gather information on what support is needed and what activities they would like to participate in, related to professional development, networking, and building a stronger community.</p> <p>The College will host a summer community event for faculty staff, and their families. We will also have more community building activities at the All-College meetings.</p>
Collect and report baseline data from past climate surveys that will be used to form strategies for on-going efforts to build community and improve the culture of the College. Future climate surveys will be used to measure progress on improving our climate.	Completed	The dean shared at the Spring All-College meeting an executive summary of results from the 2018 Employee Climate Survey along with ways in which we will address some of the concerns.
In collaboration with the Vice President for Diversity Office and the	Completed	The dean shared at the Spring All-College meeting an executive summary of results from the 2018 Employee

Office of Institutional Research, Planning, and Effectiveness, report 2018 Employee Climate Survey results at College-wide meeting.		Climate Survey along with ways in which we will address some of the concerns.
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Graduate School

2018-2019 Diversity Strategic Plan Unit Reported Assessment




Goal	Assessment Marker	Analysis of Achievements
Provide resources, opportunities, and support efforts of academic units to increase recruitment of underrepresented graduate students.	Complete	<p>Shared summary reports and webpage resources with deans, department chairs, and program directors annually, and in person through a meeting with each college's executive committee.</p> <p>Provided orientations to underrepresented undergraduate students to assist students in the graduate application process (e.g., the Graduate Prep Academy, TRIO Graduate School Day, REU Graduate School orientation).</p> <p>Prioritized recruitment fellowships to applicants who have participated in programs that serve underrepresented students, including pipeline institutions identified above.</p> <p>Required that academic units address diversity recruitment and retention plans in program reviews.</p>
Provide resources, opportunities, and support efforts of academic units to increase retention and success of underrepresented graduate students.	Making progress	<p>Shared summary reports with deans, department chairs, and program directors annually, and in person through a meeting with each college's executive committee.</p> <p>Sponsored another cohort of 12 faculty to participate in formal mentor training and facilitator training. There are now</p>

		<p>24 faculty across all colleges that are skilled in leading and facilitating mentor trainings to faculty, graduate students, and post-doctorates.</p> <p>Provide resources to the Graduate Center for Inclusive Mentoring and directors of cultural centers for host events with underrepresented graduate students for mentorship and community building.</p> <p>Worked with college deans and associate deans to identify and prioritize graduate student retention and mentoring initiatives to support underrepresented and underserved graduate student populations.</p>
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College of Health and Human Sciences

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
CHHS Goal 1: Assess the climate of CHHS faculty and staff	Options: completed, on schedule, making progress, postponed, or canceled Acknowledge we have no CHHS faculty and staff climate data.	Developed CHHS focused questions about culture and climate/inclusive excellence that were included in recent CSU climate study. The CHHS specific response rate across the college exceeded targeted baseline rate of 50%. Results are here https://diversity.colostate.edu/media/sites/62/2019/02/College-of-Health-and-Human-Sciences.pdf Comparisons of CHHS to CSU would indicate that as a College we are similar or perceived higher than CSU averages on aspects of climate and culture, respect, leadership and accountability, bias incidents, employee councils, principles of community, freedom of speech, and most aspects of CSU perceptions. This similarity or perceived higher values than the CSU average is positive. Two noted areas where CHHS is rated lower than averages at CSU is our ability to retain diverse employees, creating an environment to support employees from diverse backgrounds, and sense of favoritism that influences leadership decisions. These three areas of certainly a concern and efforts to investigate and provide training to address these concerns will be prioritized. It would

		also be helpful to note that being above average at CSU may not be the metric we should target.
<p>CHHS GOAL 2: Electronic Inclusivity for CHHS: Inclusively designed electronic communication</p>	<p>Invite Web-AIM to CSU to conduct trainings during AY 2018-19 for key leaders to include IT, RI and Online curricular leaders and communications team member for training.</p> <p>Partner with ATRC to develop training video curriculum and a short course related to electronic inclusivity.</p>	<p>Provided a variety of training options, funded by CHHS and unit, for faculty and staff to participate in:</p> <p>Web-Aim training (external consultant group from Utah State) for college content creators and web developers</p> <ul style="list-style-type: none"> • Assistive Technology Resource Center (ATRC) provided training on electronic inclusivity to 15-20 faculty and staff across all departments • Seven action plans to date were submitted to build capacity in their respective unit/department • ATRC will do follow up in fall and spring semesters to support implementation of action plans • Pre and post survey data – being analyzed <p> Accessible Inclusive Technology diversity</p> <ul style="list-style-type: none"> • Aiming for training beyond our college – in collaboration with the VP for diversity office • Examples of the excellent work of the ATRC to develop training materials. <p>  04- Tech in Classroom - Video, F 03- Inclusive Web - 3-25-2019.pptx</p>
<p>CHHS GOAL 3: Engage all CHHS faculty and staff in</p>	<p>This will be a long-term investment to identify as</p>	<ul style="list-style-type: none"> • CHHS will fund and hire doctoral student (hourly pay) to assist in reaching out to external institutions

<p>intentional efforts to increase recruitment, retention, and promotion of marginalized and excluded faculty and staff across the college.</p>	<p>Recruitment and retention are interrelated efforts that revolve around organizational climate within programs, departments, and colleges. To effectively recruit diverse employees, we need to address the entire search process and implement best practices in supporting faculty and staff to build a career at CSU.</p>	<p>identified as demonstrating successes around recruitment and retention.</p> <ul style="list-style-type: none"> ○ Research best practices, barriers to effective recruitment and retention report disseminated to all department heads, CSU Leadership Forum, College January leadership retreat ○ Conduct literature review and qualitative phone interviews with other university leadership around best practices. Will be submitted for publication <ul style="list-style-type: none"> ● Require all supervisors to attend the CSU Supervisor Training which must participate in two of the three modules on diversity. <u>Do we have data on who met this goal?</u> ● Determine if/which additional trainings are needed. <ul style="list-style-type: none"> ○ Prioritize at retreats and college-wide meetings. ○ Dean’s office prompt departmental inclusion in retreats (D.E.I.) ● Incentivize department members to utilize on-campus resources (e.g., Creating Inclusive Excellence Program and Faculty Institute for Inclusive Excellence). ● Examples of implementation projects, including Dine with the Dean VPD proposal that was funded for Fall 2019. ● Did an analysis of recruitment and retention of tenure track faculty in CHHS over past 8 years. 17 new diverse faculty (TT) were hired between 2011-2019 and yet 13 faculty of color left the university in the same time period (retirements, family prioritization/location, and recruitment away to other university).
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		 VPD Proposal CHHS DEAC 031419.pdf  2019 CHHS cabinet January retreat.pptx
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College of Liberal Arts

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
<p>GOAL 1: Improve recruitment and retention of traditionally marginalized faculty. Goal defined: Actively support efforts to increase recruitment and retention of faculty from marginalized and excluded populations in the College of Liberal Arts. The implementation will take place in 2018- 2019 with the financial and administrative support of the Dean’s office.</p>		
<p>Survey departments on the extent to which efforts for recruitment and retention are in place or are needed regarding the writing of position descriptions, job advertising, and search committee practices (recruitment), attrition and mentoring of faculty (retention).</p>	<p>Making progress</p>	<p>CLA chairs and search committees will be interviewed/surveyed during summer 2019 to identify those who use and/or need support on recruitment and retention.</p>
<p>Explore perceptions of the College of Liberal Arts climate by obtaining feedback from faculty through interviews, focus groups, and data from 2016 employee campus climate survey and the</p>	<p>Making progress</p>	<p>Have met with Council of Chairs to explain D&I position twice, and to solicit feedback and suggestions. Analyzing Campus Climate survey to identify key areas of opportunity for improvements and initiatives. Next steps: Meet with each department chair during summer of 2019 to solicit feedback and suggestions individually on key areas of challenges and improvement opportunities</p>

Report to the Standing Committee on the Status of Women Faculty.		
Collect data on best practices from other units on campus and peer institutions for recruitment of and support for traditionally marginalized faculty.	Making progress	Best practices from trainings have been compiled and summarized, and national reports on best practices are being collected. Next steps: compile national reports into summary for fall 2019
Collect data from Faculty Staff Activity System on current faculty teaching and research efforts around inclusivity and diversity.	Making progress	CLA faculty will be interviewed/surveyed during summer 2019 to identify those who do D&I work
Design		
Create and disseminate guidelines for best practices for recruitment of diverse faculty for the 2018-19 hiring season. Led by Senior Associate Dean Alex Bernasek, hold a college-level search chair meeting to discuss college values, priorities, and guidelines. Support the development of job descriptions that articulate a commitment to inclusive excellence.	Completed and ongoing	We arranged for OEO to conduct a search chair training for CLA and then we followed that with a discussion of “nuts and bolts” issues regarding diversity and inclusion in the search process. As a result we are instituted new search policies in CLA that will require discussions of diversity and inclusion goals prior to the official beginning of the search process (including a discussion of unconscious bias) and will lead committees through a process of ensuring that what is in the position summary is consistent with the job qualifications, the materials applicants are asked to submit, the evaluation criteria and how specifically the criteria for evaluation will be applied to diversity and inclusion.

<p>The college will create an RFP based on the department surveys and analysis for a “cluster hire” of -5 faculty in related areas (not necessarily in one department) of teaching and research related to diversity and inclusivity in the college. Include opportunities for collaborative research, engaged scholarship, and team teaching.</p>	<p>Postponed</p>	<p>Because of the number of critical replacement positions needed in the college for 2019-20 searches, and budget constraints, the cluster hire effort has been postponed to 2020-21.</p>
<p>Support the establishment of faculty mentoring programs for new and probationary TTF and TTF from traditionally marginalized groups through introducing best practices and guidelines. Develop infrastructure for faculty affinity groups to increase connections, networks, and support within the college and across campus, in collaboration with the</p>	<p>Making progress</p>	<p>Developed new faculty symposium for CLA junior faculty that will provide mentoring and an opportunity to present their work to a mix of departments. As part of the on-boarding process for new faculty provide them with access to resources at the university and in the community that are supportive of multiculturalism.</p>

<p>Multicultural Staff and Faculty Network and Vice President for Diversity office.</p>		
<p>Implementation</p>		
<p>Identify departments that will participate in the “cluster hire” of 3-5 faculty in pursuit of diversity and inclusion. Under the leadership of Senior Associate Dean Bernasek, departments who participate in the cluster hire will collaborate on developing best practices in search processes, work together to create job descriptions, job ads, develop plans to encourage collaboration among faculty in research and teaching, and provide intentional mentorship with an eye towards retention. Search committees would be required to meet as a group in preparation of the hires for Fall of 2020.</p>	<p>Making progress</p>	<p>While this is not being done for cluster hires (since they are being postponed) it is being done for all searches in 2019-20 in order to make progress on best practices in search processes with respect to diversity and inclusion.</p>

<p>In required application materials, ask applicants to include a statement of how they have and will contribute to diversity and inclusion efforts.</p>	<p>Making progress</p>	<p>For every TTF search, the ability to contribute to diversity and inclusion goals was included in the job description, it was either a required qualification if it was integral to the position or a preferred qualification if it was not. In every search applicants were asked to speak to this in their application materials. In some but not all searches committees asked for a diversity statement. We have so far encouraged but not require diversity statements.</p>
<p>Include in job qualifications for TT hires intentional statements about department goals with respect to diversity and inclusion.</p>	<p>Completed and ongoing</p>	<p>As above, this was done in every search in 2018-19. It will be on-going.</p>
<p>Establish a faculty mentoring program within the college and, in conjunction with campus partners, plug into or create affinity groups.</p>	<p>Making progress</p>	<p>We established a cohort mentoring program with all new TTF hired in 2018-19. There were two social events in Fall and one in Spring that brought faculty together with Dean and Associate Deans. Individually the Dean and Associate Deans met with several of the new faculty over the year to see how they were doing and provide mentoring. Several of the new faculty met up in smaller groups and engaged in peer mentoring. We are extending this to include a research symposium to connect new faculty in terms of diversity and inclusion research. And we are extending the cohort mentoring program to allow for an opportunity for new hires in 2019-20 to meet the 2018-19 new faculty.</p>
<p>Evaluation</p>		

Track increase in number of underrepresented faculty, their promotion and retention, and the search process/outcomes for TTF.	Completed	Have completed draft of report on changes in faculty hires, retention, and promotion from 2008 to 2018 in order to track increase in number of underrepresented faculty and track promotion trends by underrepresented faculty. This will allow us to evaluate the search process and search outcomes for TTF in terms of effectiveness in furthering our goals with respect to recruitment of traditionally marginalized faculty. Planning to also track increase in number of faculty whose research and teaching is focused on historically marginalized populations/subjects and/or whose areas of expertise relates to the increased retention of marginalized students starting fall 2019.
GOAL 2: Improve retention of marginalized students Goal defined: Actively support efforts to increase retention of students from marginalized and excluded populations in the College of Liberal Arts by improving cultural climate. Implementation will take place in 2018-2019 and with the financial and academic support of the Dean's office.		
Analysis		
Explore achievement gaps between student populations (first generation, race, gender, etc.) through Institution Research Data and SSC Campus analytics.	Completed	Created report of CLA students in underrepresented groups with key learnings highlighted from IR data in order to track increase in retention of underrepresented students and changes in achievement gaps over time by student group.
Survey departments on the extent to which efforts for retention of students and	Making progress	Analyzing Student Climate surveys

awareness of cultural climate are in place or are needed.		
Explore perceptions of the College of Liberal Arts climate by obtaining feedback from students through interviews and focus groups.	Making progress	CLA Taskforce on Diversity and Inclusion (2018-19) set up initial interviews with students. Some departments (principally Comm Studies, English, and Sociology) have carried out interviews and focus groups to garner feedback.
Collect data on best practices from peer units and from CSU's Student Satisfaction survey for fostering an inclusive climate for students.	Making progress	Working on report of Student Satisfaction survey and Student climate surveys along with best practices from other universities
Utilize national and state demographic trends of secondary school and community college student populations to prepare for shifting priorities, including outreach, engagement, recruitment, and student success.	Making progress	Combined with data from Institutional Research, national trends have been identified along with policy recommendations in report on gaps.
Design		
Support the development of and/or increase support for programs that work to reduce achievement gaps	Completed/in progress	Received a grant from the provost's office to work with three departments to pilot programs aimed at first generation student retention from sophomore to junior year (Inclusion and Identity in the major). Increased department participation in Early Performance Feedback and increase number of faculty who have gone through "first four weeks" initiative training. The dean's office has supported mini-

		grants for department to apply for initiatives to support first gen students and has financially supported two workshops using U Wisconsin's Entering mentoring program, in Fall 2018 and spring 2019. We incentivized participating faculty.
In collaboration with the Office of the Vice President for Diversity and Vice President for Student Success, encourage knowledge and participation of inclusive pedagogical practices and develop guidelines for all faculty around inclusive pedagogy.	Making progress	Guidelines have not yet been developed, though we have begun to routinely send out lists of resources for faculty and for their students. In addition, an initial draft of key insights from trainings with policy implications has been developed that will be refined into complete guidelines.
Implementation		
Continue to work with faculty and ASCs in departments on awareness and mitigation of achievement gaps for underrepresented students.	Making progress	D&I coordinator met with ASCs to identify key areas in need of attention. Wrote initial report on key areas to be completed with suggestions and next steps.
Encourage and incentivize participation in professional development opportunities such as the Faculty Institute for Inclusive Excellence and the Creating Inclusive Excellence Programs.	Completed	The CLA dean's office has provided financial incentive to participate in trainings and workshops such as Faculty Institute for Inclusive Excellence and CIEP.
Implement workshops to enable discussions and	Completed	In partnership with Ria Vigil, the CLA dean's office put on a successful three-part inclusive pedagogy workshop for

provide resources about how to enhance the learning environment from an inclusive and intersectional perspective.		faculty. We are planning on having a follow-up workshop with the same participants to follow up on implementation, and provide further opportunities for support for inclusive classroom practices
Evaluation		
Track number of faculty who participate in inclusive pedagogy workshops and training.	Completed	In 2018-2019, 20 participants from CLA completed diversity training, compared to 31 in '17-'18, 13 in '16-17, 12 in '16-'17, and 3 in '15-'16.
Track subjective assessments of students of color in how they perceive the learning environment in CLA.	postponed	
GOAL 3: Create college-level Coordinator of Diversity and Inclusion Initiatives. Goal Defined: Create 50% college-level position to coordinate efforts for faculty recruitment and retention and inclusive pedagogy and practices. This position will be in place in the 2018-2019 academic year and will be funded through the CLA Dean's office.		
Create 50% college-level position to coordinate efforts for faculty recruitment and retention and inclusive pedagogy and practices. This position will be in place in the 2018-2019 academic year and will be funded through the CLA Dean's	Completed	To accomplish this goal CLA assessed initiatives in other colleges and units at CSU to determine how this position has been shaped elsewhere and explored national trends and data around the operation of such a position. The position description was written with specific duties and first-year goals of the position detailed in fall 2018 and a search was conducted fall 2018. Rosa Mikeal Martey, full professor in Journalism & Media Communication was hired and started in Spring 2019.

office.		Progress on CLA goals will be assessed after one year, in spring 2020.
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Warner College of Natural Resources

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
Goal 1: Improve retention and promotion of marginalized and excluded faculty and staff.		
1.1 Diversity and Inclusion Capacity Cluster hire	Complete - exceeded goal	Hiring processes are complete for initial positions envisioned and additional positions due to successfully identifying additional funding resources. Director of Diversity and Inclusion in Dean's Office hired. 3 (rather than 2) TT faculty hired; successfully competed for Provost Fellowship for a post-doc position focused on NR and Indigenous peoples; 4 out of 5 departments got a position from cluster hire
1.2 Natural Resources Pipeline Partnership	Ongoing	Re-emphasizing establishing partnerships and soliciting funding with completion of cluster hire (initiative 1.1)
1.3 Engagement with CSU Admissions programming for traditionally marginalized demographics	Ongoing	Took part in 3 group visits partnering with admissions in 2019 to date; spoke at BACC Summer institute
Goal 2: Improve retention and promotion of marginalized and excluded students		
2.1 Inclusive Warner College student success center	Complete and ongoing	Intentional hiring to ensure student ambassador team represents various aspects of diversity within the College was successful; Ambassador team successfully onboarded and oriented toward need to create inclusive environment in Center; initial feedback and use observation points to good use of center from across demographics

2.2 Student success gap analysis	Complete and ongoing	Report outlining current gaps and situation regarding student success from students in various populations produced and presented to College leadership; anticipate further review and study from Director of Diversity and Inclusion to augment current findings and identify interventions
2.3 Proposal for peer mentoring program	Complete and ongoing	Peer mentoring/sponsorship program models evaluated and proposal from Committee generated for consideration by College leadership and Director of Diversity and Inclusion to consider.
Goal 3: Develop cultural competency of all faculty, staff, and students		
3.1 Support capacity building in cultural competencies of individual faculty and staff	Ongoing	DI Director to formulate training proposal after orienting to College needs in this area
3.2 Individual Unit Diversity, Equity, and Inclusion Strategic Plans	Ongoing	Dean to discuss initiative for unit-level plans working under CSU DI Goals with unit-heads at upcoming unit heads retreat; 2 of 5 units have plans completed and are working under them already
3.3 Warner College DI Committee workshops	Ongoing	In years 2018-2019 six lunch-and-learn engagements have been carried out by the WCDI and two more will occur in Fall 19
Goal 4: Improve retention and promotion of marginalized and excluded faculty, staff, and students		
4.1 Comprehensive inclusivity analysis	To begin with hiring of DI Director	DI Director to formulate research tactics to identify areas of need among student body for climate assessment; DI Director to leverage existing data on student experiences particular to Warner College UG and G students
4.2 Community building opportunities	to begin with hiring of DI Director	DI director to work with OEM to determine ideas/needs for these kinds of opportunities and a path forward
Goal 5: Embed diversity and inclusion in curriculum, educational programs, and research across all campus units		
5.1 College-wide inclusive pedagogies workshop	Beginning F19	Director of DI to work to develop training program for inclusive pedagogies beginning in F19 for initial implementation in SP20;

5.2 Examine potential to include DI in annual evaluations throughout College	Complete	Initial assessment of adding DI to evaluations for faculty and staff in all College departments completed by DI committee sub-committee and submitted to College leadership; discussion around moving this forward or refining proposal needs to take place prior to digging into individual unit level codes etc. FWCB examining how this could fit into their code via faculty committee.
5.3 Select recruitment/admissions materials translated into spanish	Beginning F19	Awaiting outcomes of overhaul on all college information and marketing materials; through process select pieces will be identified for this effort and translations completed prior to final layouts and printing

College of Natural Sciences

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
<p align="center">Goal</p> <p>1. ENCOURAGE MUTUAL SUPPORT AND RECOGNITION AMONG EMPLOYEES AND STUDENTS AT ALL LEVELS</p>	<p>Options: completed, on schedule, making progress, postponed, or canceled</p>	<p>Metrics of this goal, utilized analytics* provided by Constant Contact application, reporting measures in Digital measures, input from the department chairs and information from the Vice President for Diversity’s training programs data. *Analytics include; open rate by computer or mobile phone, total clicks and top links clicked in the Constant Contact application.</p> <p>Also utilized Digital Measures for faculty to self-report professional development.</p>
<p>1. Direct and facilitate faculty and staff to participate in professional development programming and training to increase their cultural competency and supervisory skills. Disseminate</p>	<p>Completed</p>	<p>Initiated the development, creation and distribution of the College of Natural Sciences Diversity and Inclusion Update newsletter. The email newsletter was designed to recommend and promote professional development opportunities to the College’s faculty, staff and students offered on campus, from the Vice President for Diversity training programs, Training and Organizational Development and/or through other off campus venues including community programs, Ted Talks, films, articles or books.</p> <p>The format was designed to supplement the Student Diversity Programs and Services history or heritage months. Utilized</p>

<p>opportunities through communication from the CNS Office of Inclusion newsletter, Vice President for Diversity, Diversity and Education Training, and the CNS Dean's Standing Committee for Inclusive Excellence.</p>		<p>the universal design concept recognizing the limitation of providing adaptive technology for hearing or visually impaired.</p>
<p>2. Engage departmental faculty, staff, and students on topics of diversity and inclusion, through communicating and encouraging participation in training initiatives, workshops, symposiums and conference</p>	<p>Completed</p>	<p>Departmental chairs and the CNS Dean's Standing Committee members were invited and provided a listing of professional development opportunities to their respective departments such as the Diversity Symposium, Training and Organizational Development, national and local conferences and other training programs from the Vice President for Diversity office.</p> <p>Dean's office staff including the Dean and Associate Deans participated in numerous Training and Organizational Development (TOD) sessions as means of "leading from the top" to encourage broad participation among faculty and staff.</p>

<p>attendance during the Fall 2018 and Spring 2019 semesters. Encourage cohort participation and recognize completion in Inclusion Newsletter.</p>		<p>The Department of Psychology engaged an external consultant for its SP19 retreat to do group work on communication, inclusion and unit cohesion. The Departments of Biology and Physics likewise engaged in group work at several faculty meetings.</p>
<p>3. Track distribution and readership of CNS Office of Inclusion Newsletter, bimonthly edition beginning August 2018.</p>	<p>Completed</p>	<p>Utilized Constant Contact email marketing program to create and disseminate the <i>Diversity and Inclusion Update</i> newsletter. The newsletter distributed from September 2018 to May 2019. The email newsletter in September 2018 reached 6030 individuals. After un-subscriptions and bounces, the final May 2019 newsletter distribution was 5917. The average newsletter open rate was 52% with the 27 % majority opening on a mobile device. Faculty/staff opened the newsletter more frequently than students did.</p>
<p>4. Provide access and information about professional development opportunities, track attendance quarterly and request an update from each department Chair</p>	<p>Completed</p>	<p>Recording of participation modified to include professional development in Digital Measures under Faculty Development Activities Attended (as a Participant). Fifty faculty (tenure and non-tenure) entered their information in this section, which includes two department chairs. It is likely others participated but did not enter their information into the system. Professional development ranged from discipline-specific professional conferences, First Four Weeks Initiative,</p>

<p>of their unit's professional development activities. Reports will be due to the College Executive Council in December 2018 and May 2019.</p>		<p>Supervisor training, and programs from the Vice President for Diversity Office.</p> <p>Request to the Vice President for Diversity Office to hold five spaces for the Faculty Institute for Inclusive Excellence (FIIE) September 13, 2018. Call for FIIE went out in October 2018 with the cohort beginning January 2019. One faculty member from Biochemistry and Molecular Biology participated in the 2019-2020 spring cohort. Previous attendees during 2015 to 2019 are from the Departments of Biochemistry and Molecular Biology, Chemistry, and Mathematics.</p>
<p>2. Goal INCREASE MENTORING, RECRUITMENT, AND RETENTION OF WOMEN STUDENTS AND FACULTY</p>		<p>Metrics of this goal utilized reporting of attendance and participation in Women in Natural Sciences (WINS) events and sponsored programs.</p>
<p>1. Support increased programming and visibility of Women in Natural Sciences (WINS), especially those related to mentoring, recruiting, and retaining female faculty and</p>	<p>Completed</p>	<p>WINS leadership facilitated networking by providing separate lunches for non-tenure track (NTT) faculty as well as one on one mentoring for tenure track (TT) faculty.</p> <p>Cross-department mentoring program for Assistant and Associate level tenure track faculty (12 faculty participants)</p> <p>Undergraduate women engaged with WINS faculty in the Natural Science Knits group in the College of Natural Sciences Learning Community (CNSLC). The program supported through WINS funding. The group met weekly and open to all genders, weekly attendance ranged from three to fifteen</p>

<p>students in the College.</p>		<p>students. The final details of the Natural Science Knits will be included in the CNSLC end of year report by August 2019.</p> <p>The Department of Mathematics initiated a chapter of the American Association for Women in Mathematics. The chapter held monthly meetings in the 2018-2019 academic year engaging faculty and staff with undergraduate and graduate students.</p>
<p>2. Summer 2018 create marketing campaign for awareness and visibility of WINS program.</p>	<p>Completed</p>	<p>Initial design for marketing campaign for WINS logo was completed. WINS faculty were encouraged to use this image. The full launch of the campaign delayed as the College of Natural Sciences' Director of Communication, was on leave the majority of the fall 2019 semester and later resigned from the position. Other projects took priority to complete before her departure from the University. The college recently hired a replacement who will join the university August 2019.</p> <p>WINS logo stickers were created and printed at the end of spring 2019 for distribution in 2019-2020. WINS leadership initiated discussions with Women in Science Network leadership about future collaborations</p>
<p>3. Fall 2018, engage WINS membership in establishing an action plan to inform how to address recruitment and</p>	<p>Completed</p>	<p>Through the mentoring initiatives, input was garnered from WINS faculty with the major concern of experiencing competing demands on their time to engage in many events. Feedback from these sessions presented to the Dean of the College of Natural Sciences (see 2.6).</p>

retention of women faculty and students.		
4. Provide financial support to WINS for programming, in particular for departments with lower student and faculty recruitment and retention rates.	Completed	<p>WINS supported the following college and university events/programs:</p> <ul style="list-style-type: none"> • Natural Sciences Knits met weekly on Tuesday during the Fall 2018 through Spring 2019 semester Computer Science, Mathematics and Physics women faculty luncheon, October 10, 2018 • Front Range Student Ecology Symposium, February 27-28, 2019 • Julia Gillard, first female Prime Minister for Australia, April 8, 2019 • WINS Non-tenure track brown bag, March 11 and April 15, 2019 • Dr. Corinne Moss-Racusin, Research Mentoring to Advance Inclusivity in STEM (RMAIS), May 1, 2019 • Biology Women Professional Learning Community, November 28, 2019 and March 7, 2019
5. Review and track marketing strategies to increase awareness and visibility of WINS at the end of Fall 2018 and Spring 2019.	Postponed	The full launch of the campaign delayed due to departure of Director of Communication. The College recently filled the position with a start-date of August 1, 2019.

<p>6. WINS action plan and recommendations to the Dean by end of Fall 2018.</p>	<p>Completed</p>	<p>Final feedback from WINS completed spring 2019. Based on the feedback, the CNS WINS leadership, dean and co-chairs initiated planning for a new venue for WINS for 2019-2020. WINS will support visiting women faculty to present at department seminars.</p> <p>Updated WINS marketing campaign to be designed with new Director of Communications.</p>
<p>7. WINS will track programmatic participation in networking, mentoring and educational opportunities at the end of Fall 2018 and Spring 2019.</p>	<p>Completed</p>	<p>Sponsored programs attendees:</p> <ul style="list-style-type: none"> • Natural Sciences Knits, met weekly on Tuesday during the Fall 2018 through Spring 2019 semester, three to fifteen students participated each week • Computer Science, Mathematics and Physics women faculty luncheon, October 10, 2018, 8 participants • Front Range Student Ecology Symposium, February 27-28, 2019, 258 participants • WINS Non-tenure track brown bag, March 11 and April 15, 2019, 25, twenty five invites with three to four participants • Julia Gillard, first female Prime Minister for Australia, April 8, 2019, 1000 participants • Dr. Corinne Moss-Racusin, Research Mentoring to Advance Inclusivity in STEM (RMAIS), 80 participants • Biology Women Professional Learning Community, November 28, 2018 and March 7, 2019, 10 participants
<p>3. INCREASE THE SUCCESS AND RETENTION OF</p>		<p>Metrics of this goal, utilized information collected by the College of Natural Sciences (CNSLC) learning community.</p>

STUDENTS FROM UNDERREPRESENTED GROUPS		Final data not available until the CNSLC End of the Year Report is completed.
1. Expand programming with first year students living in Laurel Village.	Completed	<p>For the 2018-2019 semesters, the following programs were enhanced</p> <ul style="list-style-type: none"> • Science Outreach Scholars, added PACE participation into seminars with facilitators trained in the PACE program format. Included materials and supplies for students to engage in-group learning. • Science Outreach Scholars – developed two groups for either participation with the Little Shop of Physics (Middle school) or Triunfo (elementary and middle school). • Sustainability cluster –an eight-week curriculum incorporating Maslow’s needs with sustainability. • Undergraduate Women in Natural Sciences (uWINS) – participate in company tours with National Institute of Standards and Technology, Boulder ,CO and NOAA Earth Systems Research Laboratory, Boulder, CO, November 1, 2018 • Culinary Science Fair – Partnership with Housing and Dining Services to use and tour the kitchens with a sustainability focus, November 7, 2018 • ACM and ACMW, held meetings by hosting game nights at CNSLC, December 5, 2018 • Neuroscience student organization provided free tutoring in Life 102/201, BMS300, 301,345 or

		<p>PH121,122 on Tuesday, Wednesday and Thursday beginning February 19, 2019</p> <p>Final information to be included in the CNSLC end of year report by August 2019</p>
<p>2. Enhance informal faculty/student mentoring programs established for special interest floors/clusters.</p>	<p>Completed</p>	<p>Continued with Women in Natural Sciences (WINS) interacting with Natural Sciences Knits in the College of Natural Sciences Learning Community with faculty. The group was open to all students in the learning community Tuesday's, 4:30 – 5:30 pm in Pinon Hall, fall 2018 to spring g 2019.</p> <p>Fall 2018, the Director of Inclusion, conducted “Are you Ready to Cook’ with the Science Outreach Scholars (SOS) Floor on September 16, September 28 and November 2, 2019 to build community and connecting with Colorado-Wyoming Alliance for Minority Participation (CO/WY AMP. Sixteen students participated in this program.</p> <p>The Department of Computer Sciences, Director of Undergraduate Advising and Education and an Academic Success Coordinator held advising hours in the CNS Learning Community, fall 2018 – spring 2019.</p>
<p>3. Formulate “Departmental Action Teams” in the Departments of Biology and Psychology specifically addressing the</p>	<p>Completed and On Schedule</p>	<p>CNSCL conducted the Catalyst Pilot, with the Institute for Learning and Teaching, Catalyst Learning Community. A professor from the Department of Biology and Learning Assistants who were previously CNSLC members from 2017-2018 participated in the program with students from the CNSLC. Final data not available until the CNSLC End of the Year Report is completed.</p>

sophomore and junior years.		
4. Expand international opportunities created for student engagement during Summer 2018.	Completed	<p>Director of Inclusion met with Community for Excellence and Education Aboard on August 23, 2019 to discuss the Global Access Award partnership with the Colorado Wyoming Alliance for Minority Participation.</p> <p>Fall 2018 expanded connections for Colorado-Wyoming Alliance for Minority Participation (CO/WY AMP) international opportunities with the Access Center, COSI First-Gen, and Academic Advancement Center. Spring 2019 November 7, 2018, November 5, 2018, and February 20, 2019.</p>
5. Engage College Natural Sciences Learning Center (CNSLC) with Little Shop of Physics to develop programming in Todos Santos, Mexico.	Canceled	<p>Due to budgetary and logistical concerns, the program was cancelled for 2017-2018. The progression of the goal for 2018- 2019 was delayed due to the leave of absence from the Director of the CNS Learning Community from the later part of the fall 2018 term and the majority of spring 2019. Under discussion for AY19/20</p>
6. Hire an assistant coordinator for the CNS Learning Community in Laurel Village.	Completed	<p>The Assistant Coordinator search process implemented with a posting date of September 20, 2018 and application deadline of September 30, 2018. The interview timeline was October 1 – October 12, 2018. The position offered to the final candidate with a start date of October 18, 2019.</p>

<p>7. Develop and implement strategies for recruiting and increasing the success of students from underrepresented groups by enhancing Student Success Initiatives 2 throughout the College of Natural Sciences, particularly within the CNS Learning Community and the Community for Excellence populations.</p>	<p>Completed</p>	<p>The Department of Computer Science co-developed with the CNSLC and the Collaborative for Student Achievement, Key Academic Programs, with support from alumni funding two new interest floors for 2019-2020.</p> <p>PUMAS (Pathways to Understanding and Mastery of Statistics) implemented by the Department of Statistics. With a very significant investment in curriculum development, supplemental material development, and deployment of instructional staff in order to meet the goal of giving an entry point into the statistics curriculum for ANY student admitted to CSU, including those that require significant additional support, creating an environment that supports student success, and finding a path through the statistics curriculum. The initiative included a new course STAT100 that is specifically designed for students that struggle with mathematical computation. A key feature of PUMAS is the Statistics Success Center (SSC), which provides individualized support by faculty and graduate students.</p> <p>The Department of Physics provided travel support for two undergraduate students to attend the regional Conferences for Undergraduate Women in Physics (CUWiP). The two undergraduate organizations, Women in Physics (WIP) and the Society of Physics Students (SPS) for 2018-2019 split the proceeds from the physics manual sales to support both student groups. Initiated PH Chocolate Night, for community building and networking. Twelve participants (one emeritus faculty, two departmental faculty, three staff, two graduate and four undergraduate students).</p>
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<p>8. Align College efforts with the four Student Success Initiative 2 Gaps Action Teams.</p>	<p>On Schedule</p>	<p>Alignment with Student Success Initiatives 2 Expand KEY</p> <ul style="list-style-type: none"> • Development of two new communities for 2019-2020 • Diversity Through Technology and Diversity Through Sustainability <p>Success in foundation courses:</p> <ul style="list-style-type: none"> • Revision and enhancement of MATH 117 • Implementation of new course STATS 100 • Increased budget for College of Natural Sciences Learning Community <p>Department action teams formed</p> <ul style="list-style-type: none"> • Biochemistry (see 5.4) • Computer Sciences (see 3.7 and 5.4) • Mathematics • The Co-director of PACe and the Undergraduate Mathematics Education, Assistant Professors worked together with the Collaborative for Student Achievement in the development of inclusive language for MATH 117. • Summer 2019 plans to research and rework the front-page description of the Math Placement Exam to be consistent with a growth mindset. • Undergraduate Mathematics Education faculty member and the mathematics Academic Success Coordinator, received pilot funds for a class room section of MATH 117 for fall 2019. • Statistics – implemented new course STATS 100 (see 3.7)
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<p>9. Collaborate with the Office of Financial Aid, Student Employment Services to identify and outreach to CNS students with work-study awards living in CNSLC during the Summer 2018, Fall 2018 and Spring 2019 for employment within the College.</p>	<p>Completed</p>	<p>493 CNS students were awarded work-study for 2017-2018. The college had 30 work-study positions and 35 hourly positions available for 2017-2018. At the close of the academic year, 87 students responded to a survey regarding their work-study status. Seventy-four students were employed with their work-study, with 48 student's employment in the College. Please note, these work-study positions have been continuing positions not new.</p>
<p>10. Track program components of faculty/mentoring initiatives for special interest floors and clusters, record attendance at events and activities – conduct monthly reviews from</p>	<p>Completed</p>	<p>This information will be included in College of Natural Sciences End of Year Report</p>

August 2018 – May 2019.		
11. Identify programmatic changes during AY18/19 in CNSLC focusing on enhancing the learning communities for AY19/20.	Completed and On Schedule	The Associate Dean for Undergraduate Studies, the Director of the College of Natural Sciences Learning, the Department of Computer Science and Key Academic Community from the Collaborative for Student Achievement worked 2018-2019 to develop the forthcoming programs <i>Diversity Through Technology</i> and <i>Diversity Through Sustainability</i> for 2019-2020.
12. Review and report on progress and challenges of Gap Action teams in biology and psychology at the end of Fall 2018 and Spring 2019.	Canceled	The Departments of Biology and Psychology encountered significant professional differences with the TILT plan of action for Departmental Action Teams and withdrew from the initiative.
13. Report on international opportunities engaged by students by May 2019.	Completed	CNS had 216 students abroad from fall 2018 to summer 2019 (158 undergraduates and 58 graduate students). This is up from 199 CNS students abroad last year. Final data will be available August 2019. The Colorado/Wyoming Alliance for Minority Participation (CO/WY AM), National Science Foundation (NSF) grant

		<p>based in the College of Natural Sciences provides participant support for international research experiences. Three students awarded funds to support international research experiences during the academic year. Two students participating with a Department of Biology faculty member and one with the Department of Fish, Wildlife, and Conservation Biology</p> <p>Global Access Award for STEM –No STEM students participated in the program for 2018-2019</p> <p>Development of a summer Undergraduate Research Opportunities (UROP) program at the University of Reading, England, UK for summer research internships.</p>
4. FOSTER THE ACADEMIC, PERSONAL, AND PROFESSIONAL GROWTH OF ALL MEMBERS OF THE COLLEGE COMMUNITY		<p>Metrics for evaluation designed around communication plan, was postponed due to unexpected departure of the Director of Communication.</p> <p>Metrics for the non-tenure track changes were the establishment of the changes in the department codes.</p>
1. Establish a communication plan with materials to involve the faculty, staff, and students in the College's initiatives to	Postponed	<p>The Director of Communications developed materials specific for the college, which were revised by the Communications specialist. Shortly after the latter's hiring the Director of Communication took a leave of absence. The materials developed were postponed until a new Director of Communication has been hired.</p>

address and enhance cultural competencies.		
2. Establish professional development plan, criteria and process for annual reviews and promotion of non-tenure track faculty.	Completed	Plan development to include plans for non-tenure tracks into each department's codes. Raises are to follow the central administration's 10% for promotion; to establish salary minimums with equity pay as part of the salary exercise. College created a general guide for ranks with departments having the latitude to define further the steps specific to the department. Each department chair is responsible for finalizing these changes into the department codes.
3. Present the CNS Diversity Strategic Plan at an all College meeting in Fall 2018.	Completed	Dean's Open Forum, update on the college and goals for the future. August 20, 2018
4. Distribute communication materials for diversity and inclusion to all departments, College personnel and students from	Postponed	Goal completion impacted by departure of College Director of Communications. Position recently filled; start date August 2019.

Fall 2018 to Spring 2019.		
5. Develop a College Expectations document for departments to assure annual review and promotion path is defined for non-tenure track faculty by Fall 2018.	Completed and Making Progress	College Expectations document completed. Decision for departments to develop annual review and promotion path for non-tenured faculty by implementing changes into the departmental codes. The Departments of Biology, Chemistry, Psychology, and Statistics have implemented these changes into their codes, which have been approved at Provost level. Physics, Math, Biochemistry, and Computer Science in progress.
6. Development of communication plan with College Director of Communication with specific action steps for distribution, Summer 2018.	Completed	Director of Inclusion met with Direction of Communication on June 5, 2018 to develop strategies for diversity inclusion, use of inclusive language, including a college communication plan for diversity and inclusion, web updates and potential materials for promotion.
7. Department chairs report to Dean and Executive	Making progress	Department chairs responsible to implement the changes, with input from departmental faculty, to document the changes in

<p>Committee by end of Fall 2018 with plans for non-tenure track hiring, promotional criteria process, raises and status of voting rights.</p>		<p>the department code. Four departments completed; Four in progress. All will be completed by August 2019.</p>
<p>5. BUILD A DIVERSE COMMUNITY OF SCHOLARS AND PROMOTE EXCELLENCE AND EQUITY</p>		<p>Metrics of this goal – engagement of department chairs, departmental representative of CNS Deans Standing Committee for Inclusive excellence, with the Director of Inclusion in various meetings to discuss and develop the implementation of the goals.</p>
<p>1. Engage faculty in each department to review the College of Natural Sciences Strategic Implementation Plan 2021 and prioritize the top 2 to 3 goals for the department in alignment with the strategic</p>	<p>Making progress</p>	<p>CNS Dean’s Standing Committee for Inclusive Excellence meetings May 3, 2018, September 20, 2018, October 31, 2018, November 28, 2018, February 19, 2019. Committee members request to meet with the department chairs and the Director of Inclusion to discuss the CNS Diversity Blueprint, departmental strengths and challenges, and to seek feedback from department personnel. Department chairs and representative of CNS Deans Standing Committee for Inclusive excellence engaged faculty and staff in conversations to discuss identify and begin development of potential goals for department.</p> <p>The Director of Inclusion also facilitated conversations with APC representative October 17, 2018 and CPC</p>

objectives and action items.		representatives, October 24, 2018 to discuss the CNS Diversity Blueprint.
2. The departmental representatives from the CNS Dean's Standing Committee for Inclusive Excellence and the Director of Inclusion will meet with the department chair and/or attend departmental meetings to assist with establishing the departmental strategic plan by January 2019.	Completed	<p>The Director of Inclusion and the CNS Dean's Standing Committee met with Department Chairs to initiate conversations about ideas for diversity and inclusion specific to that department. Meetings held on:</p> <ul style="list-style-type: none"> • Mathematics, October 9, 2018 (departmental representative) • Biology, October 23, 2018 • Physics, October 12, 2018 (departmental representative) October 30, 2018 • Psychology, December 15, 2018 • Biochemistry, October 18, 2018 (departmental representative), November 13, 2018 • Statistics, October 11, 2018 (departmental representative) November 16, 2018 • Chemistry, October 26, 2018 (meeting with new chair) November 30, 2018 • Computer Science, September 13, 2018 (meeting with new chair) November 29, 2019
3. Submit departmental proposal to College Executive Council outlining diversity and inclusion action	Making Progress	Director of Inclusion met with College Executive Council on December 6, 2018 to discuss progress of establishing diversity and inclusion action items. Department chairs from Biochemistry, Biology and Computer Science shared with other chairs their progress in identifying the departmental goals.

<p>items by end of Fall 2018.</p>		
<p>4. Formulate a 2-year departmental strategic implementation plan with goals, objectives and metrics aligned with the College's plan by end of Spring 2019.</p>	<p>Making Progress</p>	<p>Creation of departmental committees to review, identify and develop initiatives based on the departments priority and band width</p> <p>Biochemistry and Molecular Biology</p> <ul style="list-style-type: none"> • Developed concept for matrix networking lunches to engage faculty, graduate students and postdoctoral fellows • Applied for and received VPD and CNS Mini grant to initiate networking lunches beginning July 2019 <p>Biological Science</p> <ul style="list-style-type: none"> • Four diverse faculty members facilitated conversations about diversity and inclusion in departmental meetings on October 24, 2018 and November 28, 2018. • Envisioned developing a mentoring program for underrepresented groups (students of color, first-generation and low income students • Applied for and received VPD and CNS Mini grant to develop a Near Peer Mentoring for Academic Excellence , Inclusion and Service Learning <p>Chemistry</p> <ul style="list-style-type: none"> • In consultation with faculty and staff, conceptualized the idea to hold listening sessions to garner feedback from the department. CU Boulder Diversity Outreach Group to schedule to facilitate the discussions.

		<ul style="list-style-type: none"> • Formulated a departmental diversity and inclusion committee invited faculty, staff and graduate students to participate • Department code change for non-tenure track hiring and promotional criteria <p>Computer Science</p> <ul style="list-style-type: none"> • Curriculum revision of Computer Science introduction courses for non-majors to appeal to a more diverse audience • Established an Outreach Committee in 2018 focusing on interactions with prospective students especially historically underrepresented students • Initiated plans to become a Building, Retaining, And Inclusion for Diversity (BRAID) Affiliate School and received BRAID affiliation spring 2019. Through a partnership with AnitaB.org and Harvey Mudd College, affiliates are institutions that have committed to increasing the diversity of their computing departments, but do not receive funding through the BRAID initiative. • Applied for and received two VPD and CNS Mini grants for a Computer Science Undergraduate Mentoring Position Targeting First Generation Students for Fall 2019 and Sending Latinx Computer Science Undergraduates to the ACM Richard Tapia Celebration of Diversity in Computing <p>Mathematics</p> <ul style="list-style-type: none"> • CNS Dean's Standing Committee representative took the lead in identifying and coordinating with the Chair
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		<p>the department's priorities. Invested in training for course coordinators,</p> <p>Physics</p> <ul style="list-style-type: none"> • Requested training referrals from the Director of Inclusion, who provided a list of trainers and resources. • The department's committee on Diversity and Climate met with the Chair, the Director of Inclusion and CNS Dean's Standing Committee for Inclusive Excellence departmental representative to engage in a conversation with the Chair about their ideas and strategies. • The committee coordinated with the Assistant Vice President for Inclusive Organizational Practice, Vice President for Diversity Office in conversations about diversity and inclusion for faculty and staff. Meeting held in September and October 2018 and April 2019. • From the aforementioned meetings the department committed to a major renovation for meeting space to promote departmental interactions with faculty, staff and students. • Dropped physics subject GRE requirement for graduate school applications based on research for historically underrepresented students that it has no predictive power of success in the PhD program. • For 2019-2020 graduate co-hort, four women will be entering in the graduate program. <p>Psychology</p> <ul style="list-style-type: none"> • Department code change for non-tenure track hiring and promotional criteria
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		<ul style="list-style-type: none"> • Formation of the Department’s Diversity and Inclusion Team. • Engaged an external consultant for its SP19 retreat to do group work on communication, inclusion and unit cohesion. Specific items raised at the retreat and in the department will be discussed in future meetings in 2019-2020. <p>Statistics</p> <ul style="list-style-type: none"> • Implementation of PUMAS • Expanded on current initiative for retaining graduate women recruited to the department • Exploring concepts and ideas to continue supporting initiatives began to recruit and retain women • Implemented the change in the department code.
5. Submit departmental written report to College Executive Council evaluating success and challenges of initiative with a mid-year, Fall 2018 and end of year report Spring 2019.	Making progress	See 5.4
6. Submit 2-year departmental strategic plan	Making progress	Director of Inclusion participated in the College Executive Committee retreat on May 22, 2019 to facilitate a workshop on

<p>written report to College Executive Council by Spring 2019.</p>		<p>reframing the CNS Diversity Blueprint 2019 and beyond. Led the college leadership in identifying their top priorities for 2019-2020. Next step is to develop concrete plans based on the success and challenges from 2018-2019.</p>
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College of Veterinary Medicine and Biomedical Sciences
2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
Assess the climate of CVMBS faculty, staff, and students	Options: completed, on schedule, making progress, postponed, or canceled Completed	Submitted College level questions to 2018 Employee Climate Survey. Survey results available to College, specific College survey results presentation in April 2019.
Create awareness and increase utilization of existing Diversity & Inclusion resources	Making progress	Fall 2019 Faculty Pedagogy Training session Approved D&I committee as CVMBS Standing committee or code committee Representatives from each department of the CVMBS Diversity and Inclusion Task Force will attend one faculty meeting per semester in their respective department

<p>have participated in search process during the past two years.)</p> <ul style="list-style-type: none"> Utilize FY18 hiring data to discern the number of searches in centralized and decentralized areas and create ratio of 1 EO Coordinator for every 5 searches in division to determine number of trained EO Coordinators needed. Ratio will include decentralized EO Coordinators. <p>Design</p> <ul style="list-style-type: none"> Collaborate with current EO Coordinators, UA supervisors, and central OEO to enhance EO function in the division. Develop training for UA supervisors and Search Chairs to rebrand EO function as more 	<p>Completed</p> <p>In progress</p> <p>Completed</p> <p>In progress</p> <p>Not yet completed</p>	<p>Lindsey Dunn was certified as EO Coordinator in FY19 and has monthly EO connection meetings with Donna Reiser to share trends and best practices about the OEO and EO function</p> <p>We are doing an immersive supervisor training about policies and procedures in July, 2019, where Supervisors will be trained on the overall search process and how to utilize the EO function to its full capacity in searches</p> <p>Lindsey Dunn is a new EO coordinator and is now trained. Division has three fully trained EO coordinators</p> <p>Most division wide coordinators have gone through renewed training—plan to complete in Fall</p>
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<p>involved and engaged with search process.</p> <p>Implementation</p> <ul style="list-style-type: none"> • Identify and nominate new EO Coordinators and ensure they participate in required trainings. • Ensure existing EO Coordinators renew training requirements every two years. • Create materials to disseminate to Search Chair and Search Committee that support EO Coordinators in a more strategic, empowered role. <p>Evaluation</p> <ul style="list-style-type: none"> • Track number of Search Committee meetings EO Coordinator is present with ultimate goal of 100%. 	<p>In progress</p> <p>Good progress</p>	<p>Completion date Fall 2019</p> <p>With adding a new EO Coordinator this year, an EOC was present at 98% of all search meetings – vast improvement over past years</p> <p>Lindsey served as EOC on 5 decentralized searches in FY19. In FY20, all colleges/units with the exception of Athletics are being moved to hardline report in University Advancement. The Talent Management and HR Team will handle EOC for all UA searches in FY 20.</p>
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<ul style="list-style-type: none"> • Move towards goal of UA EO Coordinator serving on decentralized College/unit searches with ultimate goal of 100% 		
<p>2. The University Advancement office of Talent Management, Training & Support will require unconscious bias and related supplemental trainings in the recruitment of diverse candidates for UA supervisors and Search Chairs with goal of 100% participation by the end of each fiscal year. Training will be strongly encouraged for all staff who hire students.</p> <p>Analysis</p> <ul style="list-style-type: none"> • Update list of UA Search Chairs and supervisors to target for training. 	<p>Not yet completed</p> <p>Completed</p>	

<ul style="list-style-type: none"> Evaluate the pros and cons of creating an internal training versus partnering with HR/OEO/VPD for external trainings. 	<p>On Schedule</p>	<p>Offered 1 Diversity and Inclusion training in July, 2018 and will be offering a Supervisor specific unconscious bias training in FY19</p>
<p>Design</p> <ul style="list-style-type: none"> Collaborate with VP for Diversity office and/or Training and Organizational Development to offer two unconscious bias trainings and related trainings in the recruitment of diverse candidates each year. 	<p>On Schedule</p> <p>In progress</p>	<p>See training plan listed above</p>
<p>Implementation</p> <ul style="list-style-type: none"> Offer unconscious bias trainings and related trainings in the recruitment of diverse candidates to all staff; 	<p>In progress</p>	<p>We will track training participation starting in FY20</p>

<p>mandate for Search Chairs and Supervisors.</p> <ul style="list-style-type: none"> • Offer related supplemental trainings to further integrate D&I best practices into search and hiring processes for the division. <p>Evaluation</p> <ul style="list-style-type: none"> • Track participation in trainings for Search Chairs and Supervisors with goal of 100% trained by end of each fiscal year. • Track number of diverse staff (specifically, women and people of color) hired in the division. 	<p>Completed</p>	<p>In FY19, as a Division we hired 19 people – 12 central, and 7 decentral 18 are female and 1 male 18 are white, 1 is a person of color</p>
<p>Goal 2: Improve retention and promotion of marginalized faculty, staff, and Students</p>		

<p>1. The University Advancement office of Talent Management, Training & Support will implement a Flexible Work Arrangements (FWA) policy for UA staff to support remote working needs, flexible schedules, and other accommodations that facilitate employees' ability to work productively while managing personal life demands, needs and preferences.</p> <p>Analysis</p> <ul style="list-style-type: none"> • Conduct surveys and focus groups to understand needs of staff (UA Diversity and Inclusion Survey will include at least one question addressing this area). • Interview and request feedback from staff who utilize FWA and their supervisors. Research best practices in FWA to 	<p>In progress</p> <p>Completed</p> <p>In progress</p> <p>In progress</p>	<p>The Flexible Work Arrangements policy is rolling out in July, 2019</p> <p>We conducted a Diversity and Inclusion survey in July, 2018 and the overall campus climate survey in October, 2018 Results were overwhelming positive for the D&I measures, and we improved in July, 2018 and the overall campus climate survey in October, 2018</p> <p>We conducted a Diversity and Inclusion survey in July, 2018 and the overall campus climate survey in October, 2018 Results were overwhelming positive for the D&I measures, and we improved in Interview and request feedback from staff who utilize FWA and their supervisors. We conducted a Diversity and Inclusion survey in July, 2018 and the overall campus climate survey in October, 2018</p>
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<p>ensure productivity and commitment.</p> <p>Design</p> <ul style="list-style-type: none"> • Collaborate with UA leadership and supervisors to draft FWA policy. • Develop systems and processes (e.g., flex schedules, remote working arrangements, etc.) that enable the successful implementation of FWA including but not limited to technology investments. <p>Implementation</p> <ul style="list-style-type: none"> • Develop communication plan and train supervisors in best practices. • Roll out FWA policy and identify feedback 	<p>In progress</p> <p>In progress</p> <p>Not yet approved</p> <p>Not yet completed</p> <p>Not yet completed</p>	<p>Results were overwhelming positive for the D&I measures, and we improved in Research and report best practices in FWA to ensure productivity and commitment. We conducted a Diversity and Inclusion survey in July, 2018 and the overall campus climate survey in October, 2018 Results were overwhelming positive for the D&I measures, and we improved</p>
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<p>mechanism for the resolution of issues.</p> <ul style="list-style-type: none"> • Purchase laptop computers and cover other costs associated with FWA for remote staff. <p>Evaluation</p> <ul style="list-style-type: none"> • Assess satisfaction of staff and supervisors utilizing FWA. • Monitor end-of-year performance evaluations, raises and promotions for staff utilizing FWA to control for (a) underperformance and (b) unconscious bias against those who utilize policy. (For latter evaluation, an external resource may be used. 		
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Division of Enrollment and Access

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
Assess and improve climate of inclusion for all employees across the division	Options: completed, on schedule, making progress, postponed, or canceled Completed	1. Measure extent to which: <ol style="list-style-type: none"> a. 100% of Division employees were informed on results of employee climate survey by February 2019 <ul style="list-style-type: none"> • Completed on-time with departmental-level presentations that followed. • Departmental Presentations <ul style="list-style-type: none"> ○ Office of Financial Aid on July 2, 2019 ○ Registrar’s Office on May 20, 2019 ○ The Access Center TBD ○ Office of Admissions TBD b. VPEA and Directors identified and addressed disparities in pay, position, title, retention/advancement/achievement in FY’19 salary exercise <ul style="list-style-type: none"> • Completed on July 1, 2019 <ul style="list-style-type: none"> ○ All entry-level salaries were raised to \$40,000 across the division including salary increases to prevent compression implemented up through coordinator level. c. Inclusive practices were included in staff meeting agendas, supervision meetings, evaluation processes in Fall 2018 and early Spring 2019 <ul style="list-style-type: none"> • Completed

		<ul style="list-style-type: none">○ Additionally, formed a division-wide Equity & Inclusion Team consisting of committed members from each department tasked with developing programming that aligns with the efforts of the Division of the Vice President for Diversity and is consistently implemented in each department.d. Environmental scans (physical and virtual) were conducted in Fall 2018, along with subsequent actions of removals and replacements in Spring 2019<ul style="list-style-type: none">● Completed and on-going
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Academic Computing and Network Services

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
Implementation of an ACNS & Telecom Diversity, Equity, and Inclusivity Committee	Options: completed, on schedule, making progress, postponed, or canceled Completed	Committee was created in 2018 and includes at least one member from each team within ACNS and Telecom. Created a charter to describe the mission of this committee
Compile and review a list of diversity and inclusion related programming available to the CSU community	On schedule	<p>This is an ongoing search for training and programs that can help educate both the committee and ACNS/Telecom as a whole.</p> <p>The Library, ACNS, Telecom, and Information Systems attended a session led by the VP for Diversity office sharing our 2018 Climate Survey results.</p> <p>The committee is attending the Social Justice Learning Institute this June and are</p>
Investigate successful recruitment efforts completed in industry and by peer institutions to increase diversity in applicant pools and employees	On schedule	Diversity questions are being included in the hiring process for new employees. One of the Diversity committee members is leading the hiring process and representing our interests.

		The committee is planning to organize an Inclusive Hiring session with the VP for Diversity office. Managers, the ACNS/Telecom Diversity committee, and possibly the Library's committee will be invited to attend this session.
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Libraries

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
Create an inclusive institutional climate: Assess faculty and staff perception of the Libraries	Options: completed, on schedule, making progress, postponed, or canceled Completed	We worked with Institutional Research to get a college-specific assessment of climate. This report was then presented to our faculty and staff, both in an open forum and a specific presentation to Libraries Management Team. We are currently working with the Assistant Deans of the College to identify next steps for the second version of the plan.
Develop cultural competency of all faculty, staff, and students: Expand faculty and staff diversity training series to include more options and depth.	Completed	We conducted four trainings over the course of the year, including: a Microaggressions training lead by Ria Vigil, a follow-up discussion led by our Equity and Inclusion group, a College-specific SafeZone training led by the Pride Resources Center, and a presentation of our climate by Institutional Research. These efforts included new types of training for the College, such as internally-led trainings, climate-oriented trainings, and dialogues. We are currently examining additional training options, such as a series that focuses on the hiring process, for subsequent versions of the plan.
Improve retention and recruitment of marginalized and excluded faculty, staff, and	Making Progress	We identified and reviewed a wide body of literature that addresses workplaces issues that affect marginalized faculty and staff, particularly in the library environment. We are still

<p>students: Gather literature about marginalized and excluded faculty and staff in Libraries and identify best practices for hiring and retention</p>		<p>in the process of deriving best practices from this literature and we plan to continue related work in the next version of the plan.</p>
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Office of International Programs

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
<p>Increase the diversity and retention of OIP staff so that we 1) better reflect the populations we serve and 2) infuse new ideas and perspectives into our work</p>	<p>Options: completed, on schedule, making progress, postponed, or canceled</p> <p>Making Progress</p>	<p>Developed new language describing CSU, OIP and individual units which speaks to our mission, culture and values. Will continue improving language over time.</p> <p>Analyzed required and preferred qualifications for positions to ensure they are valid (tied to experience, skills and abilities genuinely needed to perform the job duties) and don't unnecessarily preclude nontraditional or diverse candidates from being able to apply and make their case. (Will continue to evolve over time.)</p> <p>Added commitment to diversity, inclusion and equal access to the preferred qualifications for all job descriptions; ensured that during each stage of the search process interview questions are included to explore the candidates' understanding and commitment to diversity, inclusion and equal access.</p> <p>Ensured all search committees have representation from outside OIP as well as diverse representation.</p>

		<p>Actively advertised all searches in venues targeting diverse constituencies.</p> <p>Ensured transparency of criteria used for promotions and salary increases within the division. New, formal policy has been developed and sent to all staff via email and also discussed at staff meetings.</p> <p>Each unit in OIP has intentionally reached out to diverse student populations over the past year to recruit employees, whether through advocacy or other student offices on campus, and also through personal nominations.</p> <p>Developed a comprehensive, supportive, and caring onboarding process which begins before an employee's first day and extends through the end of their first year.</p> <p>Developed an international education resource and information sheet to assist individuals wanting to break into the field understand what skills are important, key associations to join, where to network, and what type of experiences (both academic and professional) can be beneficial.</p> <p>Though it is early, recent searches indicate movement in the composition of the semi-finalist and finalist candidate pools.</p>
<p>Incorporate ongoing diversity and inclusivity trainings into our office culture.</p>	<p>Complete</p>	<p>Researched, facilitated and communicated a variety of training opportunities to staff on a regular basis; are requiring all staff to participate in at least one diversity training each year, or a training related to CSU's Principles of Community. Some</p>

		<p>trainings were part of all-staff meetings; others were during the regular work day and optional.</p> <p>Launched Diversity Dialogues in the fall of 2018 (facilitated monthly discussions for all staff around diversity and inclusivity topics, to include current events, personal experiences and readings).</p> <p>Organized presentation on 2018 Campus Climate Survey results for International Programs at an all-staff meeting.</p> <p>Continue to communicate training opportunities to staff.</p>
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Division of Student Affairs

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
<p>Establish diversity related minimum qualification statements for all DSA positions relative to each role and position description.</p>	<p>Options: completed, on schedule, making progress, postponed, or canceled</p> <p>Completed on one hand and Making progress on the other</p>	<p>The minimum qualifications statements were drafted for various job levels (entry, mid, senior level) in AP roles. They were sent to OEO for review and approval. However, before they can be used, OEO has asked that a user guide and in-person training sessions be created prior to implementation. That has been in progress and is still in the revision process.</p>
<p>Update all position descriptions to better reflect the work of and our commitment to diversity & inclusion specific to each role.</p>	<p>Making progress</p>	<p>Each department is working on this and has/will set their own deadlines. Any new positions are being updated.</p>
<p>Formalize DSA Inclusive Excellence Team</p>	<p>Completed</p>	<p>Formalized a standing committee in the DSA that represents a cross-section of the division, inclusive of employment type. The primary purpose of the committee is to continue the commitment and investment of inclusive excellence across the division. The committee is guided by the theoretical/conceptual frameworks of inclusive excellence and a love ethic. The committee meets monthly for 1.5 hours and has a yearly half-day retreat.</p>

Division of University Operations

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
	Options: completed, on schedule, making progress, postponed, or canceled	
The Division of University Operations will create a Diversity Plan.	Completed	The Division of University Operations organized a Diversity Team which created a Diversity Plan. The plan was reviewed by the Office of the Vice President for Diversity, along with DUO department directors, and Vice President for Operations Lynn Johnson, who approved the plan. Achievements are listed under each of this plan's two goals below.
The Division of University Operations will actively support efforts to increase recruitment, hiring and retention of employees from marginalized and excluded populations in all units within the Division.	Making progress	<p>A checklist to be used in AP searches has been created and is nearly final. It will soon be distributed to all departments within DUO to be shared with supervisors and search members. This checklist is designed to foster and support diversity and inclusion in the hiring process, focusing on diverse recruitment and elimination of bias. The checklist is accompanied by a list of resources departments can use in the recruiting process in order to reach and target more diverse audiences.</p> <p>A checklist to be used in State Classified searches has been modified from the AP checklist and is being finalized.</p> <p>Search chair and search team members have training available to them to educate and inform them about equity in the search</p>

		<p>process and elimination of bias. The training for search chairs must be attended in person, while the training for search team members is to be made into a video presentation that can be experienced online. Estimated date of completion:</p>
<p>The Division of University Operations will actively cultivate an inclusive institutional climate through opportunities for training, increased awareness of diverse cultures and identities, and positive reinforcement of measures taken to promote inclusive excellence.</p>	<p>Making progress</p>	<p>Specific questions were added to the 2018 Campus Climate survey to help assess employee perspectives on safety in the workplace, interpersonal conflict, and experience with search processes.</p> <p>Training on how to incorporate the Principles of Community in the workplace has been offered and well-attended by supervisors in the largest department in the Division, Facilities Management. Training and Organizational Development facilitators incorporate discussion of the Principles of Community into every live training of campus staff and supervisors.</p> <p>Training on Principles of Community can also be requested by DUO departments, to be provided by the Vice President for Diversity Office.</p> <p>A Principles of Community Tip Sheet was also created by Facilities Management and will be distributed to all departments in the Division.</p> <p>Each department in the Division was asked to display the Principles of Community prominently in the workplace and link to it on their department web pages. This is in progress.</p>

Division of External Relations

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
<p>Environmental Audit, an examination of internal practice, content and professional engagement.</p>	<p>Options: completed, on schedule, making progress, postponed, or canceled</p> <p>Making progress</p>	<p>Meaningful and insightful feedback has been captured through the interviews completed to date. We will use this information to evaluate where we need to adjust our engagement with the work required of DER, in service to the university. Interviews scheduled with the following campus partners: due to scheduling, approximate ½ are completed.</p> <ul style="list-style-type: none"> •Vice President for Enrollment and Access (Leslie Taylor) - Gary •Vice President for Operations (Lynn Johnson) -Connie •Vice President for University Advancement (Matt Helmer) - Gary •Presidential Communications (Cara Neth) - Connie •Athletics (Albert Bimper, Chris Ferris) - Gary •Facilities Management (Fred Haberecht) - Gary •Housing & Dining Services (Tonie Miyamoto) - Connie •HR & OEO (Diana Prieto) - Pam •Vice President for Diversity/Women and Gender Collaborative (Cori Wong) - Pam
<p>Cultivate an inclusive institutional climate</p>	<p>Continual progress; on schedule</p>	<ul style="list-style-type: none"> • Added standing diversity agenda item to DER leadership meeting • Reconfigured SDVI agenda to include standing monthly item: “Diversity and inclusion – updates, issues, best-practices, etc.”

		<ul style="list-style-type: none"> • Establish diversity as element of project planning – this is now a strong but informal part of typical project planning and could be further engrained through more specific planning requirements • Add DER managers agenda item to discuss recommendations of all Diversity Plan focus areas and make decisions about which to pursue. • Added Principles of Community as standard element of mid-year and year-end employee review process. • Added Principles of Community to employee onboarding (Next: add specific diversity and inclusion element to onboarding. This element is listed below.)
<p>To increase outreach and engagement with marginalized and excluded external communities.</p>	<p>Continual progress; on schedule</p>	<p>Overall impact and response</p> <ul style="list-style-type: none"> • CSU is fully and confidently engaged with efforts summarized below • Utilized the External Relations “voice”, influence, resources, and talent to assist and marginalized populations <p>Increased engagement with Denver and Fort Collins constituents:</p> <ul style="list-style-type: none"> • Bruce Randolph High School - https://source.colostate.edu/csu-system-and-bruce-randolph-school-formalize-partnership-to-support-denver-students/ <ul style="list-style-type: none"> ○ 98% of students are on Free and Reduced lunch ○ 8th graders visit to campus ○ Little Shops of Physics – middle school students visit ○ Build a Bridge to College – 9th graders ○ Ecosystem Therapy ○ AP Civics and geography class to bring in

		<p>speakers</p> <ul style="list-style-type: none"> • Upward Bound <ul style="list-style-type: none"> ○ The TRIO Upward Bound program at CSU is a federally-funded grant sponsored by the Department of Education, focused on identifying qualified youth who are low-income and potential first-generation college students in order to support and encourage them in pursuit of post-secondary enrollment. ○ Participants receive one-on-one mentoring from professional staff advisors to guide them through post-secondary admission and financial aid processes. ○ Upward Bound staff assist high school students in developing academic, social, and leadership skills in order to prepare them for post-secondary rigors, success and graduation. • Boys and Girls Clubs - Denver and Larimer County <ul style="list-style-type: none"> ○ Scholarship opportunities - https://source.colostate.edu/boys-girls-clubs-youth-of-the-year-award-winner-joins-colorado-state-university-class-of-2022/ ○ School visits ○ Signed Larimer County B&GC agreement with VPEA • CM Cares works with Extreme Make Over <ul style="list-style-type: none"> ○ Helps repair homes in Denver area • Family Resource Center and Dumb Friends League <ul style="list-style-type: none"> ○ Annual animal wellness clinic • Swanzee Elementary <ul style="list-style-type: none"> ○ Outreach with programming • Garden State Academy
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		<ul style="list-style-type: none"> ○ Sponsor their garden ● Poudre School District engagement <ul style="list-style-type: none"> ○ Collaboration with VPEA and Athletics: middle and elementary unrepresented students <p>Involvement and Collaboration with CSU Diversity Initiatives/Activities:</p> <ul style="list-style-type: none"> ● CSUnite – March 2018 <ul style="list-style-type: none"> ○ DER employees encouraged to be involved in activities and projects ○ Team leads: Stacy/volunteers; Pam & Kathy/communication planning ○ Demonstrated responsiveness to the racial bias issues facing CSU through unified action, messaging, and communication – all efforts supported and implemented by DER team members ○ CSUnite brings campus together (SOURCE Story/Video) ● Diversity Symposium <ul style="list-style-type: none"> ○ DER engagement through participation in the 2018 Planning Committee (Kathy & Kate) ○ DER engagement through participation/engagement with 2019 Marketing and Communication sub-committee (Kathy, Lindsay, Stephanie) ○ Diversity Week 2018 features diverse range of programs (SOURCE Story) ● School Is Cool
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		<ul style="list-style-type: none"> ○ School is cool provides boost for CSU employees and their kids (SOURCE Story) ○ Volunteering for School is Cool is Cool (SOURCE Story) ○ Through the distribution of 2500 backpacks annually, School Is Cool addresses and responds to a great need for one of our greatest constituent groups – K-12 students. It demonstrates our commitment to the value of education to less-fortunate families and students ○ 2019 expansion: add 6 PSD charter schools in response to requests and demonstrated need via Federal Free and Reduce Lunch program ○ Potential/future expansion: work with CSU Pueblo to replicate the program for the Pueblo community <ul style="list-style-type: none"> ● Affordable Housing & Neighbor to Neighbor <ul style="list-style-type: none"> ○ Five sessions about housing assistance for CSU employees to be held in April (SOURCE Story) ○ DER has vast involvement with on both Affordable Housing and N2N advisory committees through consultation, offering resources, time and talent to ensure that our CSU employees are aware and have accessible assistance. ○ Both groups address a significant need for both internal (CSU) and external (Northern Colorado) community members <ul style="list-style-type: none"> ● Human Trafficking Awareness <ul style="list-style-type: none"> ○ CSU hosts Northern Colorado's first Human
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		<p>Trafficking Symposium (SOURCE Story)</p> <ul style="list-style-type: none">○ Stacy serves as the CSU liaison for committee
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Athletics

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
<p>Develop an educative environment where students and employees have the capacity to learn how they can support an inclusive department atmosphere</p>	<p>Options: completed, on schedule, making progress, postponed, or canceled</p> <p>Making progress</p>	<ol style="list-style-type: none"> 1. Distribute data reports about university diversity and progressive initiatives to support and promote diversity and inclusion (making progress) <ul style="list-style-type: none"> ○ This information is being included in the Green & Grow newsletter provided to all staff ○ Distribute quarterly via email and hardcopy reports. <ul style="list-style-type: none"> ▪ We need to identify sources that can provide consistent content/report data ○ Review and utilize Campus Climate survey results to inform design. <ul style="list-style-type: none"> ▪ Include discussion points of relevant Campus Climate survey points in senior staff and all-department meetings more regularly 2. Encourage department employees to participate in Social Justice Leadership Institute (SJLI). (complete and on-going) <ul style="list-style-type: none"> ● Email communication sent multiple times to department 3. Provide department support to attend regional and national conferences with focused sessions on diversity and inclusion

		<p>(complete and on-going)</p> <ul style="list-style-type: none"> ▪ Staff traveled to NCAA Inclusion Forum ▪ Students and Staff traveled to Black Student Athlete Summit ▪ Need staff that attend sessions to provide evidence/presentations of attended sessions emphasizing and/or focused on D&I efforts ▪ Show funding opportunities provided by campus partners <p>4. Host Courageous Conversation event Fall (FB off-week) (postponed to FA 2019)</p> <ul style="list-style-type: none"> ▪ Will look to partner again with WGAC and other Student Affairs affiliates
<p>Improve the climate of inclusion.</p>	<p>Making progress</p>	<p>1. Hold team sessions to discuss interpersonal violence (complete)</p> <ul style="list-style-type: none"> • Athletics ReFrame Project with WGAC (cancelled) • NCAA All department trainings (complete) <ul style="list-style-type: none"> i. Used Everfi online modules for interpersonal violence trainings ii. Task force for planning interpersonal violence education was created (complete) <p>2. Launch ENGAGE HOME initiative (making progress; on-going)</p> <ul style="list-style-type: none"> • Partner with Parent & Family programs • Student and family orientations • 9 campus offices highlighted

		<p>3. Utilize social media and website platforms to educate about campus offerings and student welfare (postponed, in development)</p>
<p>Enhance the presence and effectiveness of programmatic curriculum and research with regard to diversity and inclusion.</p>	<p>Making progress</p>	<p>1. Increase opportunities for department staff members to learn and apply knowledge of diversity and inclusion matters into unit initiatives teaching diverse student populations by expanding trainings and resources,</p> <ul style="list-style-type: none"> ○ Offer one mandatory diversity event for Athletics (staff and students) (postponed) ○ Administration, coaching, and student athlete leadership retreats (complete; ongoing) <ul style="list-style-type: none"> i. Included a diversity session for each annual retreat ii. Developing SAAC leadership retreat for 2019-20 ○ Promote departmental attendance to University Diversity Symposium events (making progress; on-going) <ul style="list-style-type: none"> i. Need to develop effective tracking system. Consider partnership with VPD office. <p>2. Promote students engaging in undergraduate research (e.g., Multicultural Undergraduate Research, Arts, and Leadership Symposium (MURALS)). (complete; on-going)</p> <ul style="list-style-type: none"> ● 5 student athletes participated in MURALS 2019 ● 1 student earn second place prize for their photography presentation

Vice President for Research Office

2018-2019 Diversity Strategic Plan Unit Reported Assessment

Goal	Assessment Marker	Analysis of Achievements
Embed diversity and inclusion across OVPR units through CSU's Principles of Community (PoC).	Options: completed, on schedule, making progress, postponed, or canceled Making Progress	<ul style="list-style-type: none"> *Integrated PoC into annual evaluation process as a metric. * Integrated PoC into hiring practices through interview questions. * New job descriptions have included PoC as a value at CSU. *The PoC are part of the agenda at all of our quarterly all-staff meetings. *Plans are underway to rebrand the SPOT Awards to recognize individuals who exemplify the PoC in their day to day work. *93.3% of the division are familiar with the PoC (Campus Climate Survey) *76.4% of the division reported the PoC are visible in their daily working environment. (Campus Climate Survey)
Enhance visibility of CSU's research activities around diversity and inclusion.	On Schedule/Postponed	<ul style="list-style-type: none"> *The OVPR website has been restructured to include diversity and inclusion as a Strategic Initiative *Separate page on website outlining the three OVPR diversity goals. *Developing internal funding opportunity through the Research and Scholarly Success Initiative *Developing media that highlights and emphasizes research/scholarly activities focused on inclusion and diversity (Podcast, Website, Safety Initiative)

<p>Improve access and engagement of underrepresented students in research and scholarship experiences.</p>	<p>Making Progress</p>	<p>*Work with OURA (CURC, MURALS, funding for new OURA staff focused on increasing student placement in research environments) *Plans are underway to develop website to include resources and best practices for student success in research/scholarship program and activities.</p>
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2018-2019 Diversity Strategic Plan

Engagement & Extension

Assessment Report

Goal	Assessment Marker	Analysis of Achievements
<p>Goal 1: Establish baseline metrics across our units to be used in subsequent years as we seek to improve reach and engagement with diverse populations across Colorado and beyond:</p> <p style="text-align: center;"><u>CSU Extension</u></p>	<p>On schedule</p>	<p>A complex, custom build of Digital Measures has been completed for CSU Extension with dedicated fields to determine reach and engagement with diverse stakeholders across Colorado. Due to the cooperative funding of CSU Extension, annual reporting is mandatory by all Extension Agents and Specialists, which will lend to improved baseline data acquisition over the course of 2020.</p>
<p style="text-align: center;"><u>VPE International Programs</u></p>	<p>On schedule (Ethiopia, FAS); Postponed (China)</p>	<p><u>Ethiopia</u>: Inventory of university participants in the “Development of University Engagement in Ethiopian Public Universities” annual conference that has been co-led between CSU, our primary university collaborators in Ethiopia, and the Ministry of Science and Higher Education is linked to the populations in the respective communities, faculty, and students. As this project scales across all of the Ethiopian public universities, this data demonstrates project success and will be used to determine impact. <u>Freely Associated States of the Pacific</u>: Baseline numbers of youth participants in Extension programming across Micronesia, the Marshall Islands, Palau, the Commonwealth of the Northern Marianas, and American Samoa have been determined to evaluate impact of the “Collaborations Across Cultures” Western Extension Directors Association regional project. <u>China</u>: Baseline metrics will be determined as CSU’s involvement evolves.</p>
<p style="text-align: center;"><u>CSU Online; C&ED; Water Center</u></p>	<p>Postponed</p>	<p>Due to a longer leadership transition period than expected, this has been postponed.</p>

<p>Goal 2: Increase and encourage training opportunities for staff throughout all Engagement units regarding diversity and inclusion-related topics:</p> <p><u>CSU Extension</u></p>	<p>Completed</p>	<p>CSU Extension’s Diversity Catalyst Team (DCT) expanded their training opportunities to include monthly zoom sessions for all of Extension. Numbers of attendees were collected and can be used to assess and adjust trainings as needed.</p> <p>The DCT also took on a complete rewrite of the CSU Extension Diversity Plan through a subcommittee retreat, working group sessions, collaboration and facilitation from VPD, Extension-wide discussions and meetings, feedback opportunities, and presentation to VPE leadership. A key component of the MCOB-based plan that is in final review by leadership is required training for all leadership positions within Extension.</p> <p>The Colorado Master Gardeners added a section in their training program dedicated to educating Master Gardener volunteers about diversity and inclusion topics.</p> <p>In collaboration with CSU Online, CSU Extension produced a video to be shown to the entire committee during search processes for positions throughout the state. This video explains the importance of diversity and inclusion for CSU Extension, CSU, and our Colorado communities. As a committee member, they are expected and asked to assist us in meeting our diversity and inclusion goals so we can better serve our communities across Colorado. Metrics for use of this video will be collected.</p>
<p><u>CSU Online</u></p>	<p>Completed</p>	<p>In collaboration with the Women and Gender Collaborative and Commitment to Campus, CSU Online produced the “Introducing Feminist Frameworks” badging program. This online training focuses on feminist theory, gender, and diversity. Metrics from marketing and enrollment will be collected for these courses.</p> <p>CSU Online also collaborated with and produced the search committee training video mentioned above with CSU Extension. Metrics for use of this video will be collected.</p>
<p><u>C&ED; Water Center</u></p>	<p>Postponed</p>	<p>Due to a longer leadership transition period than expected, this has been postponed.</p>