January 30, 2018

American University's
PLAN FOR INCLUSIVE EXCELLENCE

**AMERICAN
UNIVERSITY**
WASHINGTON, DC

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Executive Summary

American University was founded to respond to the needs of a changing world, with a set of guiding values—among them diversity, equity, and inclusion. In today's climate on campus and around the nation, the need to live up to those values has only become more pressing. AU cannot be excellent without being truly inclusive, and without taking the concrete, specific steps to improve inclusion on campus. This plan, resulting from analyses of campus survey data and meetings with more than 1,000 faculty, staff, administrators, students, and alumni, summarizes the opportunities and challenges the university faces with respect to diversity, equity, and inclusion.

WHERE WE ARE   We found that more students of color experience bias, and feel alienated and unsafe, compared to their white peers. The institutional policies and practices that could respond to those experiences are considered inconsistent and opaque, even biased. Diversity across the institution has grown incrementally, but inequities and gaps still exist.

PROMISING PRACTICE   While there is work ahead, we identified significant university programs that could support new efforts—some that have already shown promise, including new councils, hiring and training programs, centers of scholarship, and majors. AU has unique tools at its disposal as it seeks to create an inclusive community.

ACTIONS   Inclusive excellence must be infused in the steps we take. This plan is organized under five goals:

Goal 1   **Training, learning, and development** to equip members of our community to lead change in a complex world.

Goal 2   A focus on **campus climate, culture, and community**, so that all community members feel safe, satisfied, and that they belong here.

Goal 3   Changes to our **systems, policies, and procedures** to promote diversity, inclusion, transparency, and accountability.

Goal 4   **Access and equity** in the way we recruit, hire, train, develop, evaluate, and recognize faculty, staff, and administrators.

Goal 5   A focus on **curriculum and instruction** to seek to ensure that our core curriculum demonstrates critical inquiry, intellectual engagement, and respectful discourse.

IMPLEMENTATION   As part of our plan to take actionable steps, we lay out the timeline of implementation, the resources we have invested and will invest, and how we intend to measure success. A commitment to change requires a commitment to accountability.

IMPACT   AU will live up to its values, seek to ensure that everyone in this community feels included, and strive toward excellence in the 21st century. This plan sets forth our commitment to making American University a truly inclusive community.

We invite all members of the AU community to consider how they personally will support the objectives and goals in this plan.

Introduction

American University's ability to respond to the needs of a changing world, guided by our core values, is one of the hallmarks of this institution. At the core of who we are as a community are human dignity, free inquiry and expression, diversity, equity, inclusion, integrity, a commitment to public service, and a firm belief that we can make an impact through knowledge, discovery, and service.

In light of the current climate, both on campus and across the nation, the need to live up to our values by creating a more inclusive campus community has never been more pressing. Building on efforts that have produced promising, but insufficient progress, this plan outlines the path to inclusive excellence.

Simply put, we cannot be excellent without being truly inclusive. All of us—every faculty, staff member, student, alumnus, and board member—must recognize our personal stake in making it a reality.

Why We Need a Plan for Inclusive Excellence

As a community, we have been challenged to confront incidents of racism, discrimination, inequity, bias, and threats of violence. In 2016, under the leadership of former President Neil Kerwin, the university put forth **a five-point diversity and inclusion plan**, which notably created the President's Council on Diversity and Inclusion (PCDI). In 2017, while making progress on training, hiring, more diverse scholarship, and curriculum changes, we experienced even more egregious acts of hate and bias. These incidents revealed underlying sharp differences in the campus experiences of people of color, especially African American students, faculty, and staff, compared with their white counterparts.

Since her arrival, President Sylvia M. Burwell has been actively engaged, meeting with more than 1,000 faculty, staff, administrators, students, and alumni to learn more about AU's opportunities and challenges, including those opportunities and challenges with respect to diversity, equity, and inclusion. Frequently during these conversations, participants underscored the importance of our commitment to building an inclusive community and the vitally important work required to make greater progress. In July 2017, we engaged an external consultant to assist the leadership in assessing and more effectively advancing progress in several key areas of diversity, equity, and inclusion throughout the institution, with impact on programs, policies, and curriculum, as well as the student and employee experience.
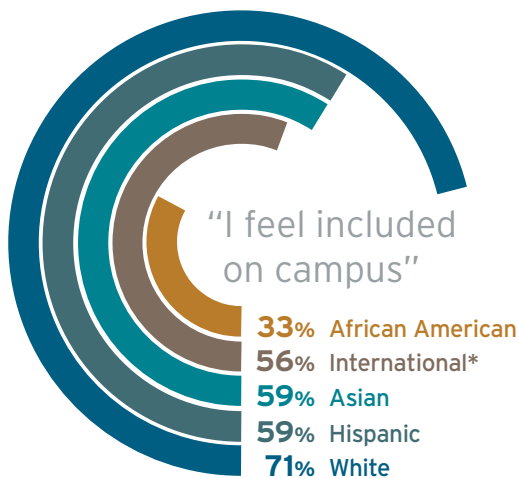
This plan is guided by a widely-used model known as Inclusive Excellence, an organizational culture-change framework designed by higher education scholar-practitioners at the Association of American Colleges and Universities in 2005. It provides a cohesive, coherent, and collaborative approach to infusing diversity into every aspect of organizational structures, systems, and practices.

Inclusive Excellence advances the idea that diversity, equity, and inclusion are catalysts for achieving institutional and educational excellence, and are to be integrated into the core of the institution, not viewed as discrete initiatives or isolated problems to be solved. Through the Inclusive Excellence lens, diversity, equity, and inclusion are embraced as *vital elements that are necessary in the pursuit of educational excellence*.

Where We Are: A Candid Assessment

AU engaged in a thorough review and analysis of our current environment and practices. Existing survey data and interviews provided important input for this assessment. Key observations and findings lay out in stark terms the work we have to do:

More students of color experience bias and feel alienated and unsafe, compared to white peers.

"I feel included on campus"

33% African American
56% International*
59% Asian
59% Hispanic
71% White

- Only 33 percent of African American students said they felt included on campus, compared to 71 percent of white students and less than 60 percent each of Hispanic, Asian, or international students.* Too few students from other segments of people of color are enrolled at AU to call out in these statistics. (Source: *2017 Campus Climate survey*)

- Students reported a lack of comfort in classrooms and with faculty, citing racial and gender bias, as well as a consistent pattern of derogatory comments directed at students of color.

- First-year students who identify as minorities do not feel as comfortable with faculty and academic advisors as their non-minority student counterparts. (Source: *2016 National Survey of Student Engagement*)

- Students of color feel less physically and emotionally safe than their white counterparts and see few spaces designed by and for underrepresented students to hold meetings, to study together, and to socialize.

*International students are defined as people with student or non-immigrant visas.

Institutional systems, policies, and practices are considered at best inconsistent and lacking transparency; at worst, biased.

- Majorities of students of all races said that, in responding to troubling situations around discrimination or bias, AU was not responsive to student concerns. (Source: *2017 Campus Climate Survey*)

- Students desire more clarity about how to navigate institutional policies and also seek to better understand how incidents of bias, discrimination, and harassment are handled.

- The institutional policies and practices for hiring especially need to be further examined to determine how current practices impact recruitment outcomes for staff and faculty appointments.
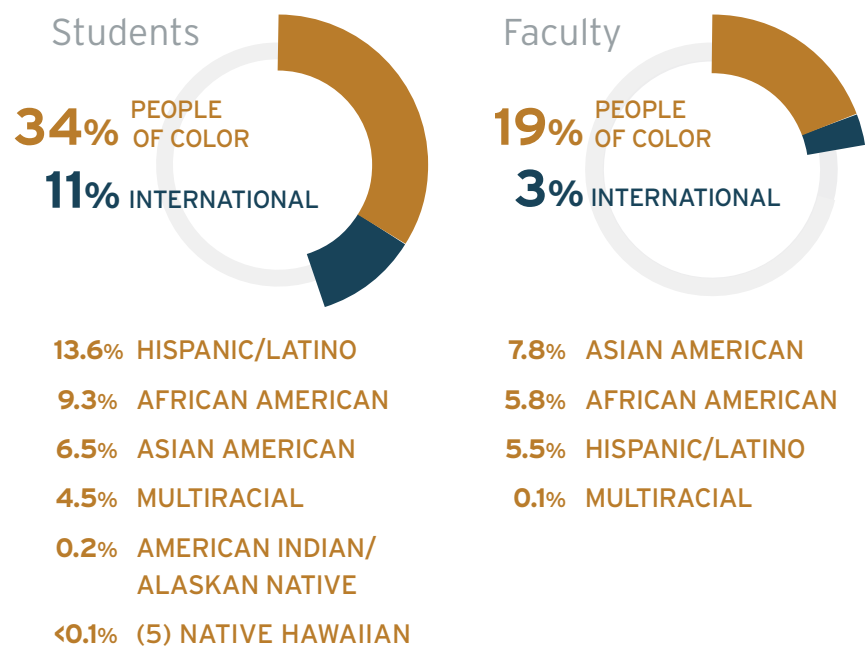
Training programs to develop cultural competence and mitigate bias are many and varied; most are voluntary, and their effectiveness has not been adequately demonstrated.

- Programs at AU have primarily been offered by Human Resources, the Center for Teaching, Research, and Learning, and the Center for Diversity and Inclusion. All training programs are optional, excluding the required compliance course focused on Preventing Discrimination and Sexual Violence. Orientation for incoming students includes a diversity and inclusion session, which 89 percent of first-year students took in summer 2017. New faculty orientation in 2017 included a session on inclusive pedagogy.

- Within the past year, there has been a major expansion of diversity course offerings through Human Resources as well as through the Office of Provost; between the two units, nearly 20 new trainings have been added.

- No comprehensive inventory of training programs exists, and there is no consistent framework upon which training programs are developed, assigned as expectations, or measured for effectiveness.

Diversity across all levels of the institution has grown incrementally over the last few years, but inequities and gaps persist for racial minorities, acutely so for African American/ black members of the community.

- Students report that it is important to see themselves reflected in the faculty and curriculum to create a sense of belonging and inclusiveness.

FALL 2017 COMPOSITIONAL DIVERSITY

Students

34% PEOPLE OF COLOR

11% INTERNATIONAL

13.6% HISPANIC/LATINO

9.3% AFRICAN AMERICAN

6.5% ASIAN AMERICAN

4.5% MULTIRACIAL

0.2% AMERICAN INDIAN/ ALASKAN NATIVE

<0.1% (5) NATIVE HAWAIIAN

Faculty

19% PEOPLE OF COLOR

3% INTERNATIONAL

7.8% ASIAN AMERICAN

5.8% AFRICAN AMERICAN

5.5% HISPANIC/LATINO

0.1% MULTIRACIAL

What's Next?
Actions to Create Inclusive Excellence

AU has worked diligently to develop a new plan for diversity, equity, and inclusion that will combine as part of a comprehensive strategy of immediate actions with demonstrable impact, designed to demonstrate commitment and accountability, with other steps that require a longer time horizon. **The strategies and tactics outlined in the plan that will start immediately**, or in some cases have already begun, align with long-term plans designed to make measurable change in our campus climate. (See Appendix B for comprehensive details on action steps by year of implementation and assignment of responsibility.)

Through the data review, analysis, and synthesis processes, **five thematic strategy areas** were identified and organized into the Inclusive Excellence framework.

These five priority goals are summarized, along with **immediate objectives for impact** in the next two years. (Development of the long-term objectives, projected to span over five years, will occur during implementation of the immediate objectives.)

Building on Promising Practice: Not Starting from Scratch

We have identified notable assets that will support our new plans. Actions have already been taken that are showing results or promise to address the gaps we have identified.

GOAL 1 Training, Learning, and Development

OBJECTIVE

Members of the AU community will demonstrate cultural competency by learning key concepts that will reduce bias and foster diversity, equity and inclusion, and equip them to lead change in a complex world.

ACTION STEPS

- Implement a university-wide system of tracking and assessment and report annually on completion rates and effectiveness of training programs.

- Evaluate the impact and outcomes of existing diversity and inclusion training for all community members and leaders.

- Implement a comprehensive institution-wide training plan for all community members and leaders, tailored to the needs of specific AU constituencies, and designed to focus on unconscious bias and cultural competence as critical aspects of orientation and learning, onboarding, and professional development.

- Evaluate and assess the effectiveness of all professional development and learning programs.

PROMISING PRACTICE

A new opportunity hire program and a training program, in which faculty search committees learn to recognize unconscious bias and promote diverse candidate pools, contributed to an impressive result: 44 percent of new faculty hires in the fall of 2017 self-identify as people of color.

GOAL 2 Campus Climate, Culture, and Community

OBJECTIVE We will develop a campus climate and culture where all community members feel safe, experience a sense of belonging and satisfaction—and their overall well-being is supported through respectful, authentic, and engaged relationships with each other.

ACTION STEPS

- Collaborate with the Faculty Senate to examine and make recommendations about how best to assess classroom climate and to design the next phase of improvement efforts.

- Provide more effective support and outreach for students to engage with faculty, staff, and administrators, both individually and in small group settings, especially when dealing with difficult issues.

- Develop and expand formal mentoring and affinity-based groups that foster deeper connections and build meaningful relationships between faculty, staff, administrators, students, and alumni— especially for those who are members of historically underrepresented minority groups at AU.

- Provide designated meeting and social space(s) for registered student groups to foster a greater sense of belonging and unity, and explore the feasibility of offering living and learning environments that promote socially and culturally distinctive affinity-based programming for students from diverse backgrounds.

- Review the array of student support services, with particular attention to the Center for Diversity and Inclusion, and recommend a set of outcomes to advance the persistence and success of students.

- Provide small grant incentives that encourage collaboration across departments and student organizations, to develop and showcase innovative diversity and inclusion programs, build a sense of community, and positively impact climate for faculty, staff, administrators, and students.

PROMISING PRACTICE

The AU Alumni Association Board represents generations of Eagles, and provides perspectives from a variety of races, ethnicities, genders, and political affiliations to engage alumni worldwide. The board has served as a focus group for PCDI.

GOAL 3 Systems, Policies, and Procedures

OBJECTIVE AU's systems, policies, and procedures will facilitate diversity, inclusion, transparency, and accountability. We will evaluate, revise, and communicate changes in policies and protocols that will facilitate reports of bias and discrimination, improve clarity, provide transparency, promote fairness and enhance accountability.

ACTION STEPS

- Conduct an institutional policy review, regarding reporting on incidents of bias, discrimination claims, use of social media, accommodations, and grievances. Communicate changes to improve clarity, provide transparency, promote fairness, and enhance accountability.

- Implement a university-wide strategic communications plan for diversity and inclusion.

- Adopt consistent hiring committee policies and practices across the university to further equitable outcomes.

- Implement metrics for measuring outcomes and monitoring accountability at all levels.

- Recommend strategic oversight, coordination, collaboration on the institution-wide diversity, equity and inclusion goals to ensure ongoing monitoring, evaluation, and sustainability.

- Provide a comprehensive update annually on progress made on the institutional diversity and inclusion plan. Ongoing progress will also be made throughout the year, as needed.

PROMISING PRACTICE

AU has begun laying the necessary foundation for institutional transformation by establishing the PCDI to advise and counsel on the progress of university-wide diversity efforts.

GOAL 4 Access and Equity

OBJECTIVE

We will transform the way we recruit, hire, train, develop, evaluate, and recognize AU faculty, staff, and administrators to encourage the achievement of our diversity, equity, and inclusion goals.

ACTION STEPS

- Each school will institute an appropriate diversity and inclusion body to address diversity goals for hiring, inclusive pedagogy, and ongoing curricular efforts.

- Each administrative division will institute an appropriate set of diversity goals for hiring.

- Pilot a training program for faculty hiring and reappointment/promotion review committees, focused on recognizing and eliminating bias in the recruitment and promotion processes.

- Establish or strengthen community partnership opportunities that result in robust recruitment pipelines for faculty, staff, administrators, and students.

- Build a pipeline of academic talent at AU by better leveraging existing faculty fellows and post-doctoral programs.

PROMISING PRACTICE

The new Antiracist Research and Policy Center and the major, African American and African diaspora studies, will advance issues of race, identity, and inequality.

GOAL 5 Curriculum and Instruction

OBJECTIVE We will offer an inclusive core curriculum that advances a holistic learning experience and demonstrates AU's values of critical inquiry, intellectual engagement, and respectful discourse across diverse perspectives.

ACTION STEPS

- Each school will participate in a professional development and learning programs focused on enhancing classroom climate.

- Implement the mandatory AU Experience (AUx) course by fall 2018, resulting in all first-year students successfully transitioning to AU, exploring the concept of social identity, and modeling ways of communicating and living in a diverse society.

- Continue to develop and support the work of the Antiracist Policy and Research Center that will focus on increased knowledge and advancement of research on the systemic and structural barriers of racism in critical policy areas.

- Continue to develop and support the new African American and African diaspora studies major.

For action items, proposed timeline, and accountability, please refer to Appendix B.

PROMISING PRACTICE

AU implemented AUx1, AUx2, and the diversity course series, ensuring that changes to the core curriculum focus on development of racial identity and cultural competency, as well as knowledge of concepts related to diversity, equity, and inclusion.

Implementation of the Plan

AU believes that the entire university community should be engaged and have shared responsibility in creating an enriching and inclusive experience for all its members. In an effort to ensure the greatest level of accountability for the goals outlined in the plan, each strategic action has been assigned to members of the executive leadership team at the vice president/provost level (see "Responsibility" column on the chart in Appendix B). Each of these team members will work collaboratively to develop an effective method for achieving the goals within each goal area.

TIMELINE

The time frame for the most immediate steps of the plan is academic year 2018 through academic year 2020. During that time, we will monitor and evaluate the plan, and simultaneously develop the longer-term objectives in the five goal areas, that may span over a total of five years.

IMMEDIATE
STEPS

AY '18   '19   '20   '21   '22   '23

MONITOR,
EVALUATE,   LONG-TERM
& DEVELOP   OBJECTIVES
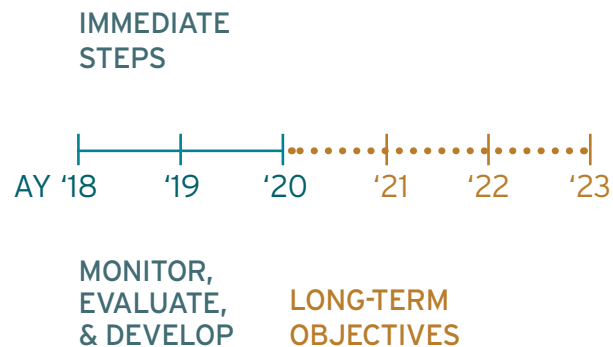
RESOURCES INVESTED

AU is investing over $60 million in FY 2018 for diversity, equity, and inclusion initiatives. Approximately $53 million, the majority of these funds, are institutional scholarships (such as Pell, Frederick Douglass Distinguished Scholars, Veteran's Yellow Ribbon Program, and scholarships for graduate students) aimed at increasing diversity and access. The remaining $7 million currently fund academic initiatives such as the American University Experience Courses (AUx), academic centers, faculty development, curricular enhancements, as well as support services and programs specifically designated to advance access, equity, and inclusion.

For FY 2019, investments in diversity, equity, and inclusion are expected to amount to over $61 million. University leadership is committed to ensuring that financial resources are properly aligned to support the goals outlined in this plan and, during the coming year, will assess additional needs in time for the next biennial budget process.

PROGRESS OF THE PLAN

The administration will produce, distribute, and discuss an annual report on the progress of the plan, noting accomplishments, deficiencies, and planned adjustments. In addition, AU will make updates on this plan through www.American.edu/Diversity, the AU social media channels, American University News, and periodic communications from the President's Office.

Monitoring and Evaluation

University leadership, with the Office of Institutional Research and Assessment, has developed a multidimensional management and measurement tool that will simultaneously drive and assess the organizational change process. Data and metrics will track information in each of the core areas of the plan—training, learning, and development; campus climate, culture, and community; systems, policies, and procedures; access and equity; curriculum and instruction.

This plan's indicators of success will come from a variety of sources, including but not limited to the following:

- Institutional statistics from the Office of Institutional Research and Assessment, including data on the composition of faculty, staff and students, retention rates, graduation rates, and so on;

- Institutional and national surveys of faculty, staff, and students can be used to monitor progress, guide continuous improvement, and benchmark, whenever possible;

- Focus groups of faculty, staff, administrators, and students.

Examples of success indicators include, but are not limited to the following:

- Improved campus climate that provides a sense of belonging and community for all its members as evidenced in surveys/focus groups;

- An increase in the compositional diversity (based on benchmarks) found among faculty, students, staff, and administrators;

- Student success as measured by indicators such as retention and graduation rates of underrepresented populations at AU;

- Evidence of successful completion of training or coursework by members of the AU community.

Acknowledgments

It truly takes a village to build a more inclusive community. This plan was no exception. Among the many who contributed to the development of this plan, we thank the following:

The President's Council on Diversity and Inclusion co-chairs Caleen Jennings, professor of theater, and Jeff Rutenbeck, dean of the School of Communication, as well as members Kelly Alexander, director of public relations, University Communications and Marketing; Sara Bendoraitis, director of programming, outreach and advocacy, Center for Diversity and Inclusion, Office of Campus Life; Tristan Cabello, director of American studies, College of Arts and Sciences; Bridget Cooney, finance project manager, Office of Finance and Treasurer; Deborah DeMille-Wagman, AUx instructor, Office of Vice Provost for Undergraduate Studies; Larry Engel, associate professor, School of Communication; Lia Epperson, professor and associate dean for faculty and academic programs, Washington College of Law; Sara Nieves-Grafals, clinical psychologist, member of AU Alumni Board; Alan Kraut, professor of history, College of Arts and Sciences; Lauren Lumpkin, director of diversity and inclusion, AU Student Government; Beth Muha, assistant vice president of human resources; Yamillet Payano, inclusion director, AUSG executive branch and senate undergraduate; Portia Polk, graduate student and School of Public Affairs graduate research assistant; Ammarah Rehman, co-president, Muslim Students Association; Mark Schaefer, university chaplain, Kay Spiritual Life Center; and Thi Nguyen-Southern, associate general counsel, Office of the General Counsel.

The leadership team that worked with President Sylvia M. Burwell, including: Makeba Clay, consultant; the President's Cabinet, and especially Vice Presidents Fanta Aw and Terry Flannery; Chief of Staff Seth Grossman and Deputy Chief of Staff Brian Chiglinsky; Karen Froslid Jones, assistant provost, Institutional Research and Assessment; and Nana An, assistant vice president of Budget and Finance Resource Center.

All of the stakeholder groups who provided their wisdom and input on drafts of the plan. Those groups are the President's Council; President's Council on Diversity and Inclusion; directors of Office of Campus Life; Faculty Senate Executive Committee; AU deans; Provost Scott A. Bass; Black Faculty and Staff Association; Staff Council; Alumni Board; Community Conversation; Community Conversation II; student leaders; Faculty Senate; chairs, program directors, and department heads; participants in community conversations led by President Burwell; multicultural alumni (including Black Alumni Alliance, Asian Pacific Islander Affinity, and others); Board of Trustees; and Cabinet.

Conclusion

American University's priority is to infuse diversity, equity, and inclusion at a strategic, tactical, and operational level. This starts with a critical examination of the systems, policies, curricular frameworks, faculty and staff development, student engagement, resources, and communications.

Approaching the necessary changes in an operational and systemic way will offer the best framework to support a mission-centered community and advance the goal that the framework serves all students equitably in the classroom and on campus. Its ultimate effect will be even broader. This comprehensive, evidence-based approach will also foster a more inclusive campus for the campus community as a whole, including faculty, staff, and alumni.

This plan's diversity, equity, and inclusion recommendations align efforts with AU's values. They establish university-wide strategies for diversity that are linked to the institutional mission. They provide tools and strategies for evaluating the plan and monitoring progress—critical components of assessment and determining institutional effectiveness. And they call on AU to establish the infrastructure to sustain organizational learning and meet evolving goals for inclusion and equity.

The Association of American Colleges and Universities' Inclusive Excellence framework serves as the organizing principle for AU's efforts. The framework establishes a deliberate, comprehensive, and coordinated set of actions to foster change at all levels of the institution. Informed by a well-established body of empirical research, Inclusive Excellence represents a shift in approach, placing diversity, equity, and inclusion at the core of educational excellence and institutional mission.

From institutional reports to interviews, in forums and focus groups, there is clearly a strong desire and a pressing need for American University to approach its efforts on diversity and inclusion in a coordinated, strategic, and exhaustive manner. This is the best way for this university to meet its mission and strive toward excellence as a leading institution of higher education in the 21st century.

American University's
Diversity, Equity, and Inclusion Statement

American University values open and honest inquiry, servant leadership, and the affirmation of the human dignity of all. We envision a thriving American University community where individuals of all identities and experiences are understood, appreciated, and fully included, and where equitable treatment and support prevail.

As a learning and research institution, AU strives to be defined by inclusive excellence. This commitment requires that we hold ourselves accountable for achieving real change based on clear and transparent measures and that we regularly examine ourselves and everything we do. Integrated into the core of the institution, the Inclusive Excellence framework advances the idea that diversity, equity, and inclusion are catalysts for achieving institutional and educational excellence through:

- the compositional diversity of our administrative leadership, faculty, staff, students, alumni, and trustees;
- the alignment of our policies and organizational structures;
- the innovative nature of our curricula and co-curricular programs; and
- our ability to welcome, value, and affirm all members of our community.

"We foster a community where diverse perspectives are discussed and debated in an environment that values human dignity and respect, academic freedom, and freedom of expression. When we invite different perspectives and listen to others, we have the opportunity to consider new viewpoints and sharpen our own perspectives. We learn and thrive."

— Sylvia M. Burwell
President, American University

Two-Year Action Plan for Inclusive Excellence

GOAL 1 Training, Learning, and Development		
Members of the AU community will demonstrate cultural competency by learning key concepts that will reduce bias and foster diversity, equity and inclusion, and equip them to lead change in a complex world.		
AY18	**AY19**	**RESPONSIBILITY**
1. Implement a university-wide system of tracking and assessment and report annually on completion rates and effectiveness of training programs.		• AY18 − Provost; Vice President of Campus Life; Human Resources; Center for Teaching, Research & Learning; Office of Institutional Research and Assessment • AY19 − Human Resources; Center for Teaching, Research & Learning; Provost; Vice President of Campus Life; Office of Institutional Research and Assessment
2. Evaluate the impact and outcomes of existing diversity and inclusion training for all community members and leaders.		• AY18 − Human Resources; Provost; Center for Teaching, Research & Learning; Vice President of Campus Life • AY19 − Human Resources; Provost; Center for Teaching, Research & Learning; Vice President of Campus Life
3. Implement a comprehensive institution-wide training plan for all community members and leaders, tailored to the needs of specific AU constituencies, and designed to focus on unconscious bias and cultural competence as critical aspects of orientation and learning, onboarding, and professional development.		• AY18 − Human Resources; Provost; Center for Teaching, Research & Learning; Vice President of Campus Life • AY19 − Human Resources; Provost; Center for Teaching, Research & Learning; Vice President of Campus Life
4. Evaluate and assess the effectiveness of all professional development and learning programs.		• AY18 − Human Resources; Provost • AY19 − Human Resources; Provost; Center for Teaching, Research & Learning; Vice President of Campus Life; Office of Institutional Research and Assessment

GOAL 2 Campus Climate, Culture, and Community

We will develop a campus climate and culture where all community members feel safe, experience a sense of belonging and satisfaction—and their overall well-being is supported through respectful, authentic, and engaged relationships with each other.

AY18	AY19	RESPONSIBILITY
5. Collaborate with Faculty Senate to examine and make recommendations about how best to assess classroom climate and to design the next phase of improvement efforts.		• AY18 − Provost; Faculty Senate; Office of Institutional Research and Assessment
6. Provide more effective support and outreach for students to engage with faculty, staff, and administrators, both individually and in small group settings, especially when dealing with difficult issues.		• AY18 − Vice President of Campus Life; President's Council on Diversity & Inclusion; Provost; Faculty Senate • AY19 − Human Resources; Vice President of Campus Life; Provost; Faculty Senate
7. Develop and expand formal mentoring and affinity based groups that foster deeper connections and build meaningful relationships between faculty, staff, administrators, students, and alumni—especially for those who are members of historically underrepresented minority groups at AU.		• AY18 − Human Resources; Provost; President's Council on Diversity & Inclusion; Vice President of Campus Life; Alumni Relations • AY19 − Human Resources; Provost; President's Council on Diversity & Inclusion; Vice President of Campus Life; Alumni Relations
8. Provide designated meeting and social space(s) for registered student groups to foster a greater sense of belonging and unity, and explore the feasibility of offering living and learning environments that promote socially and culturally distinctive affinity-based programming for students from diverse backgrounds.		• AY18 − Vice President of Campus Life • AY19 − President's Council on Diversity & Inclusion; Vice President of Campus Life
9. Review the array of student support services, with particular attention to the Center for Diversity and Inclusion, and recommend a set of outcomes to advance the persistence and success of students.		• AY18 − Vice President of Campus Life
10. Provide small grant incentives that encourage collaboration across departments and student organizations, to develop and showcase innovative diversity and inclusion programs, build a sense of community and positively impact climate for faculty, staff, administrators, and students.		• AY18 − President's Council on Diversity & Inclusion • AY19 − President's Council on Diversity & Inclusion; Vice President of Campus Life; University Communications & Marketing

GOAL 3   Systems, Policies, and Procedures

AU's systems, policies, and procedures will facilitate diversity, inclusion, transparency, and accountability. We will evaluate, revise, and communicate changes in policies and protocols that will facilitate reports of bias and discrimination, improve clarity, provide transparency, promote fairness, and enhance accountability.

AY18	AY19	RESPONSIBILITY
11. Conduct an institutional policy review, regarding reporting on incidents of bias, discrimination claims, use of social media, accommodations, and grievances. Communicate changes to improve clarity, provide transparency, promote fairness, and enhance accountability.		• AY18 − University Communications & Marketing; Human Resources; Provost; President's Council on Diversity & Inclusion; Vice President of Campus Life • AY19 − University Communications & Marketing; Human Resources; Provost; President's Council on Diversity & Inclusion; Vice President of Campus Life
12. Implement a university-wide strategic communications plan for diversity and inclusion.		• AY18 − University Communications & Marketing • AY19 − University Communications & Marketing
13. Adopt consistent hiring committee policies and practices across the university to further equitable outcomes.		• AY18 − Human Resources; Provost • AY19 − Human Resources; Provost
14. Implement metrics for measuring outcomes and monitoring accountability at all levels.		• AY18 − President's Council on Diversity & Inclusion; Office of Institutional Research and Assessment • AY19 − President's Council on Diversity & Inclusion; Office of Institutional Research and Assessment
15. Recommend strategic oversight, coordination, and collaboration on the institution-wide diversity, equity, and inclusion goals to ensure ongoing monitoring, evaluation, and sustainability.		• AY18 − President; President's Council on Diversity & Inclusion • AY19 − President; President's Council on Diversity & Inclusion
16. Annually, provide a comprehensive update on progress made on the institutional diversity and inclusion plan. Ongoing progress will also be made throughout the year, as needed.		• AY18 − President; Provost; President's Council on Diversity & Inclusion; Vice President of Campus Life • AY19 − President; Provost President's Council on Diversity & Inclusion; Vice President of Campus Life

GOAL 4 Access and Equity

We will transform the way we recruit, hire, train, develop, evaluate, and recognize AU faculty, staff, and administrators to encourage the achievement of our diversity, equity, and inclusion goals.

AY18	AY19	RESPONSIBILITY
	17. Each school will institute an appropriate diversity and inclusion body to address diversity goals for hiring, inclusive pedagogy, and ongoing curricular efforts.	• AY19 − Provost
	18. Each administrative division will institute an appropriate set of diversity goals for hiring.	• AY19 − Vice Presidents
19. Pilot training program for faculty hiring committees and reappointment/promotion review committees, focused on recognizing and eliminating bias in the recruitment and promotion processes.		• AY18 − Provost; Human Resources • AY19 − Provost; Human Resources
20. Establish or strengthen community partnership opportunities that result in robust recruitment pipelines for faculty, staff, administrators, and students.		• AY18 − Alumni; Provost; Human Resources • AY19 − Alumni; Provost; Human Resources
	21. Build a pipeline of academic talent at AU by better leveraging existing faculty fellows and post-doctoral programs.	• AY19 − Provost

GOAL 5   Curriculum and Instruction

We will offer an inclusive core curriculum that advances a holistic learning experience and demonstrates AU's values of critical inquiry, intellectual engagement, and respectful discourse across diverse perspectives.

AY18	AY19	RESPONSIBILITY
22. Each school will participate in a professional development and learning programs focused on enhancing classroom climate.		• AY18 − Provost; Center for Teaching, Research & Learning • AY19 − Provost; Center for Teaching, Research & Learning
23. Implement the mandatory AU Experience (AUx) course by Fall 2018, resulting in all first-year students successfully transitioning to AU, exploring the concept of social identity, and modeling ways of communicating and living in a diverse society.		• AY18 − Provost • AY19 − Provost
24. Continue to develop and support the work of the Antiracist Policy and Research Center that will focus on increased knowledge and advancement of research on the systemic and structural barriers of racism in critical policy areas.		• AY18 − Provost • AY19 − Provost
25. Continue to develop and support the new African American and African Diaspora Studies major.		• AY18 − Provost • AY19 − Provost

We invite you to learn more at:
American.edu/Diversity

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