

UC San Diego

EQUITY, DIVERSITY, AND INCLUSION

# Strategic Plan for Inclusive Excellence

## STRATEGIC PLANNING TOOLKIT

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# INTRODUCTION

The UC San Diego community engaged in a collaborative and inclusive effort to shape the future of our campus through the [UC San Diego Strategic Plan](#), which provides a framework for sustainable excellence, defines our shared aspirations, and identifies five goals to unify our campus.

The [second strategic goal](#) is:

*Cultivating a diverse and inclusive university community that encourages respectful open dialogue, and challenges itself to take bold actions that will ensure learning is accessible and affordable for all.*

In order to realize this goal, the Office of the Vice Chancellor for Equity, Diversity, and Inclusion (VC-EDI) led the campus in a subsequent collaboration to develop the [Strategic Plan for Inclusive Excellence](#). This plan is framed around three core tenets:



VC-EDI now seeks to engage all campus partners to fulfill our mission of inclusive excellence and has tasked all units and divisions within the university to develop their own strategic plans for diversity.

This strategic planning toolkit was developed by VC-EDI to aid in the creation of these individual plans while affording each unit or division significant latitude to identify the goals and strategies best suited to them.

In brief, the strategic planning process will entail four main steps:

- 1) **Pre-Planning:** Identify your planning lead(s) and team members, establish a timeframe, and conduct a kickoff meeting (page 8).
- 2) **Data Analysis and Goal Setting:** Gather and review data to identify strengths and opportunities that will inform your plan's vision and accountability metrics (page 11).
- 3) **Creation and Development:** Draft strategic plan, review with VC-EDI and/or AVC-EDI, and revise and finalize accordingly (page 14).
- 4) **Implementation:** Broadcast your plan to your wider unit or division, advise leadership on strategy and expectations, and monitor your progress (page 15).

In the pages that follow, you will find in-depth explanations of the four steps, as well as helpful advice on crafting your plan and various tools to drive your progress.

#### **Pre-Planning**

Identify your planning lead(s) and team members, establish a timeframe, and conduct a kickoff meeting.

#### **Data Analysis and Goal Setting**

Gather and review data to identify strengths and opportunities that will inform your plan's vision and accountability metrics.

#### **Creation and Development**

Draft strategic plan, review with VC-EDI and/or AVC-EDI, and revise and finalize accordingly.

#### **Implementation**

Broadcast your plan to your wider unit or division, advise leadership on strategy and expectations, and monitor your progress.

## ASSESSMENT AND ACCOUNTABILITY OVERVIEW

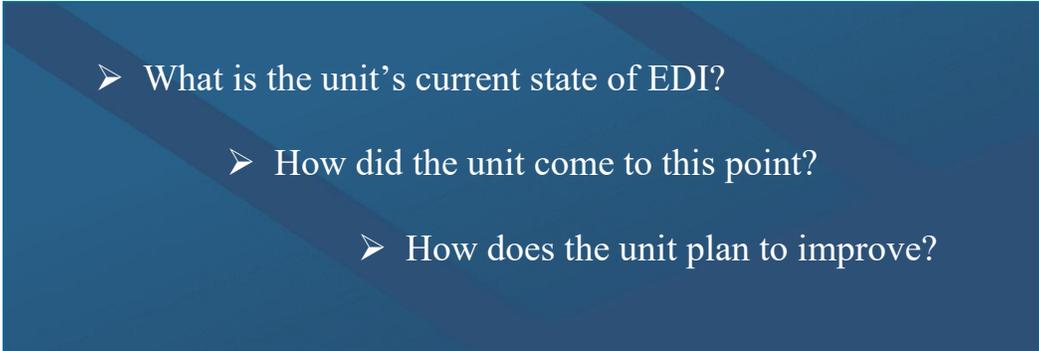
As we continue to fulfill our collective vision to be a student-centered, research-focused, service-oriented public university and strive for institutional excellence, we will consistently measure our progress. An outcome-based assessment plan will ensure that we remain dedicated to continuous change and excellence at UC San Diego as we promote exemplary and innovative organizational practices that are the hallmarks of a top-ten public university.

The implementation process for the UC San Diego [Strategic Plan for Inclusive Excellence](#) is dynamic and iterative: all data will be revisited from year-to-year to support decision-making and organizational change. A distinctive feature will be a performance-based incentive model that recognizes and highlights the work of UC San Diego Vice Chancellor areas that are exemplary in their advancement of institutional goals of equity, diversity, and inclusion (EDI).

Unit leaders will assess the state of EDI within their units. As outlined in Section IV (page 28) of the campuswide [Strategic Plan for Inclusive Excellence](#), in these assessments they will:

- 1) Examine their data (recruitment, retention, climate, equity, etc.)
- 2) Reflect on the effectiveness of their unit strategies
- 3) Describe impact of their strategies
- 4) Compare to peers and aspirant peers
- 5) Describe future strategies
- 6) Provide an approximate timeline for organizational changes

In sum, unit self-assessment will involve a comprehensive discussion of your unit's past, present, and future...

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- What is the unit's current state of EDI?
  - How did the unit come to this point?
  - How does the unit plan to improve?

An annual accountability meeting was held in Fall of 2019 where Vice Chancellors presented their unit self-assessments to the EDI Advisory Council, the Chancellor, Executive Vice Chancellor, and Vice Chancellor for Equity, Diversity, and Inclusion with plans for continuous improvements. Based on the council and executive ratings, units received incentives for unit improvements. Each Vice Chancellor unit crafted its own priorities related to the plan.

## **CONGRUENCE WITH THE CAMPUSWIDE [STRATEGIC PLAN FOR INCLUSIVE EXCELLENCE](#)**

In creating their strategic plans for diversity, divisions and units must ensure their work flows directly from and can be easily mapped back to the campuswide [Strategic Plan for Inclusive Excellence](#). They should be viewed as an extension of the campuswide plan. In this way, we can ensure that, although units and divisions will create their own diversity plans, together these plans represent a coherent and collective effort to work together as one UC San Diego. As described in Section III of the [Strategic Plan for Inclusive Excellence](#) (page 20), institutional inclusive excellence will require the integration of diversity efforts into all of the campus' processes, including admissions, recruitment, retention, training, curriculum, cocurriculum, and all efforts geared toward capacity building in university administration and leadership.

Remember, the point of this process is not to reinvent the wheel, but to develop a framework/design that best suits your division or unit. It may be necessary to deviate somewhat from the process outlined below, but the original spirit and intention of the campuswide [Strategic Plan for Inclusive Excellence](#) must be retained.

## **THE PLANNING PROCESS**

On the pages that follow, you will find a proposed outline to guide your planning process. This outline has been developed through extensive research of strategic planning processes nationwide—both academic and otherwise—and maps directly back to the intended outcomes of the campuswide [Strategic Plan for Inclusive Excellence](#). Those readers with experience in project management will also recognize similarities to generalized project management routines.

While the Office for Equity, Diversity, and Inclusion expects the steps outlined below to be most beneficial to your process, you may find it necessary to deviate from or further build upon some of the sub-steps. The committee or workgroup designated to design and implement your diversity plan must use their best discretion throughout the process to produce the most appropriate plan for their division or unit.

# STRATEGIC PLANNING BLUEPRINT

## 1) Pre-Planning

- Identify planning lead(s)
- Identify committee/workgroup personnel
- Establish timeline
- Hold initial kickoff/charge meeting

## 2) Data Analysis and Goal Setting

- Review current accountability data (dashboards)
- Gather necessary supplemental data
- Identify strengths and opportunities
- Set quantitative and qualitative objectives  
(i.e. metrics and vision, in line with [Strategic Plan for Inclusive Excellence](#))

## 3) Creation and Development

- Draft unit/divisional plan
- Meet with VC-EDI and/or AVC-EDI for feedback
- Review and revise accordingly

## 4) Implementation

- Communicate plan to unit at-large
- Advise internal unit leads on strategy and expectations
- Monitor progress and track data
- Prepare for subsequent assessments

## STEP ONE: PRE-PLANNING

Adequate pre-planning is necessary to ensure an efficient process with high-quality deliverables. Throughout the larger planning process, you and your team may identify additional steps necessary to achieve your goals. However, at this early stage, it may be best to keep things simple in order to build momentum that you can carry forward into subsequent steps.

### 1) Identify planning lead(s)

In most instances, the ideal lead will not be the formal unit head. The reasons range from heavy workloads that can impede the schedule and progress of the team, to a tendency for subordinates to avoid challenging discussions with them.

The ideal planning lead should have a record of leadership within their divisions or units and should be widely respected amongst their colleagues. Additionally, they must demonstrate a clear understanding of the language and processes of EDI work, a track record of upholding the UC San Diego *Principles of Community*, and a firm grasp of the intentions of the [Strategic Plan for Inclusive Excellence](#). And, equally important, they must have the strong support of their respective unit head.

It may also be in the interest of the team to designate more than a single lead. In most situations this is not advisable, but can be beneficial if the co-leads enjoy a high level of personal synergy and each bring unique qualities to the process.

Faculty Equity Advisors make ideal candidates to lead this process, given their advanced training, as do any faculty or staff with prior EDI training or research experience.

When selecting a lead, bear in mind that underrepresented minority (URM) faculty or staff can easily become overburdened with diversity-related work. This can range from more formal commitments, such as committee membership, to other “invisible” labors<sup>1</sup> of which their unit heads and colleagues may be less aware, such as mentoring. This concept is often referred to as cultural taxation<sup>2</sup> and tends to be more acute in units or divisions with fewer URMs. These faculty and staff may yet be the best choice for planning lead(s), but consideration should be given to ameliorating some of their other burdens.

### 2) Identify committee/workgroup personnel

Formulating the committee/workgroup roster should ideally be done in consultation with the team lead(s) to ensure a cohesive team dynamic. At the same time, care must be given to

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<sup>1</sup> Social Sciences Feminist Network Research Interest Group. “The Burden of Invisible Work in Academia: Social Inequalities and Time Use in Five University Departments.” *Humboldt Journal of Social Relations*, vol. 39, 2017, pp. 228–245. JSTOR, [www.jstor.org/stable/90007882](http://www.jstor.org/stable/90007882).

<sup>2</sup> Padilla, Amado M. “Research news and Comment: Ethnic minority scholars; research, and mentoring: Current and future issues.” *Educational Researcher* 23.4 (1994): 24-27.

avoid creating an echo chamber wherein no space exists to challenge the status quo, therefore stifling creativity. Seek persons from a diverse mix of races and ethnicities, gender identities and sexual orientations, abilities and disabilities, and backgrounds and experiences. At the same time, prevent cultural taxation for your team members by ameliorating other burdens.

**Group Size:** The size of your team will be determined by the size and needs of your unit or division, but ideally members will be stakeholders drawn from every level of your organization and, as much as possible, able to convey the interests of all constituencies (including those who are not yet adequately represented on a day-to-day basis).

**Constituents:** Faculty and staff are obvious choices for your team. Also consider adding undergraduate and graduate students (where applicable), as they often have unique perspectives of the organization that can add value to the strategic planning process.

### 3) Establish timeline

It may be tempting to defer this sub-step until the initial committee/workgroup meeting or until STEP TWO of the planning process, to give other members the opportunity to help shape a reasonable timeline. Depending on the prior committee/workgroup management experience of the planning lead(s), it may or may not make sense to do so.

In most scenarios, a compromise between these methods will be most effective: lead(s) develop timeline in coordination with unit heads prior to the initial committee/workgroup meeting, but maintain some degree of flexibility for revision according to committee/workgroup input.

### 4) Hold initial kickoff/charge meeting

The unit head should attend this initial meeting to charge the group, to signal buy-in from the top of the unit/division, and to imbue the team lead(s) with the authority to conduct the planning process.

Consider the necessity of subcommittees tasked with specific activities, even if refinement of and assignment to those subcommittees comes at a later date.

Finally, it is imperative that all team members develop a deep understanding of the campuswide [Strategic Plan for Inclusive Excellence](#) and discuss the plan together. This will help keep every team's planning process aligned with that of the campus at-large.

**Estimated timeframe for STEP ONE: 2 months**

## Checklist

### **STEP ONE: PRE-PLANNING**

- Identify planning lead(s)
- Identify committee/workgroup personnel
- Establish timeline
- Hold initial kickoff/charge meeting

## STEP TWO: DATA ANALYSIS AND GOAL SETTING

Generating an honest and realistic account of the state of EDI within your unit or division is difficult. Fortunately, much of this work will already have begun in your annual accountability meeting with VC-EDI.

Now your team can begin to consider that assessment and provide valuable input on the direction of your unit or division. It is important in this phase to foster a culture of collaboration and creativity.

### Data Analysis:

#### 1) Review current accountability data (dashboards)

We believe that transparency and trust are the most solid foundation for building a community of inclusive excellence. To that end, each year the Office for Equity, Diversity, and Inclusion publishes our [accountability dashboards](#), which provide diversity data by constituency: Academic Personnel, Undergraduate Admissions, Graduate Admissions, and Staff. Datasets can be stratified by division, gender, ethnicity, etc.

#### 2) Gather necessary supplemental data

While the accountability dashboards provide a bird's eye view of each unit and division on campus, you may need to collect additional information in order to paint a more complete portrait for your committee/workgroup. The [Evaluation Worksheets](#) in the TOOLS section will help you to gather data beyond the public accountability dashboards and prioritize areas for improvement. Ask each member of the team to complete the Evaluation Worksheets independently and then collate responses into a single profile to guide your work.

Ideally, a broad range of stakeholders from the wider community of your unit/division will also be invited to complete relevant worksheets to expand your dataset. This may be a good time to host online and/or face-to-face information sessions and forums to discuss the process with your units to learn more about their priorities and questions, and to share information about the diversity strategic planning process.

Suggestions for other supplemental data include:

- Institutional presence data
- Peer-comparison data
- Equity studies
- Staff@Work Survey
- Faculty surveys
- University of California Undergraduate Experiences Survey (UCUES)
- Campus climate studies
- Exit surveys

3) Review previous year's accountability report

This sub-step will be important for gauging not only how your unit has performed over the past year, but also how your outlook has changed.

**Goal Setting:**

4) Identify strengths and opportunities

Once your team has had time to adequately review and process the data and the feedback from the annual accountability meeting, it will be time to develop a profile of your unit's existing strengths and opportunities for improvement.

Recall the three core tenets from Section III of the [Strategic Plan for Inclusive Excellence](#)...

**Access and Success**  
Attract, retain, and support a diverse faculty, staff, and student body with the goal of reflecting California demographics and achieving institutional excellence at UC San Diego.

**Climate**  
Create and foster a positive and welcoming climate where we value, include, and support all at UC San Diego.

**Accountability**  
Ensure institutional accountability throughout UC San Diego departments and divisions.

Use these tenets to drive this portion of the process, as well as the following sub-steps. Ask your team to reflect on how your unit/division excels in each of these areas and what opportunities for improvement exist.

5) Establish quantitative and qualitative objectives (i.e. metrics and vision, in line with [Strategic Plan for Inclusive Excellence](#))

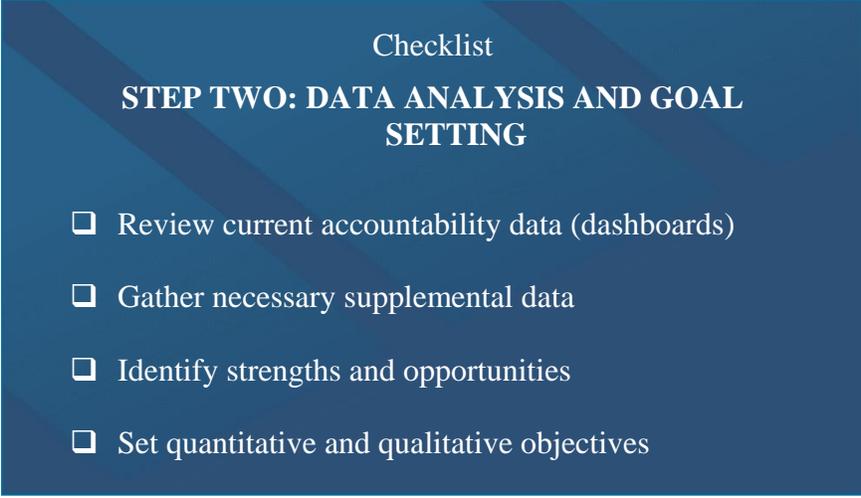
Begin by working with your team to generate a vision for diversity within your unit/division. The vision should be aspirational in nature and constructed to guide the subsequent sub-step of setting quantitative objectives. Again, allow the three tenets above to structure the team's vision.

You will also need to set measurable goals. These should be ambitious yet achievable and should attempt to address the opportunities for improvement your team has identified. Ensure that each goal you develop addresses one of the three core tenets of the campus-wide plan.

Possible questions to guide your process:

- What is your unit’s vision of strengthening/achieving the core tenets?
- How does your unit, for example, plan to advance the goal of Access and Success for staff, faculty, and students?
- In what ways does your unit plan to create and foster a positive climate where everyone in your unit can thrive?

**Estimated timeframe for STEP TWO: 4 months**



Checklist

**STEP TWO: DATA ANALYSIS AND GOAL SETTING**

- Review current accountability data (dashboards)
- Gather necessary supplemental data
- Identify strengths and opportunities
- Set quantitative and qualitative objectives

## STEP THREE: CREATION AND DEVELOPMENT

Now that your team has a thorough understanding of its vision and goals for the unit/division, it is time to synthesize these efforts into a unit strategic plan.

### 1) Draft unit/divisional plan

Refer to the [Strategic Plan Template](#) in the TOOLS section to help structure your plan. Following this template closely will help ensure your plan is in alignment with the campuswide [Strategic Plan for Inclusive Excellence](#), and will also help you to track and build upon your progress from year to year. However, every unit is different, and the template may be expanded upon as needed.

### 2) Meet with VC Petitt and/or AVC Forbes Berthoud for feedback

Once your team feels they have completed a strong and workable draft of its strategic plan, the unit head and team lead(s) should coordinate a joint meeting with the Vice Chancellor and/or the Assistant Vice Chancellor for Equity, Diversity, and Inclusion.

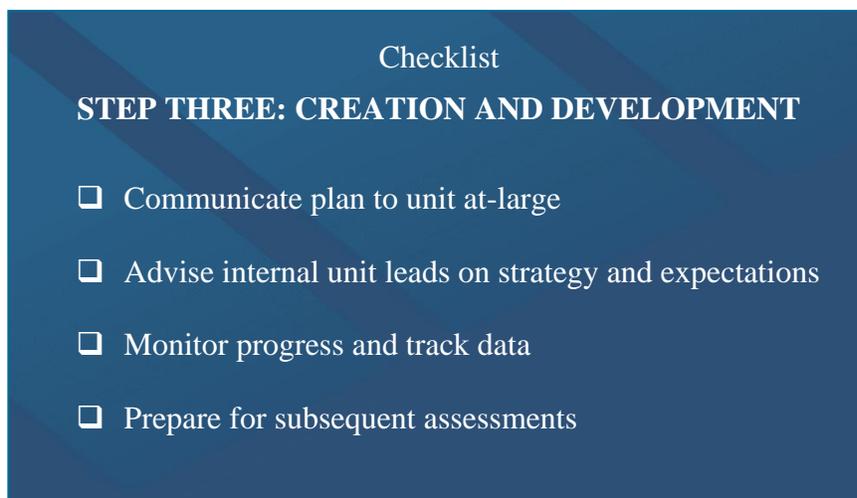
Keep in mind that your final draft will be developed in collaboration with your team and the Vice Chancellor and Assistant Vice Chancellor for EDI. The feedback, whether minor or major, is intended to advance your goals and priorities and ensure alignment with *those of the overall campus*.

### 3) Review and revise accordingly

It is important to remember that this planning process will—and should—be iterative. Just as the campuswide plan required multiple phases and various drafts to achieve the finished product, so too will your individual plan. Allow for experimentation, yet recognize that flexibility will be required year-over-year to maintain progress.

Once you have addressed and incorporated the feedback provided by EDI, VC Petitt and/or AVC Forbes Berthoud will conduct a final review, depending on the magnitude of the changes.

### **Estimated timeframe for STEP THREE: 3 months**



Checklist

**STEP THREE: CREATION AND DEVELOPMENT**

- Communicate plan to unit at-large
- Advise internal unit leads on strategy and expectations
- Monitor progress and track data
- Prepare for subsequent assessments

## STEP FOUR: IMPLEMENTATION

You have a plan. Now it's time to share it with your unit or division, communicate expectations, and monitor your progress toward achieving inclusive excellence.

### 1) Communicate plan to unit at-large

The unit head should communicate out the formal announcement of the plan to the wider unit/division, inferring their imprimatur on its adoption. In advance of releasing the plan to the unit/division at-large, however, the unit head and the planning team should develop a thoughtful communications plan to ensure an effective rollout.

This phase is crucial in establishing the plan as an integral and permanent part of the unit/division culture. It should include a narrative that links the unit/division plan back to the campuswide [Strategic Plan for Inclusive Excellence](#), a description of the planning process and its participants (as well as any engagement efforts that were used within the wider unit/division), and an executive summary outlining major takeaways and tactics.

### 2) Advise internal unit leads on strategy and expectations

The unit head should meet with each of their internal organizational leaders to communicate their expectations and strategies for achieving the designated goals. This can be done individually or collectively, depending on unit/division dynamics.

Planning team lead(s) should attend these meetings along with the unit head to address any questions or concerns regarding the planning process and its outcomes.

### 3) Monitor progress and track data

Units/divisions should continue to review relevant data via the means outlined in STEP TWO in order to track their trajectory and plan for the future.

### 4) Prepare for assessments

Each year, the unit head will meet with the Equity, Diversity, and Inclusion Advisory Council for an update on their progress. These meetings will include an overview of successes and opportunities, as well as strategies or ideas for continued improvement.

**Estimated timeframe for STEP FOUR: 3 months for communication and advisement; ongoing monitoring**

## Checklist

### **STEP FOUR: IMPLEMENTATION**

- Draft unit/divisional plan
- Meet with VC-EDI and/or AVC-EDI for feedback
- Review and revise accordingly

## ADDITIONAL RESOURCES

UC San Diego Accountability Dashboards

<http://diversity.ucsd.edu/accountability/index.html#Dashboards>

UC San Diego Office for Equity, Diversity, and Inclusion Website

<http://diversity.ucsd.edu/>

UC San Diego *Principles of Community*

<https://ucsd.edu/about/principles.html>

UC San Diego Staff@Work Survey Results

<https://tritonlytics.ucsd.edu/uc-san-diego-surveys/staff-at-work-survey/index.html>

UC San Diego **[Strategic Plan for Inclusive Excellence](https://diversity.ucsd.edu/initiatives/strategic-plan.html)**

<https://diversity.ucsd.edu/initiatives/strategic-plan.html>

University of California Guidelines for Addressing Race and Gender Equity in Academic Programs in Compliance with Proposition 209

<https://www.ucop.edu/uc-legal/ files/guidelines-equity.pdf>

University of California Statement on Diversity (Regents Policy 4400)

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

University of California Undergraduate Experiences Survey (UCUES)

<https://www.universityofcalifornia.edu/infocenter/ucues-data-tables-main>

Williams, Damon A. *Strategic diversity leadership: Activating change and transformation in higher education*. Stylus Publishing, LLC, 2013.

# TOOLS OVERVIEW

Strategic Planning Checklist

Worksheet: Strategic Plan Template

Evaluation Worksheets

Student, Faculty and Staff

Climate Indicators

Tool: Data Collection and Assessment Guide

Tool: Goal Setting Guide

# STRATEGIC PLANNING CHECKLIST \*

## STEP ONE: PRE-PLANNING

- Identify planning lead(s)
- Identify committee/workgroup personnel
- Establish timeline
- Hold initial kickoff/charge meeting

## STEP TWO: DATA ANALYSIS AND GOAL SETTING

- Review current accountability data (dashboards)
- Gather necessary supplemental data
- Identify strengths and opportunities
- Set quantitative and qualitative objectives

## STEP THREE: CREATION AND DEVELOPMENT

- Communicate plan to unit at-large
- Advise internal unit leads on strategy and expectations
- Monitor progress and track data
- Prepare for subsequent assessments

## STEP FOUR: IMPLEMENTATION

- Draft unit/divisional plan
- Meet with VC-EDI and/or AVC-EDI for feedback
- Review and revise accordingly

\* Update and share progress with your unit during each step of the process.

# Worksheet

## Strategic Plan Template

### Introduction

The introductory section of your plan should act as an executive summary of your completed plan. Key components of the opening portion of the introduction should include:

- A summary of the planning process, including a list of team members.
- A brief statement of the unit/division's mission and how that mission can be further fulfilled by inclusive excellence.
- The inclusive excellence vision that your planning team has established for the unit/division and how it contributes to the campus-wide plan (as developed in STEP TWO).
- An endorsement message of the plan by the unit head.

### Evaluation

This portion of your plan should provide a snapshot of the current state of equity, diversity, and inclusion within your unit/division. This snapshot should be viewed through the lens of the first two goals of the campus-wide [Strategic Plan for Inclusive Excellence](#), *Access and Success* and *Climate*. Discuss here the actionable strengths and opportunities your team has identified, in addition to the hard data your team has reviewed and collected that support your conclusions. It should also summarize the findings from the student, faculty, staff, and climate evaluation worksheets, as well as any input from unit/division-wide stakeholder engagement efforts.

### Goals and Metrics

Describe the goals for the unit/division that have emerged from the planning process and a general narrative of how you plan to achieve them. Establish both short- and long-term goals, such as what you expect to achieve in the next year before the subsequent annual evaluation with VC-EDI and what you expect to achieve over a three-to-five-year range.

Once you have outlined your goals, the remainder of this section should focus on the third goal of the [Strategic Plan for Inclusive Excellence](#): *Accountability*. Discuss what metrics you will use to ensure that your goals are met within your proposed timeframes and the unit/division is held accountable.

In this section, it is important to delineate between what your team believes is aspirational versus actionable.

### Implementation Roadmap

This roadmap will represent the step-by-step strategy your unit/division will follow to achieve its goals and to measure its progress. The Implementation Roadmap should include:

- An outline of the tangible action steps your unit/division will undertake toward boosting inclusive excellence. These steps might include programmatic, administrative, organizational,

developmental, cultural, or personnel related actions, and each should be clear, concise, and concrete.

- An expected timeline for your plan's implementation. Rather than simply restate the overall timeframe established in the Goals and Metrics section, assign hard target dates for each individual step of your plan.
- A management structure for implementation, including delegation of individuals or committees responsible for oversight of action steps and for tracking progress.
- A compendium of any tools, methods, or resources you plan to use or develop to track your progress, such as novel data instruments or surveys.

### **Summation**

Conclude your plan with a brief reflection on its contents.

## Evaluation Worksheets

### Instructions

Below you will find evaluation worksheets, each containing a series of questions designed to gauge your division's culture of inclusive excellence for each of the following:

- Undergraduate students
- Graduate students
- Faculty
- Staff
- Climate indicators

It is important to note that, while the scale for each criterion is numerical, the intention is not to produce a score or grade to be compared to other divisions. Rather, the purpose of this exercise is to help your team identify your division's strengths and weaknesses, and to create base lines against which future progress can be measured.

In order for this to be a truly honest and reflective exercise, participants should complete and submit their worksheets anonymously. During this process, it is crucial that you look beyond your team and solicit responses from as broad a pool of stakeholders as possible.

After you have collected responses from your team members and your division's stakeholders, tally averages for each statement. You can then reconvene your team to discuss the results with an eye toward the creation of your vision and metrics.

Some initial questions to guide your team's discussion might include:

- Where do we excel in equity, diversity, and inclusion efforts?
- What are our opportunities for improvement?
- How does our performance in each criterion affect our progress toward the three main goals of the Strategic Plan for Inclusive Excellence (Access and Success, Climate, and Accountability)?
- Which strengths and weaknesses span multiple constituencies and which are localized?
- Do any of our strengths with one constituency come at a cost to other constituencies?
- Where do we go from here?

# Evaluation Worksheet

For each constituency, please indicate your agreement with the following statements on a scale of 1 – 5.



		Undergraduate Students	Graduate Students	Faculty	Staff
1.	Demographics closely mirror those of California’s population.				
2.	Our division actively seeks to attract those with diverse backgrounds, including ability/disability, ethnicity, gender identity, racial, religious, sexual orientation, and socioeconomic status.				
3.	Recruitment practices for each constituency are designed to attract those from these diverse backgrounds.				
4.	Those in our division feel valued for the unique perspectives they bring from their diverse backgrounds and experiences.				
5.	Our division has adequately prepared each constituency to address sensitive issues related to diversity their respective learning, teaching, and working environments.				
6.	Those in our division are comfortable raising issues of bias with the division’s faculty, staff, and/or administrators.				
7.	We actively engage each constituency in topics related to equity, diversity, and inclusion.				
8.	We have a culture of mentorship that is both accessible to and supportive of our underrepresented minorities.				
9.	Indicators of success—including time-to-degree, four-year completion rates, etc.—are uniform across student demographic groups.			N/A	N/A
10.	Input is sought from each constituency in all efforts related to increasing inclusive excellence within our division.				
<b>TOTALS</b>		Undergraduate Students	Graduate Students	Faculty	Staff

CLIMATE INDICATORS		Undergraduate Students	Graduate Students	Faculty	Staff
11.	There exists a culture of respect, open dialogue, honest self-assessment, and collaboration within each constituency in our division.				
12.	Each constituency can easily describe why inclusive excellence is important to the university's mission.				
13.	Each constituency demonstrates cultural competency.				
14.	Our division's physical environment is open and welcoming to people of all backgrounds, experiences, and abilities from each constituency.				
15.	Divisional events are open and welcoming to people of all backgrounds, experiences, and abilities from each constituency.				
16.	Marketing materials, webpages, and other collateral present inclusive imagery, utilize culturally sensitive language, and are designed to be accessible to all.				
17.	Stakeholders at all levels and from all constituencies are engaged in creating a culture of inclusive excellence.				
18.	When challenges to inclusive excellence arise, the division's leadership acknowledges problems and acts quickly to rectify them.				
19.	We consider the results of campus surveys and other data in making decisions that affect inclusive excellence with regard to each constituency.				
20.	Efforts by all stakeholders to increase inclusive excellence are publicly encouraged, acknowledged, and rewarded.				
TOTALS		Undergraduate Students	Graduate Students	Faculty	Staff

# Evaluation Worksheet

## Climate Indicators

		Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	
1.	<b>There exists a culture of respect, open dialogue, honest self-assessment, and collaboration across all levels and constituencies within our division.</b>	1	2	3	4	N/A
2.	<b>Our division's leadership/managers can easily describe why inclusive excellence is important to the university's mission.</b>	1	2	3	4	N/A
3.	<b>All faculty, staff, students, and administrators demonstrate cultural competency.</b>	1	2	3	4	N/A
4.	<b>Our division's physical environment is open and welcoming to people of all backgrounds, experiences, and abilities.</b>	1	2	3	4	N/A
5.	<b>Divisional events are open and welcoming to people of all backgrounds, experiences, and abilities.</b>	1	2	3	4	N/A
6.	<b>Marketing materials, webpages, and other collateral present inclusive imagery, utilize culturally sensitive language, and are designed to be accessible to all.</b>	1	2	3	4	N/A
7.	<b>Stakeholders at all levels and from all backgrounds are engaged in creating a culture of inclusive excellence.</b>	1	2	3	4	N/A
8.	<b>When challenges to inclusive excellence arise, the division's leadership acknowledges problems and acts quickly to rectify them.</b>	1	2	3	4	N/A
9.	<b>We consider the results of campus surveys and other data in making decisions that affect inclusive excellence.</b>	1	2	3	4	N/A
10.	<b>Efforts by all stakeholders to increase inclusive excellence are publicly encouraged, acknowledged, and rewarded.</b>	1	2	3	4	N/A

## Tool

# Data Collection and Assessment Guide

In order to conduct a well-rounded and honest assessment of your unit/division's current state of inclusive excellence, your team should:

- Review Diversity Dashboard data
- Complete and review all relevant worksheets
- Conduct town halls and/or focus groups

Guidance for each of the above collection and assessment activities can be found in the sections that follow.

Suggestions for additional data collection and review, dependent on the needs of your unit/division include:

- Institutional presence data
- Peer-comparison data
- Equity studies
- Staff@Work Survey
- Faculty surveys
- University of California Undergraduate Experiences Survey (UCUES)
- Campus climate studies
- Exit surveys

### Diversity Dashboard Review

Each year, the Office for Equity, Diversity, and Inclusion publishes Diversity Dashboards on its Accountability page (<http://diversity.ucsd.edu/accountability/index.html>). These dashboards, created in conjunction with the Office for Institutional Research, provide the easiest means for your team to review not only the current faculty, staff, and student demographics of your unit/division, but also the recent historical trends for each constituency. It is vital that your team reviews the current data in conjunction with the historical trends, as the past can provide important context for the present.

Some questions your team may consider while reviewing the Diversity Dashboards:

1. What are your initial impressions when reviewing the most recent year's data?
2. What are the most evident trends and trajectories of the historical data?
3. What have been your unit/division's greatest strengths?
4. What are your unit/division's greatest opportunities for improvement?
5. Which constituencies have the most to gain from increased inclusive excellence?

Your team may also find it helpful to review statewide demographic data available from the California Department of Education and the Public Policy Institute of California. This will help you to better understand how well your unit/division reflects the diversity of our state. Links to these data sources can be found in the [Additional Resources](#) section of the toolkit.

## **Evaluation Worksheets**

The [Evaluation Worksheets](#) in the TOOLS section will help you to gather data beyond the public accountability dashboards and to prioritize areas for improvement. Ask each member of the team to complete the Evaluation Worksheets independently and then collate responses into a unified profile to guide your work.

Ideally, a broad range of stakeholders from the wider community of your unit/division will also be invited to complete relevant worksheets to expand your dataset. Gathering feedback from your unit/division's larger community will help your team members to identify limitations they may have overlooked. Even if your planning team consists of representatives from all relevant constituencies (i.e. students, faculty, and staff), their views and insights may be limited to their own experiences.

This will be an excellent time to host town halls or information sessions with your community to learn more about their priorities and to share information about the planning process. You should also hold focus groups and forums with faculty, staff, and/or students who can provide feedback and complete the relevant evaluation worksheets to increase the overall volume of data

## **Town Halls**

A town hall is an opportunity to introduce the plan and the planning process to your constituencies, to personalize and socialize the process to them, and to encourage their support for implementation of the final product.

Aim to hold the town hall at a time and location that will encourage the widest participation of your community.

While each town hall should be a free-ranging, open discussion, it may be helpful to prepare some questions in advance that can prompt dialogue if necessary. Participants should have the chance to offer their opinions both publicly (i.e. verbally) and privately (i.e. anonymous feedback cards). This will not only encourage more honest feedback, but will also ensure time constraints do not preclude full participation.

Additionally, town hall participants should be given the chance to complete the relevant worksheets. This can greatly expand that dataset beyond the results obtained by your team's completion of the worksheets.

## **Focus Groups**

A focus group is a guided, small-group discussion that can illuminate opinions on a designated topic. Roughly one hour should be an adequate amount of time to conduct each session, but allow flexibility for longer sessions if high quality discussions ensue.

Each group should have six to ten participants, screened and selected to ensure a wide representation of views, with separate focus groups conducted for each relevant constituency. Consider providing a meal, snacks, or other incentives to participants for their time, effort, and insights.

The focus groups should be conducted by facilitators who have experience doing so, this will help ensure an efficient, productive use of everyone's time. Unit heads, chairs, or other leadership personnel should not act as facilitators, as participants may not feel comfortable providing them candid critiques. It is important that the facilitator states at the outset that the group's discussion and resulting data will be kept anonymous and confidential.

Questions for each focus group can be identified by your team after reviewing diversity dashboards, worksheet responses, and other supplemental data to identify trends, strengths, and opportunities. It may be helpful to tailor questions for each group around a given theme or topic (e.g. curriculum, workplace climate, faculty support).

## Tool Goal Setting Guide

In order to effectively develop a vision and goals for your strategic plan, you'll first need to identify your unit/division's strengths and opportunities, or the priorities your team should address. To do so, use the data and feedback collected during the data analysis portion of STEP TWO. Some strengths and opportunities may be obvious and prominent, such as disparities in representation between faculty and students. Others may require more teamwork to identify and define, such as perceptions regarding climate and overall culture.

If your team struggles to identify strengths and weaknesses, or has trouble prioritizing, you may consider conducting a SWOT (**S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats) Analysis with your team. While the overall planning process should focus primarily on strengths and opportunities, it may be easier to clarify them by considering them in a context relative to weaknesses and opportunities.

<p><b>STRENGTHS</b> Any advantage that has in the past or can in the future contribute to your unit/division's improved overall diversity.</p>	<p><b>WEAKNESSES</b> Qualities that have in the past or can in the future hinder your unit/division's progress toward improved diversity.</p>
<p><b>OPPORTUNITIES</b> Factors that can contribute to your unit/division's success in reaching its goals related to improving inclusive excellence.</p>	<p><b>THREATS</b> External or internal factors that is out of your unit/division's control but may impede progress toward inclusive excellence.</p>

You might also use the following questions to further define the strengths and opportunities you'd like to prioritize.

	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<b>STRENGTHS</b>	How can we use our strengths to maximize our opportunities?	How can we use our strengths to minimize our threats?
<b>WEAKNESSES</b>	How can we use our opportunities to minimize our weaknesses?	How can we minimize our threats by neutralizing our weaknesses?

Work with your team to agree on a set list of five priorities to pursue. Insert the final list below.

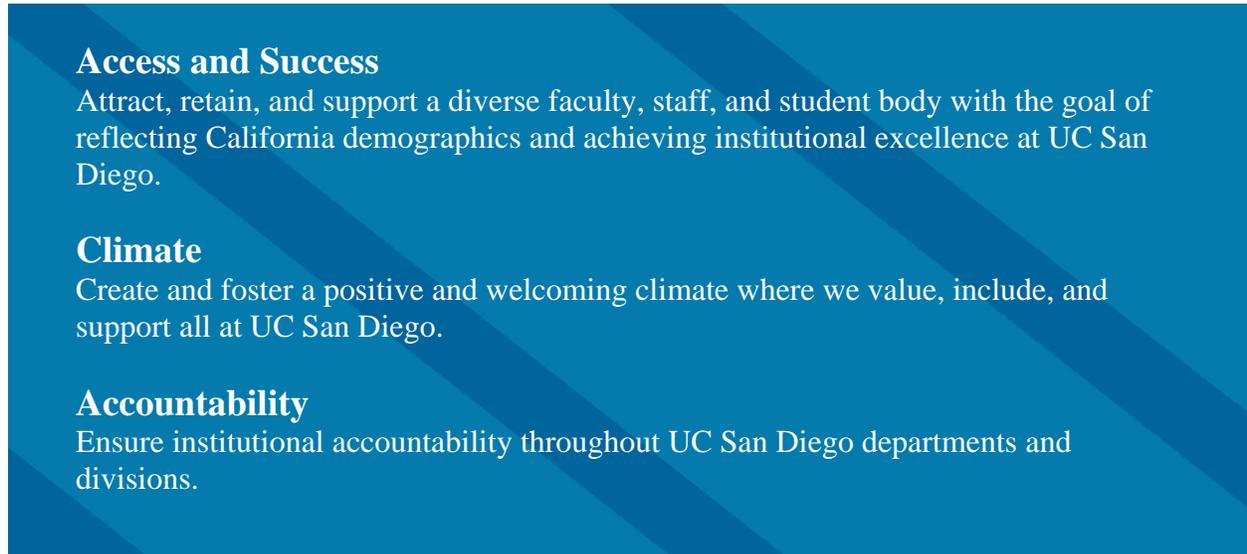
Priority #1:
Priority #2:
Priority #3:
Priority #4:
Priority #5:

Once you've identified the priorities your team should pursue, you can move forward with formulating the vision that will drive your unit/division's strategic plan and developing the goals that will address your identified priorities.

## Vision Setting

The vision statement should communicate what inclusive excellence will look like in your unit/division once achieved. It should be aspirational in nature and constructed to guide the subsequent step of goal setting. It will become the keystone of your strategic plan.

Bear in mind the three core tenets of the campus-wide [Strategic Plan for Inclusive Excellence](#):



A vision and set of goals that address all three core tenets will be most successful in advancing inclusive excellence and will ensure alignment with the campuswide plan.

Your vision statement should be a single sentence—under twenty words—that incorporates the following qualities:

- **Concise:** Aim to make it simple, specific, and straight-forward enough to be easily memorized. Avoid jargon.
- **Forward-Thinking:** It should reflect future intentions rather than present actions.
- **Challenging:** An ambitious vision can spur innovation and creative problem-solving.
- **Powerful:** Use action verbs when possible and avoid passive voice.
- **Speculative:** While the vision should be rooted in reality, it should also anticipate how the current reality might change.
- **Inspirational:** It should excite your planning team and provide your unit/division with the motivation to pursue the subsequent goals and the hope that they can be achieved.

Note that a *vision* statement is not the same as a *mission* statement. Whereas a mission statement describes your unit/division's current purpose, a vision statement describes your unit/division's future intentions.

Collected here are several highly effective examples of real vision statements from various nonprofit organizations to help you develop your own:

### Examples of Nonprofit Vision Statements

#### **Cleveland Clinic**

*Striving to be the world's leader in patient experience, clinical outcomes, research and education.*

#### **Habitat for Humanity**

*A world where everyone has a decent place to live.*

#### **San Diego Zoo**

*To become a world leader at connecting people to wildlife and conservation.*

#### **Save the Children**

*A world in which every child attains the right to survival, protection, development, and participation.*

#### **Teach for America**

*One day, all children in this nation will have the opportunity to attain an excellent education.*

Once your team has drafted an initial vision statement, use the following questions to determine its viability:

- Can you easily and quickly memorize your vision statement?
- Does it contain less than twenty words (good)? Less than fifteen (very good)? Ten or less (excellent)?
- Does it inspire you and your team to continue this work?
- Does it flow nicely or is it awkward when read out loud?
- Will it motivate those within your unit/division?
- Will it make prospective faculty, staff, and/or students want to join your unit/division?

## Goal Setting

Once your team has finalized the vision statement, it should guide the setting of goals. These should be ambitious yet achievable and should attempt to address the opportunities for improvement your team has identified. Each goal should be derived from the priorities your team has set for the unit/division in order to achieve its vision over the next several years.

The number of goals you develop will depend on your individual unit/division's needs, though 3–5 is generally considered a manageable number. Your team may find it helpful to generate a much larger number of goals, then prioritize the top 3–5 that show the most promise in achieving inclusive excellence. Goals that don't make the cut can always be pursued later.

Consider using the classic goal-setting rubric SMART to develop each goal:

SMART Goals		
<b>S</b>	Specific	Clearly state expected outcomes using action verbs.
<b>M</b>	Measurable	Ensure the goal is objectively assessable through relevant, pre-determined metrics.
<b>A</b>	Achievable	The goal must be possible while also challenging. Consider the scope of available resources, staff, data, etc. in making your assessment.
<b>R</b>	Relevant	The goal should address at least one of the three core tenets as well as the issues your unit/division is attempting to overcome.
<b>T</b>	Timely	The goal should establish a specific and realistic timeframe for achievement.

Use the table on the following page to ensure your goals meet the SMART criteria.

Complete the following table to ensure your priorities translate into SMART goals.

Priority	Specific Who? What? Why? Where? When?	Measurable What will be the target metric?	Achievable Is this something your unit/division can do?	Relevant Does this address at least one of the core tenets?	Timely What is the timeframe?
1.					
2.					
3.					
4.					
5.					

Once you have completed the table above, incorporate the information you provided into a one-sentence goal statement for each priority. Formulate each goal as an optimistic and affirmative statement. For example:

Rather than...

*“Decrease disparities in representation between faculty and students within three years.”*

Consider instead...

*“Bring representation of faculty and students into parity within three years.”*

STRATEGIC PLANNING GOALS	
Goal #1:	
Goal #2:	
Goal #3:	
Goal #4:	
Goal #5:	