Appendix H. Benchmarking Peer Diversity and Inclusion Action Plans

Office of Institutional Research / May 18, 2017 This document includes a matrix summarizing themes across "Ivy Plus" institutional plans for creating more diverse and inclusive communities. Our research process was informal. We read each peer plan to identify major themes, and if new themes emerged in the reading, returned to code prior plans. While not exhaustive or necessarily fully comparable across institutions (given differing levels of specificity, for example), we believe this approach captures the range of thinking represented among our peers.

While many of the institutions here consider all campus constituents (students, faculty, and staff), three developed plans that focus on faculty and non-faculty academic positions. The centralized structure of some of the institutions allowed for more cohesive institutional-level frameworks. Some frameworks may be suitable for a more decentralized structure, in which each department and affiliated School develops plans for addressing its unique needs. To maintain accountability and oversee progress of department-level plans, one institution reported establishing a permanent committee structure.

While some Ivy Plus peers had diversity and inclusion initiatives or offices focused on these issues among particular constituents (e.g., faculty or students), they did not appear to have a comprehensive plan. The following matrix reflects proposed initiatives comprised within reports and does not necessarily reflect an institution's broader strategic plan or existing initiatives for creating more diverse and inclusive communities.

Benchmarking Peer Action Plans

● Institution | ● Students | ● Faculty | ● Staff

THEMES OF RECOMMENDATIONS	Peer A	Peer B	Peer C	Peer D	Peer E	Peer F	Peer G	Peer H	Peer I	Peer J
Add visible statement about diversity strategic vision at university	•	•	•	•	•	•	•		•	•
Hire administrative leadership to coordinate and lead diversity strategic vision	•				•	•			•	•
Develop diversity action plans at the department, division, and/or school level	•	•	•	•	•	•		•	•	
Recruit and retain diverse students, faculty, and/or staff	•••	••	•••	••	•	•••	•	•		•
Integrate diversity- and inclusion-related courses to curriculum	٠	•	•	•		•		•	•	•
Engage students in curricular decision-making	•								•	
Develop diversity- and inclusion-related educational training for students, faculty, and/or staff	•••	•••	•••	•••	•	•••	•••	•	••	•
Enhance advising and mentorship for students, faculty, and/or staff	•••	•	•••	••	•	•••	•••	•	•	••
Build in co-curricular and community events that relate to issues of diversity and inclusion	•	•	•	•	•	•	•	•	•	
Include questions related to diversity, equity, inclusion, and classroom climate to course evaluations		•							•	
Clarify policies and reporting structure for concerns involving bias, harassment, and discrimination	•	•	•	•	•	•	•		•	
Invest in pipeline programs for diverse students, faculty, and/or staff	•••		•••	•	•	•••	••	•		•
Create, expand, and/or invest in centers for supporting underrepre- sented groups and/or studying issues related to diversity and inclusion	•	•	•		•	•	•		•	
Align benefits to meet diverse employee needs						••	••	•		•
Enhance mental health access and services	•	•				•	•			
Engage with diverse local community	•	•	•			•	•			
Improve data collection and analysis to fill in gaps of knowledge regarding campus climate	•	•	•	•	•	•	•	•	•	•
Increase transparency of diversity trends	•		•	•	•	•	•	•	•	•
Establish plan for accountability	•	•	•	•	•	•	•	•	•	•