Considerations for Developing Unit Specific Strategic Diversity Plans

Using diversity to achieve diversity. The purpose of these considerations is to identify for all units, academic departments and programs, broad strategic diversity goals that can be utilized in developing individualized diversity goals for units across campus. Each college, school, program and unit will ultimately define how it will best attain each of the goals, using annual reports to the Deans and Administrative Heads of Units and CODI (dashboard indicators, report card, recommendations, assessment). Each school, college, and unit will select and develop short and long term initiatives that best match their particular contexts, goals, and strategic plans and that are consistent with current efforts connected with the Miami 2020 goals for the institution.

This goal versus a single campus wide strategic plan approach echoes the work currently being done on campus for the Miami 2020 Plan. All goals developed here should be seen as extensions of the work in the 2020 Plan.

Strategic Diversity Goals

Developing Broad Strategic Diversity Goals for the university provides an institutional framework for Initiatives that are global and allows for each unit on campus to have individual buy in to the specific/broad goals. The broad goals and framework are structured around four core diversity principles that have been central to and utilized in virtually every diversity document and statement since the Strategic Diversity Plan of 1998. The Core Principles or Goals are:

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<th>CURRICULUM/TRAINING</th>
<th>RECRUITMENT</th>
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Curriculum/Training: Academic curriculum (Miami Plan, Core Requirements, Domestic/Global Education and Experiences), Research, and Training/Workshops

Increase and enhance opportunities for career and professional development, and, campus and community involvement—develop systematic and ongoing dialogue, workshop, and seminar training on diversity related material (new and review).
Develop, build, and support academic (co-curricular) and professional development initiatives that promote engagement across difference.

Support, enhance, and increase co-curricular and academic offerings, in addition to cultural and social events, that promote and facilitate engagement (interaction and collaboration) across entire community.

Support and expand academic research, collaboration, and intellectual initiatives around diversity and inclusion—highlight and encourage, at all levels, practices and intellectual work and conference/workshop presentations on diversity related topics.

Support diversity programs and activities through small grants—seek funding to support programs, initiatives, activities not covered by traditional sources or local (unit) funding.

Recruitment: Increase proportion of underrepresented (non-majority or minorities) students from other cultures; promote academic success of underrepresented graduate students; increase diversity of faculty; and attract and hire a diverse classified and unclassified staff.

Increase diversity in a specified area/increase diversity in measurable way within a school/college/unit.

Increase pipelines, develop or enhance strategic relationships with key institutions, local groups and communities, organizations, and alumni.

Develop process to periodically review and revise internal structures, policies, and practices that may not support diversity, or highlight those that do support.

Examine work/life support systems—support a flexible work and educational environment to ensure operations support individuals from diverse backgrounds.
Retention: Beyond attracting students, faculty and staff, the prime objective is to insure undergraduate and graduate students, graduate in a timely manner, that faulty are tenured and promoted; and that staff move through the ranks and remain at the institution

Develop, implement, support strategies to improve retention of students, faculty, staff. Provide opportunities or create ways to review and revise unit structures to support diversity.

Improve achievement of diverse populations in relationship to academic honors and awards, research fellowships, publications, participation in programs or career/professional outcomes.

Support career development—support/increase participation in leadership training, conference participation, rewards and recognitions, contributions to the institution and specific units, strategic planning, and job assignments/rotations.

Develop mentor system in and outside of college, school, department, and unit.

Culture: Develop deep levels of understanding of culture and difference by continuously working to foster a campus climate that supports learning, development, and engagement across and between all members of the community

Develop and improve ways to promote and advance multicultural understanding and create and enhance initiatives that build cross-cultural skills, knowledge and understanding.

Increase the dialogue and communication around diversity and underscore the institutional core belief about the positive impact of diversity on learning, collaboration, and achievement.

Reward, recognize, and motivate engagement in diversity from an Administrative level--build and support processes and activities that meaningfully recognize engagement in diversity
through annual activity reports, university or college/school/ unit sponsored diversity award, promotion reviews, and formal or informal public acknowledgement.

General Questions for Consideration:

As individual units begin thinking about ways they may contribute to one or all of the goals, and how these contributions will be measured or assessed, it might be useful to think about who is currently in the program or unit and who is not? How can the representation already here be expanded or enhanced? What can be done to make the unit or area even more receptive to a wider audience? What can we do different and better to enhance the existing quality of our unit?