

**Office of Equity and Inclusion
Strategic Action Plan
2020-2022**



**EAST TENNESSEE STATE
UNIVERSITY**

2020-2022 ETSU Office of Equity and Inclusion Strategic Action Plan

Mission

The Office of Equity and Inclusion collaborates, promotes, supports, and advances the University's mission, vision, and values by guiding the development and implementation of proactive diversity, access, inclusion, research, and retention initiatives for all faculty, staff, and students.

The office serves to promote an environment where people come first, are treated with dignity and respect, and are encouraged and supported to achieve their full potential.

The office will collaborate with university and community partners on matters associated with equity and inclusion to promote relationships and advocate for underrepresented populations.

Strategic Goals

- Promotes a welcoming, supportive, and inclusive living, learning, and working environment for all faculty, staff, students, and visitors.
- Assess and monitor institutional progress on access, diversity, equity, and inclusion efforts.
- Provide personal and professional development and public programming related to enhancing understanding of diversity and inclusion.
- Recruit, retain, and graduate increasing numbers of students from underrepresented and underserved populations and international students.
- Recruit and retain a greater number of individuals from underrepresented populations into administrative, faculty, and staff positions, and especially into leadership roles across campus, including chairs, deans, and vice presidents.
- Promote undergraduate curricular requirements to include significant intercultural perspectives.
- Develop and strengthen partnerships with diverse communities locally, regionally, nationally, and globally.

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Inclusive Excellence Framework

The strategic pursuit of a set of balanced diversity objectives which repositioned diversity and inclusion as fundamental to institutional excellence and quality (Williams, Berger, & McClendon, 2004). As a byproduct of the work that the strategic plan for Equity and Inclusion is intended to accomplish, it will lead to becoming a HEED designated institution, Higher Education Excellence in Diversity. This designation recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

The goal of inclusion excellence training is to raise awareness of the diversity within ETSU student population and to encourage an environment in which students are free to share their experiences and identities. Inclusive excellence training is the catalyst for embedding diversity and inclusion into East Tennessee State University's academic excellence mission.

The training component of the plan include:

- A reflection on your biases and how they impact you.
- An understanding of how to incorporate social justice into everyday situations.
- An understanding of how biases can limit or harm groups and individuals.
- Bringing an awareness to the advantages and disadvantages attached to differences.
- Encouraging and enabling students to experience and benefit from diversity.

Learning Outcomes for an ETSU Graduate:

1. Graduates will gain broader awareness of the diversity on campus and the community beyond ETSU.
2. Graduates will gain a greater knowledge of how individual actions and systems influences individuals' experiences in communities and beyond.
3. Graduates will engage in constructive dialogue about diversity, equity, and inclusion.
4. Graduates will gain a greater sense of connection with a diverse population of peers, colleagues, and community at large.
5. Graduates will seek to impact policies and/or practices that disadvantage diverse populations of people.
6. Graduates will be prepared to enter and excel in a challenging work environment.
7. Graduates will be responsible citizens in a diverse democracy.

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Introduction

East Tennessee State University is an institution centered on a foundation of access, service, and outreach to the Appalachian Highlands. Tracing its roots to the Normal School Law of 1909, ETSU was one of three institutions created by the Tennessee General Assembly to work in rural communities and enhance educational opportunities for underserved populations. As noted by its founding president, Dr. Sidney Gilbreath, the university's mission is defined by a commitment to service, scholarship, and improving the conditions and needs of the citizens of the state of Tennessee. For more than one hundred years, ETSU has educated generations of low-income, underserved, and at-risk students from the rural communities that comprise Northeast Tennessee. ETSU is widely recognized for its successful TRiO and Veterans Services initiatives, as well as for its health-related outreach efforts that trace their roots to Kellogg Foundation funding from the 1980s.

While the university has made significant progress within the bounds of its traditional mission objectives, shifting regional and national outcomes dictate that ETSU take aggressive steps to meet its traditional access mission with a greater accent on equity and inclusion. East Tennessee State University has experienced growth and enhancements within the lens of its access mission, but much work remains to close differences related to student success, engagement, and community impact. As outlined in the institution's 2016-26 Strategic Plan, the Board of Trustees has set an aggressive goal for ETSU to receive the HEED designation within the strategic planning cycle. The goals and objectives contained within this strategic action plan are aligned with the broad goal and timelines associated therein. Subsequently, the planning objectives contained within this action plan provide an aggressive agenda that will position the institution accordingly. These goals will be incorporated into a long-term strategic planning process that will unfold during the 2020-21 academic year as ETSU updates the work of the Committee for 125.

Context

East Tennessee State University has demonstrated a long-standing commitment to equity and inclusion throughout its history. This commitment is evidenced by the recent establishment of the Office of Equity and Inclusion, the appointment of a Vice President to oversee those efforts, the support for scholarships, outreach and engagement efforts, as well as the creation of the Mary V. Jordan Multicultural Center. However, students underlie our diversity efforts and for any diversity effort to become transformational, students must be secure in their campus and feel that the institution promotes a spirit of inclusion and engagement. As ETSU directs attention upon the goals outlined in this action plan, it recognizes that our campus is enriched by diversity, and the embrace of cultural pluralism will do much to enhance the success of students of every race and nationality. A broad array of research studies have found that student experiences while in college contribute to the development of values that are conducive to improved race relations and exposure to diverse environments allows students to cut across racial lines and contribute to increased cultural awareness.

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Campuses are complex social systems defined by relations between people, bureaucratic procedures, student arrangements, institutional goals and values, traditions, and large socio-historical environments. Therefore, any effort to redesign campuses to promote equity, inclusion, and cultural diversity must be comprehensive and long term. Institutions change slowly; such is the nature of the stable systems that define higher education. Therefore, the success of efforts to achieve institutional change will rely upon leadership, firm commitments, adequate resources, collaboration, monitoring, and long-range planning.

As ETSU embarks upon this strategic planning and action cycle, it recognizes that African American students and other underrepresented students face unique stressors that heighten stressors that inhibit their successful integration into the campus community. Minority status stresses compound the episodic and chronic stresses that all students must cope with such as financial aid problems, academic weakness, and feelings of homesickness. Subsequently, African American students are faced with the conventional challenges associated with the transition to college as well as the unique issues emerging from racial inequities across the academe. Implicit in the traditional notion of college is the idea of “starting over.” There is something to be learned from being in new surroundings, with new people, some of whom may be quite different from those whom the students are comfortable around. This notion is especially pertinent for students from large, urban, and racially homogenous environments. In essence, college is America’s petri dish and allows experimentation at all levels, from experiences with diversity to opportunities to grow in a setting independent of parental control and oversight.

An important variable that allows students, irrespective of background, to feel comfortable on campus is the presence of a critical mass of students of similar individuals. Increasing the number of underrepresented students creates a greater number of access points for cross-cultural interaction. As ETSU embarks upon the initiatives outlined in this action plan, it will examine structural changes that affect both the academic and social life of the campus, resulting in the enhancement of ethnic studies programs, diverse student organizations, and multi-cultural programming. Such structural change will yield a student-centered environment where students feel that faculty and administrators are devoted to their development and these efforts are supported through effective educational interventions, campus-wide diversity workshops, conferences, and summits.

The commitment of the entire campus community is essential as ETSU embarks upon a new decade. As the nation becomes increasingly multicultural, the need for colleges and universities to prepare students for an increasingly diverse workforce is paramount. The future of this state is inextricably tied to an educated population that can contribute to the labor force, the economy, and to society. Consistent with the institution’s access-oriented mission, ETSU has a vital role to play in this process, both as a force for social justice and in producing an educated and productive citizenry.

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Goal 1: Promote a welcoming, supportive and inclusive living, learning, and working environment for all faculty, staff, students, and visitors.

Sub - Goals	Strategies	Expected Outcomes/ Measures of Success	Target Date & Responsible Person	Action Step Progress	Deliverable Status Outcomes/Comments
<p>Identify and expand programming and opportunities to promote equity and inclusion.</p>	<p>1. Accommodate students, faculty, and staff during the COVID-19 pandemic.</p> <p>a. Provide virtual office hours.</p> <p>b. Develop E/I monthly newsletter to campus community distributed monthly with updates on Equity and Inclusion programs, faculty, staff or student spotlights, and information on Diversity, Equity, and Inclusions efforts. Individuals can access previous editions via the website. The target audience will be faculty, staff, students, and community members. A yearly survey will be attached to the final spring newsletter.</p> <p>c. Implement social media presence for the Office of Equity and Inclusion. Create a social media engagement plan and collaborate with University Relations to ensure social</p>	<p>1. Internal and external communications to campus articulate ETSU’s goal for equity, diversity, access, and inclusion.</p> <p>2. Participation by faculty, staff, and students in programs that promote equity, diversity, access, and inclusion.</p> <p>3. All unit’s websites and promotional materials convey a commitment to equity and inclusion.</p> <p><i>Aligned with HEED: Multicultural Branding and Communication Techniques</i></p> <p><i>Aligned with Strategic Plan: Ensuring the diversity and inclusion of people and ideas; Supporting</i></p>	<p>Spring 2020</p> <p>Office of Equity and Inclusion</p>	<p><input type="checkbox"/>Have not started <input type="checkbox"/>In Progress <input checked="" type="checkbox"/>Complete</p> <p>Notes:</p>	<p><input type="checkbox"/>May not meet <input type="checkbox"/>On target to meet <input checked="" type="checkbox"/>Complete</p> <p>Notes:</p>

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<p>Serve as a partner to the ETSU community in facilitating understanding of equity and inclusion issues, educational programs, and best practices.</p>	<p>media pages comply with university rules and regulations. The target audience will be students, faculty, staff, and community members.</p> <p>d. Regular updates to the website with announcements about upcoming events and initiatives.</p> <p>e. Continue to display diversity awards, efforts, and programming on E/I website</p> <p>f. Assist with maintenance of database for equity and inclusion activities.</p> <p>g. Collaborative programming amid pandemic and race protests: <i>Guided Conversations for Racial Justice; I CAN'T BREATHE!</i> student series, and future programming with the Human Resources department.</p> <p>2. Continue Lunch and Learn Series</p>	<p><i>Excellence in Teaching; Supporting a strategic growth agenda that maximizes the student experience both inside and outside the classroom</i></p> <p>4. Increase representational diversity</p> <p>5. Increase cultural awareness and competency</p> <p><i>Aligned with HEED: Strategies to Ensure Diversity Planning and Accountability</i></p>	<p>Office of Equity and Inclusion</p>	<p><input type="checkbox"/>Have not started <input type="checkbox"/>In Progress <input type="checkbox"/>Complete Notes:</p>	<p><input type="checkbox"/>May not meet <input type="checkbox"/>On target to meet <input type="checkbox"/>Complete Notes:</p>

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<p>Projected Budget: Equity and Inclusion conference – \$20,000</p>	<ul style="list-style-type: none"> a. Implement evaluation process. b. Evaluations distributed to the campus community. 3. Formalize selection process for Diversity Champions. <ul style="list-style-type: none"> a. Partners from various departments across campus. b. Establish application process. 4. Initiate Equity and Inclusion Conference. 5. Identify best practices for Inclusive Excellence Training. 	<p><i>Aligned with Strategic Plan: Ensuring the diversity and inclusion of people and ideas; Supporting Excellence in Teaching</i></p> <p>6. Address critical and societal issues impacting humanity and equity</p>	<p>Office of Equity and Inclusion Summer/Fall 2020</p> <p>Office of Equity and Inclusion Summer/Fall 2020</p>	<p><input type="checkbox"/>Have not started <input type="checkbox"/>In Progress <input type="checkbox"/>Complete</p> <p>Notes:</p>	<p><input type="checkbox"/>May not meet <input type="checkbox"/>On target to meet <input type="checkbox"/>Complete</p> <p>Notes:</p>

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Goal 2: Assess and monitor institutional progress on access, diversity, equity, and inclusion efforts.

Sub - Goals	Strategies	Expected Outcomes/ Measures of Success	Target Date & Responsible Person	Action Step Progress	Deliverable Status Outcomes/Comments
<p>Conduct regular evaluations and assessment of diversity and inclusion initiatives.</p> <p>Utilize feedback (i.e. survey, focus groups) from students, faculty, and staff to better understand the needs of campus community especially underrepresented populations.</p> <p>Feedback will be solicited from students annually. Reports will be submitted with the annual report to highlight faculty, staff, and student need.</p> <p>Projected Budget: \$2,500 Campus Climate Assessment</p>	<ol style="list-style-type: none"> 1. Assessment team identifies best practices for Campus Climate Assessment. 2. Formulate and implement plan for Campus Climate Enhancement and Actualization (plan should be administered within the next two years). Conduct HEDS campus climate assessment. 3. Develop E/I Annual Report outlining student, administration, faculty, and staff demographics related to race, ethnicity, and gender 4. Submit an Office of Equity and Inclusion Annual Report to the Board of Trustees <ol style="list-style-type: none"> a. The annual report will highlight a summary 	<ol style="list-style-type: none"> 1. Candid responses from faculty, students, and staff in climate surveys. 2. Climate survey will show that members of the ETSU community recognize the importance of equity, diversity, access, and inclusion to the institution. 3. Diversity office submits and makes public an annual diversity report <p><i>Aligned with HEED: Tactics used to understand issues of campus climate, inclusion, and satisfaction</i></p>	<p>C. Cooper Spring 2021</p> <p>C. Cooper Spring 2021</p> <p>M. Hoff Spring 2021</p> <p>K. Johnson Summer 2021</p> <p>C. Cooper Ongoing</p>	<p><input type="checkbox"/>Have not started <input checked="" type="checkbox"/>In Progress <input type="checkbox"/>Complete</p> <p>Notes:</p>	<p><input type="checkbox"/>May not meet <input checked="" type="checkbox"/>On target to meet <input type="checkbox"/>Complete</p> <p>Notes:</p>

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	<p>of programming, campus climate, and program outcomes in preparation to submit for HEED award</p> <p>b. Develop comprehensive procedures to assess and monitor annually the progress and effectiveness of diversity initiatives campus wide.</p> <p>c. Support student, campus, and community advisory groups working on diversity initiatives.</p> <p>d. Develop an online reporting form for all units to report Equity and Inclusion efforts.</p> <p>5. Streamline bias incident response process. Streamline reporting protocol and implement a collaborative bias incident response team comprised of faculty and staff members, including</p>	<p>4. Diversity office has opportunity to formally report on campus diversity plans, successes, challenges, and opportunities at board of trustee’s meetings</p> <p><i>Aligned with HEED: Strategies to Ensure Diversity Planning and Accountability</i></p> <p>5. Institution uses a diversity scorecard process to measure diversity progress</p> <p><i>Aligned with HEED: Student Recruitment and Retention Efforts; Faculty Recruitment and Retention</i></p> <p><i>Aligned with Strategic Plan: Ensuring the diversity and inclusion of people and ideas; Supporting Excellence in Teaching; Supporting a strategic growth agenda that maximizes the</i></p>	<p>C. Martin J. Fulkerson C. Cooper Ongoing</p> <p>C. Cooper Spring 2021</p> <p>M. Fulks Spring 2021</p> <p>J. Sherlin Fall 2020</p>		
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	<p>representation from the Faculty Senate, Student Life and Enrollment, Office of Equity and Inclusion, Multicultural Center, and Department Chairs. An online reporting form can be created. (Incidents i.e. student protests on campus, list of demands by students for change, hate speech in public areas, vandalism to a building, controversial speaker on campus.)</p> <p>6. Implement Student Engagement, Leadership, and Social Awareness Protocols</p>	<p><i>student experience both inside and outside the classroom</i></p> <p><i>Aligned with HEED: Strategies to Ensure Diversity Planning and Accountability</i></p>			
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Goal 3: Provide personal and professional development and public programming related to enhancing understanding of diversity and inclusion.

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<p>Update, cultivate, and incorporate a clear and compelling image for the central institutional diversity training unit.</p> <p>Projected Budget: Diversity Speaker's Bureau?</p>	<p>1. Lunch and Learn Series for summer 2020, fall 2020, and spring 2021.</p> <p>a. Monthly diversity workshops to help individuals understand diversity and inclusion while expanding their knowledge of self and others. Sessions will include cultural conversations on current topics and diversity training via Zoom. The target audience will be ETSU faculty, staff, and students. The sessions will be held each semester and assessed by surveys.</p> <p>b. Campus Conversation- a</p>	<p>1. Increase cultural awareness and competency.</p> <p><i>Aligned with HEED: Student Recruitment and Retention Efforts; Faculty Recruitment and Retention</i></p> <p>2. This series will increase unity, awareness, engagement, and action as core concepts for open and civil dialogue around complex topics</p>	<p>C. Cooper Summer 2020</p> <p>Fall 2021</p>	<p><input type="checkbox"/>Have not started</p> <p><input checked="" type="checkbox"/>In Progress</p> <p><input type="checkbox"/>Complete</p> <p>Notes:</p>	<p><input type="checkbox"/>May not meet</p> <p><input checked="" type="checkbox"/>On target to meet</p> <p><input type="checkbox"/>Complete</p> <p>Notes:</p>

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<p>Projected Budget: \$50,000 Inclusive Excellence Training?</p>	<p>monthly series of dialogue sessions.</p> <p>c. Launch ETSU- Ballad Diversity Dialogue Series that will bring nationally recognized leaders to the ETSU campus.</p> <p>2. Virtual Equity and Inclusion Conference</p> <p>3. Inclusive Excellence Training for Faculty, Staff, Students, and Board of Trustees.</p> <p>a. Develop and implement campus-wide training for faculty, staff, students, and board of trustees.</p> <p>b. Implement search committee training. Ensure compliance with equal employment opportunity</p>	<p><i>Aligned with HEED: Strategies to Ensure Diversity Planning and Accountability</i></p> <p>3. Diverse applicant and hiring pools.</p> <p>4. Search committees should include at least one person from an underrepresented group and ensure accommodations for applicants with a disability.</p> <p>5. Increases in the number and proportion of underrepresented groups in positions at all levels of responsibility.</p>	<p>K. Johnson Fall 2020 C. Cooper Fall 2020</p> <p>J. Ross Fall 2021</p>	<p><input type="checkbox"/>Have not started <input type="checkbox"/>In Progress <input type="checkbox"/>Complete Notes:</p>	<p><input type="checkbox"/>May not meet <input type="checkbox"/>On target to meet <input type="checkbox"/>Complete Notes:</p>

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	<p>requirements, all hiring supervisors, search committee chairs, and search committee members should attend a session before beginning the search process for faculty or non-faculty recruitment. Each training session should provide guidance related to affirmative action/equal employment opportunity compliance information, search process steps, and recognizing implicit bias in the search and hiring process.</p> <p>c. Implement EEO compliance and HR Best Practice Training and Recruitment and Selection outline the</p>	<p>6. Become an Insight in Diversity: Higher Education Excellence in Diversity Institution (HEED).</p> <p><i>Aligned with HEED: Faculty Recruitment and Retention</i> <i>Aligned with HEED: Strategies to Ensure Diversity Planning and Accountability</i></p> <p>7. Increase success in recruiting and retaining diverse faculty, staff, and students</p> <p>8. Incentivize and formalize diversity into institutional excellence</p>	<p>J. Ross Spring 2021 J. Ross Fall 2020</p> <p>C. Cooper Fall 2021</p> <p>J. Ross Fall 2021</p> <p>K. Johnson Fall 2021</p>	<p><input type="checkbox"/>Have not started <input type="checkbox"/>In Progress <input type="checkbox"/>Complete Notes:</p>	<p><input type="checkbox"/>May not meet <input type="checkbox"/>On target to meet <input type="checkbox"/>Complete Notes:</p>

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	<p>procedures in HR best practices; underscore the role of the hiring authority, search committee, personnel committee, and others involved in the selection process in diversifying faculty and staff; provide recruitment and outreach strategies necessary for yielding a diverse pool of applicants</p> <p>d. Implement De-escalation training for Public Safety</p> <p>e. Partner with the Human Resources department for on-board orientation, professional development-mandatory human resources training anti-racism, and anti-</p>				

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	<p>bias for faculty and staff</p> <p>f. Develop and administer an Inclusive Excellence Training Program for the Board of Trustees.</p>		B. Noland Fall 2021		

Goal 4: Recruit, retain, and graduate increasing numbers of students from underrepresented and underserved populations and international students. Recruit and retain a greater number of individuals from underrepresented populations into administrative, faculty, and staff positions, and especially into leadership roles across campus, including chairs, deans, and vice presidents.

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Consult and coach college/department/unit leadership to improve cross-cultural communication as well as work with those individuals to assess educational needs and solutions.	<ol style="list-style-type: none"> 1. Establish benchmark data for the retention of underrepresented students. 2. Obtain data on six-year full-time undergraduate students. 3. Obtain data on six-year graduation retention rates by students of color 	<ol style="list-style-type: none"> 1. Increases in the enrollment, retention, and graduation rates of students from underrepresented groups at undergraduate and graduate levels. 2. Increase undergraduate enrollment by 10% 	M. Hoff Spring 2021	<input type="checkbox"/> Have not started <input type="checkbox"/> In Progress <input type="checkbox"/> Complete Notes:	<input type="checkbox"/> May not meet <input type="checkbox"/> On target to meet <input type="checkbox"/> Complete Notes:

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<p>Work with campus partners to create, implement, manage, and regularly evaluate all equity and inclusion programs and equity and inclusion related strategies in regard to various functions including recruitment, performance management, leadership development, and retention.</p> <p>Additional Funding: \$250,000 Summer Bridge Plus Program</p>	<p>(African American/Black, Hispanic/Latino, Asian American, Native American, Multiracial, and International).</p> <p>4. Establish profile data for the recruitment of students of color and underrepresented populations.</p> <p>5. Increase targeted efforts to recruit and retain undergraduate and graduate students of color and underrepresented populations.</p> <p>6. Create a campus-wide workgroup for the HEED application.</p> <p>7. Maintain and develop affinity/support groups for underrepresented populations.</p> <p>8. Maximize the impact of the out of state tuition reset by pursuing</p>	<p>over three-year period.</p> <p>3. Become an Insight in Diversity: Higher Education Excellence in Diversity Institution (HEED).</p> <p>4. Increased success in recruiting and retaining diverse students.</p> <p>5. Increased student experiences of diverse perspectives in discussions and assignments both in and out of the classroom, as reported on surveys such as the National Survey of Student Engagement (NSSE) and the Campus Climate.</p> <p>6. Increased participation of underrepresented students with study abroad experiences.</p>	<p>J. Sherlin/ S. McGee Spring 2021</p> <p>K. Johnson Spring 2021 C. Cooper Spring 2021</p> <p>K. Johnson Spring 2020</p> <p>Sherlin/Mayhew/Levesque</p>	<p><input type="checkbox"/>Have not started <input type="checkbox"/>In Progress <input type="checkbox"/>Complete</p> <p>Notes:</p>	<p><input type="checkbox"/>May not meet <input type="checkbox"/>On target to meet <input type="checkbox"/>Complete</p> <p>Notes:</p>
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<p>Budget: 5,000 Dr. Patricia Robertson Pride Center</p>	<p>recruiting strategies in regional states with a focus on access and diversity and increasing the enrollment of out of state and underrepresented students</p>	<p>7. Increased success in recruiting and retaining diverse faculty, staff, and students.</p> <p>8. Increase enrollment of underrepresented undergraduate students from out of state</p>			
<p>Projected Budget: \$1,000 Women’s Resource Center</p>	<p>9. Renamed the Mary V. Jordan Multicultural Center</p> <p>10. Quest for Success (student ambassadors);</p> <p>11. Expand Summer Bridge Plus Program; and</p> <p>12. BEST-Bucs Empowering Scholars for Tomorrow.</p> <p>13. Create an African American Male Initiative Program</p> <p>14. Hire Equity and Inclusion Coordinator</p> <p>15. Establish the Dr. Patricia Robertson LGBTQ+ Pride Center</p>	<p><i>Aligned with HEED: Student Recruitment and Retention Efforts; Faculty Recruitment and Retention</i></p> <p><i>Aligned with HEED: Strategies to Ensure Helping Students Develop Cultural Competence</i></p> <p><i>Aligned with Strategic Plan: Ensuring the diversity and inclusion of people and ideas;</i></p>	<p>K. Johnson Spring 2020</p> <p>B. Novotny Spring 2020 K. Johnson/ P. Thompson Spring 2020</p> <p>J. Sherlin Spring 2021</p>		

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	<p>16. Establish Faculty and Staff LGBTQ+ Association</p> <p>17. Restructure the Women’s Resource Center.</p> <p>18. Partner with Language and Culture Resource Center.</p> <p>19. Partner with TRiO programs</p> <p>20. Partner with Center for Academic Achievement</p> <p>21. Partner with Office of Admissions/ETSU Colloquia</p> <p>22. Partner with Human Resources/Employee Assistance Program.</p> <p>23. Participation in diversity recruitment and retention events.</p> <p>24. SREB: Institute for Teaching and</p>	<p><i>Supporting a strategic growth agenda that maximizes the student experience both inside and outside the classroom</i></p> <p><i>Aligned with HEED: Student Recruitment and Retention Efforts; Faculty Recruitment and Retention</i></p> <p><i>Aligned with HEED: Strategies to Ensure Diversity Planning and Accountability</i></p> <p><i>Aligned with HEED: Student Recruitment and Retention Efforts; Faculty Recruitment and Retention</i></p>	<p>J. Sherlin/ K. Johnson Spring 2021</p> <p>K. Johnson/ C. Cooper Fall 2021</p> <p>K. Johnson Fall 2021</p> <p>C. Cooper Spring 2021</p> <p>Office of Equity/Inclusion Spring 2021</p>		
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	<p>Mentoring Conference October 2020 (Postponed due to the novel coronavirus).</p> <p>25. Host “A Diverse ETSU” weekend for future faculty.</p> <p>26. Health Sciences Training academy.</p> <p>27. Black Faculty and Staff Association</p> <p>28. Intentional advertisements to diversity publications and job boards.</p> <p>29. A Diverse ETSU database.</p> <p>30. Develop a formalized mentor program for faculty</p> <p>31. Participation in diversity related programming considered in tenure and promotion.</p>	<p><i>Aligned with HEED: Student Recruitment and Retention Efforts; Faculty Recruitment and Retention</i></p>	<p>C. Cooper Fall 2021</p>		
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	<p align="center">4. ENTC 1510: Student in the University.</p> <p align="center">ii. Create a mandated civility section</p> <p>2. Partner with the Center for Teaching Excellence (CTE).</p> <p align="center">a. CTE will organize programming to assist faculty in the development and implementation of the course and curricular goals for understanding diversity based on evidence-based best practices, organized into three categories: engaging in ongoing self-inquiry; creating and maintaining a culturally relevant classroom; and designing an inclusive course.</p> <p align="center">i. Critical Pedagogy: Inclusion &</p>	<p>3. Responses on student surveys indicate a positive, inclusive classroom climate.</p> <p>4. Evaluations of student learning outcomes will indicate evidence students have been successfully prepared for work in a diverse society.</p> <p>5. Syllabi will include Student Learning Outcomes (SLO) related to diversity.</p> <p>6. Faculty incorporate diversity and inclusive teaching strategies into their curriculum.</p> <p>7. Establish cultural competency in the classroom for faculty and students</p>	<p align="center">Amy Johnson Fall 2020</p>	<p><input type="checkbox"/>Have not started <input type="checkbox"/>In Progress <input type="checkbox"/>Complete Notes:</p>	<p><input type="checkbox"/>May not meet <input type="checkbox"/>On target to meet <input type="checkbox"/>Complete Notes:</p>

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Sub - Goals	Strategies	Expected Outcomes/ Measures of Success	Target Date & Responsible Person	Action Step Progress	Deliverable Status Outcomes/Comments
	<p align="center">Community College Classroom Workshop series</p> <p align="center">ii. Antiracism in the curriculum challenge</p> <p align="center">b. Implement Equity and Inclusion component for New Faculty Orientation</p> <p align="center">c. Create an Equity and Inclusion certificate program</p> <p align="center">d. Assessment of Equity and Inclusion in the classroom.</p>	<p><i>Aligned with HEED: Strategies for helping students develop cultural competence</i></p> <p><i>Aligned with Strategic Plan: Supporting Excellence in Teaching; Ensuring the diversity and inclusion of people and ideas; Expanding the foundation for scholarly (research and creative activity) excellence and innovation in all disciplines.</i></p> <p><i>Aligned with Strategic Plan: Ensuring the diversity and inclusion of people and ideas; Supporting Excellence in Teaching; Supporting a strategic growth agenda that maximizes the student experience both inside and outside the classroom</i></p>	<p align="center">C. Cooper/A. Johnson Fall 2021</p> <p align="center">W. Bishop/A. Johnson Fall 2021</p>		

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Sub - Goals	Strategies	Expected Outcomes/ Measures of Success	Target Date & Responsible Person	Action Step Progress	Deliverable Status Outcomes/Comments
	<p>a. Actively contribute to the retention of underrepresented students through sharing scholarship opportunities and similar efforts. (Establish the Angela Lewis Scholars and Mary V. Jordan Endowment)</p> <p>b. Use research on underrepresented students to apply for grants to support programs. Potential scholarships and funding for graduate students, faculty, staff, and student leadership development, summer programs, and cultural competency trainings.</p>	<p><i>Aligned with Strategic Plan: Leading the region forward through community engagement and service</i></p>	<p>P. Ritter / C. Keller Fall 2021</p>		