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| College of Agriculture and Life Sciences | |
| Initiative Number 1: Leadership training and communications | |
| 1. Inclusive Excellence Dimension(s) | (b) Campus Climate & Intergroup Relations; |
| 2. Constituent Group(s) | (c) Faculty Members; (d) Staff Members |
| 3. Initiative Description | In order to promote and foster a climate of inclusiveness within the college, we will utilize existing programs and create new leadership training opportunities to educate directors and department heads across the college about the value of inclusion and provide them the tools to incorporate those values into their daily operations. This “lead by example” approach will help improve the campus climate and strengthen intergroup relations (dimension b). The college will also encourage leaders to include “Diversity/Inclusion” on routine unit meeting agendas so that issues can be addressed, programs can be promoted, and it is transparent to everyone that this is an important initiative.  At the same time, through the CALS Diversity Council and the CALS Office of Communications and Marketing, we will communicate and celebrate our programs, successes, and challenges to both internal and external audiences using publications, videos, new releases, websites, and other avenues. This will not only help increase awareness about diversity and inclusion within the college, but will create a positive perception of it and encourage a wider constituency group to engage and promote the initiatives. |
| 4. Rationale | Leadership starts by setting an example. By having the college’s senior leadership, directors, and department heads at the core of a new initiative to promote, embrace, and become educated about diversity, inclusion and the Principals of Community, an example is set for the rest of the college that these are values that are integral to our mission. Once the college’s leadership is trained and engaged, they can then share these values with their faculty and staff. Also, a standing meeting agenda item for diversity and inclusion will keep the issue at the forefront.  Without communicating these programs and initiatives, support and participation will suffer; therefore, we are creating a robust communications plan that educates the college about the many existing diversity programs that are available to faculty and staff members and students, while also promoting the new initiatives and educating our college on inclusion.  By working in concert to educate our leaders on ways to incorporate inclusion across the college while also communicating these efforts, we will be able to nurture and steward diversity. |
| 5. Design | * **Leadership diversity training**: The Dean will issue a series of statements encouraging the college’s leadership to become Diversity Allies through existing UOPD courses throughout the year. The college will also work with UOPD to set up a series of concentrated classes during a specific time to make it possible for off-campus leaders to pursue a Diversity Ally certificate. Unit leaders can then serve to promote similar training for others within the department. The dean will also encourage “diversity/inclusion” to be a standing agenda item on unit meetings. * **Communications**: The Diversity Council will work with the Office of Communications and Development to create a strategic communications plan that uses press releases, photos, videos, etc., to promote and educate people about our inclusion programs. It will include a series of reminders and encouraging stories about the leaders going through the diversity-training program in hopes of motivating others. |
| 6. Responsibility | * The dean will expect all department heads and directors to attend existing UOPD training sessions. * The directors and department heads will encourage and facilitate others in their units to undergo similar training. * The Diversity Council will help develop training sessions specifically for CALS through UOPD. * The Diversity Council, in conjunction with the Office of Communications and Marketing, will promote and communicate both the training sessions and other diversity initiatives in the college. |
| 7. Accountability | The dean (and associate deans) will work with co-chairs of the CALS diversity council to ensure the work is completed. |
| 8. Timing | * **Leadership training:** In January 2014, the Dean will reach out to all college director and department heads to encourage them to go through the Diversity Ally program over the coming year and insert “Diversity and Inclusion” as a standing agenda item on reoccurring meetings. At this same time, the Diversity Council will work with UOPD to determine a defined time to hold a multi-day concentrated event for CALS faculty and staff who are located off-campus. * **Communication:** Communicating diversity and inclusion is an on-going process in the college. Though press releases, videos, publications, websites, and other materials, we are continuously telling stories and promoting our already existing diversity programs. As college leaders are completing training, we will promote their efforts, which will encourage others to take part in similar available programs. |
| 9. Measures | * **Leadership training:** Measure the number of college leaders who complete the diversity courses and complete the Diversity Ally Certificate, then the amount of faculty and staff who undergo the training. * **Communications:** Track the number of stories, videos, and other publication materials that highlight our inclusion programs or illustrate the diversity of CALS. |
| 10. Outcomes | By having the college leadership engage in and promote diversity initiatives and creating a robust communications plan to articulate the college’s diversity goals, we expect a greater awareness of D&I issues and volume of D&I discourse within Units. We anticipate that this will build a more inclusive environment where students, faculty, and staff feel welcome and respected. Staff and faculty will fully appreciate the reasoning behind the inclusion initiative and respect the importance of the goal.  This inclusive environment will in time lead to a more diverse college, which better reflects the larger community we serve. |

1. Inclusive Excellence Dimension – (a) Access and Success, (b) Campus Climate and Intergroup Relations, (c) Education and Scholarship, (d) Institutional Infrastructure
2. Constituent Group – (a) Undergraduate Students, (b) Graduate/Professional Students, (c) Faculty Members, (d) Staff Members, or (e) Other
3. Initiative Description – describe the initiative, citing the Inclusive Excellence Framework Dimension
4. Rationale – describe the original or current motivation for this initiative
5. Design – summarize the steps/actions to be taken, resources consulted, and process of implementation
6. Responsibility – designate an individual/group who has or will directly performed the work
7. Accountability – designate the unit leader who is responsible for initiative
8. Timing – describe the timeframe of the initiative (new or continued); target date(s) for progress/completion
9. Measures – assessment and other forms of data collected from or about the constituent group, to measure the efficacy of the initiative
10. Outcomes – describe the expected results