A Strategic Plan for Diversity, Equity, and Inclusion at Capital University

Steering Committee: Ralph Cochran, Jody Fournier, Andrea M. Karkowski, Mark Pringle

May 2021
Executive Summary

Diversity, Equity, and Inclusion (DEI) at Capital University embodies our institutional values to cultivate open dialogue and critical exploration, act in pursuit of human dignity and social justice, use multiple perspectives to create new knowledge and solutions, develop and apply the innate gifts of each person for the good of society, celebrate an empowering, faith-friendly environment of inclusion and respect, and nurture joy in our daily experience and optimism for a better future (Capital University Mission, Vision, and Values). To advance this work, 68 staff and faculty from across the institution explored questions of institutional philosophy related to DEI, organizational structures that support DEI, DEI intersections, student experiences, employee experiences, the roles and purpose of higher education, and making progress in DEI. These conversations resulted in 100 high priority Action Items and 54 medium priority action items. Through a Gallery Walk and survey to the campus community, we have distilled the top 11 high priority Action Items to initiate during summer 2021. These Action Items are:

1. Campus tour guides and athletics tours must provide accurate information/representation of the ODI; Work alongside ODI to draft the language.
2. Intentionally focus student recruitment efforts on neighborhoods around Capital that are more diverse than our campus community is.
3. Develop a group on campus to identify initiatives to help students feel like they belong on campus.
4. Increase wages to be more competitive and to retain faculty and staff.
5. Provide employees with training about civil discourse and how to have difficult conversations related to diversity, equity, and inclusion. Hold those conversations.
6. Engage students, faculty, and staff in cultural awareness and navigation training in transition experiences including Smooth Transitions, orientations, Welcome Weekend, and first year seminars to prepare them for engaging with the external community in both curricular and co-curricular activities.
7. Clarify communication about bias incident reports: Clarify who is on the team that handles bias reports and how the team responds to reports. Make Ethics Point & other reporting options more accessible to all faculty, students, and staff.
8. Clarify communication about bias incident reports: What happens after a report is made? Are reports anonymous? Who can take reports? Are there disciplinary actions involved? When does HR get involved? How do we close the loop and help students feel heard?
9. Provide more visible posting and circulation of Capital’s Human Dignity policy, with clearer information about how to report acts of discrimination.
10. Hire a full-time CDO (Chief Diversity Officer or equivalent).
11. Develop a DEI group on campus.
A Strategic Plan for Diversity, Equity, and Inclusion at Capital University

Background

Nearly 90 years into its 191 years history, Capital University began to diversify its student population, first by admitting female students in 1918, then by admitting African American students in the 1920s. Since that time the proportion of female students has grown to become a majority of the student population and students of color represent approximately 24% of the student population. While the university has had some success in recruiting a more diverse student population, efforts to diversify the faculty and staff have stagnated. Specifically, for the last two decades the proportion of faculty who are from underrepresented groups has hovered around 11% and for staff and administrators that proportion has been around 12% (Capital University Fact Book). It is clear that more work needs to be done to recruit, retain, and make Capital University a welcoming place for diverse student, faculty, and staff populations.

In 2015 and 2016, the university engaged in a campus-wide strategic planning process led by the Office of Diversity and Inclusion (ODI). This process resulted in a diversity statement for the university and a strategic plan comprising five pillars: Education, Professional Development, Marketing and Communication, Community Engagement, Climate, and Recruiting and Engagement. Modest success was realized with this plan, with verifiable progress made for only 32% of the 87 action items identified in the plan.

Some of the lack of progress for implementing the 2016 Diversity and Inclusion Strategic Plan can be attributed to the university re-focusing its attention to a university-wide strategic planning process led by the president’s office. While the university-wide strategic planning process included a Core Strategy to “Distinguish Capital as a Proactive Agent of Inclusion” the final strategic plan documents did not embrace the systemic changes that are needed to make Capital University a place that actively support DEI.

In 2020, with changes in university leadership as well as national events that have highlighted the continued systemic racism that members of our community experience, we needed to renew and refocus the institution’s efforts for DEI. This current strategic planning effort built upon the president’s goal to “Develop clear strategy, deliberate focus, and sustained action to eliminate racial injustice and significantly advance diversity and inclusion across the university”, intentionally increased engagement in the process so that employees from across all three campuses participated, and charted a path for Capital University to make continued progress toward DEI.

Process and Timeline

A Steering Committee (described below) was convened to develop the process and seek support from the President’s Cabinet. Table 1 outlines the strategic planning process and timeline.

Table 1. Process and Timeline.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2020</td>
<td>The Steering Committee identified the Analysis Teams (described below), recruited the team leaders, recruited staff and faculty to participate in the Analysis Teams, and drafted the Climate Surveys (described below) for students and employees.</td>
</tr>
<tr>
<td>October 2020</td>
<td>The Steering Committee developed the discussion prompts to guide the Analysis Team discussions, administered the Climate Surveys to students and employees, and developed the evidence files (described below) for the Analysis Teams.</td>
</tr>
<tr>
<td>November 2020</td>
<td>The Steering Committee analyzed the survey data, met with the Analysis Team leaders to provide the charge to the Analysis Teams.</td>
</tr>
<tr>
<td>December 2020 – April 2021</td>
<td>The Analysis Teams engaged in the guided discussions, documented their work, and developed action items. The Steering Committee provided information and support as requested. The Steering Committee met with the Analysis Team leaders and hosted a meeting with the president. Analysis Teams submitted their reports with the action items. Members of the Steering Committee worked with the Web Development Team to design a webpage to publically document the process and progress of the Strategic Plan.</td>
</tr>
</tbody>
</table>
The campus community was asked to provide feedback about the action items via a Gallery Walk and a survey. The Steering Committee used the feedback to prioritize the Action Items. The Steering Committee developed and submitted this report to the President.

Steering Committee

The Steering Committee (see Table 2) included members of the President’s Cabinet, two of which were President’s Cabinet Sponsors of the strategic planning process, as well as individuals with extensive experience in leading strategic and self-study processes that have resulted in systemic, measurable changes at Capital University. The Steering Committee outlined the strategic planning process and timeline; administered and analyzed the Climate Survey results for students and employees; recruited the Analysis Team leaders and members; populated the evidence files for the Analysis Teams; provided a structure to guide the Analysis Team discussions; led discussions with the Analysis Team leaders; provided general support to the Analysis Teams, when requested to do so; solicited campus community feedback about the action items; and compiled this final report.

Table 2. Steering Committee members.

<table>
<thead>
<tr>
<th>Person</th>
<th>Title</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ralph Cochran</td>
<td>Director</td>
<td>Diversity &amp; Inclusion</td>
</tr>
<tr>
<td>Jody S. Fournier</td>
<td>Provost &amp; Vice President</td>
<td>Student Learning &amp; Development</td>
</tr>
<tr>
<td>Andrea M. Karkowski</td>
<td>Professor &amp; Assistant Provost</td>
<td>Psychology &amp; Student Learning &amp; Development</td>
</tr>
<tr>
<td>Mark Pringle</td>
<td>Director &amp; Diversity Officer</td>
<td>Human Resources</td>
</tr>
</tbody>
</table>

Analysis Teams

Analysis Team leaders were selected to provide diverse perspectives across all areas of the institution as well as specific expertise in their Analysis Team topics. Analysis Team membership was open to all staff, faculty and students at the institution. Table 3 identifies the Analysis Teams, team leaders, and team membership.

Table 3. Analysis Team membership.

<table>
<thead>
<tr>
<th>Person</th>
<th>Title</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Philosophy about Diversity and Inclusion at Capital University Analysis Team</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ralph Cochran*</td>
<td>Director</td>
<td>Diversity &amp; Inclusion</td>
</tr>
<tr>
<td>Jody S. Fournier*</td>
<td>Provost &amp; Vice President</td>
<td>Student Learning &amp; Development</td>
</tr>
<tr>
<td>Becky Hare</td>
<td>Lead Groundskeeper</td>
<td>Facilities</td>
</tr>
<tr>
<td>Josh Matthews</td>
<td>Adjunct Faculty</td>
<td>Health &amp; Sport Sciences</td>
</tr>
<tr>
<td>Liam O’Loughlin*</td>
<td>Assistant Professor</td>
<td>English</td>
</tr>
<tr>
<td>Jennifer Patterson</td>
<td>Vice President</td>
<td>Advancement</td>
</tr>
<tr>
<td>Amanda Ramey</td>
<td>Associate Registrar</td>
<td>Law School</td>
</tr>
<tr>
<td>Deb Shields</td>
<td>Professor</td>
<td>Nursing</td>
</tr>
<tr>
<td>Bradley Smith</td>
<td>Professor</td>
<td>Law</td>
</tr>
<tr>
<td>JP Spagnolo</td>
<td>Vice President</td>
<td>Strategic Enrollment Management</td>
</tr>
<tr>
<td><strong>Organizational Structures that Support Diversity and Inclusion Analysis Team</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eric Anderson*</td>
<td>Director</td>
<td>Career Development</td>
</tr>
<tr>
<td>Joel Ashley</td>
<td>Associate Director</td>
<td>Student Success</td>
</tr>
<tr>
<td>Person</td>
<td>Title</td>
<td>Area</td>
</tr>
<tr>
<td>------------------------------</td>
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<td>----------------------------------------------</td>
</tr>
<tr>
<td>Marcelius Braxton*</td>
<td>Assistant Dean of Student Administration</td>
<td>Law School</td>
</tr>
<tr>
<td>Ashley Huff*</td>
<td>Associate Director</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Larry Hunter</td>
<td>Director</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>Melissa Lung</td>
<td>Executive Administrative Assistant</td>
<td>President’s Office and University Counsel</td>
</tr>
<tr>
<td>William Mea</td>
<td>Vice President</td>
<td>Business &amp; Finance</td>
</tr>
<tr>
<td>Jason Owen</td>
<td>Assistant Dean &amp; Director of Admissions</td>
<td>Law School</td>
</tr>
<tr>
<td>Betsy Pike</td>
<td>Assistant Professor</td>
<td>Media</td>
</tr>
<tr>
<td>Dustin Rudegeair</td>
<td>Assistant Director</td>
<td>Athletics</td>
</tr>
<tr>
<td>Deanna Wagner</td>
<td>Dean</td>
<td>Engagement &amp; Success</td>
</tr>
<tr>
<td>Intersections Analysis Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jennifer Adams*</td>
<td>Director</td>
<td>Center for Global Education</td>
</tr>
<tr>
<td>Eli Cucksey</td>
<td>Head Librarian</td>
<td>Hamma Library</td>
</tr>
<tr>
<td>Jennifer Faison Kelly*</td>
<td>Professor</td>
<td>Education</td>
</tr>
<tr>
<td>Keirsten Moore</td>
<td>Associate Provost of Learning</td>
<td>Student Learning &amp; Development</td>
</tr>
<tr>
<td>Jean Scholz Mellum</td>
<td>Assistant Professor</td>
<td>Nursing</td>
</tr>
<tr>
<td>Joy Schroeder*</td>
<td>Professor</td>
<td>Religion &amp; Philosophy &amp; Trinity Lutheran Seminary</td>
</tr>
<tr>
<td>Drew Tucker</td>
<td>University Pastor</td>
<td>Campus Ministries</td>
</tr>
<tr>
<td>Employees Analysis Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesly Boateng</td>
<td>Administrative Assistant</td>
<td>Student &amp; Community Engagement</td>
</tr>
<tr>
<td>Kunal Chatterjee</td>
<td>Adjunct Faculty</td>
<td>Biological &amp; Environmental Sciences</td>
</tr>
<tr>
<td>Terry Lahm</td>
<td>Senior Associate Provost of Operations &amp; IE</td>
<td>Student Learning &amp; Development</td>
</tr>
<tr>
<td>Jennifer Larson*</td>
<td>Associate Professor</td>
<td>Biological &amp; Environmental Sciences</td>
</tr>
<tr>
<td>Mandy Lautzenheiser</td>
<td>Area Director</td>
<td>Residential &amp; Commuter Life</td>
</tr>
<tr>
<td>Terri Meng</td>
<td>Maintenance Technician</td>
<td>Facilities</td>
</tr>
<tr>
<td>Mark Pringle</td>
<td>Director &amp; Diversity Officer</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Kyrsten Robinette*</td>
<td>Associate Director</td>
<td>Alumni Engagement</td>
</tr>
<tr>
<td>Jonte Roddy</td>
<td>Enrollment Services Specialist</td>
<td>Law School</td>
</tr>
<tr>
<td>Thomas Zuger</td>
<td>Professor &amp; Interim Dean</td>
<td>Conservatory of Music</td>
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<tr>
<td>Students Analysis Team</td>
<td></td>
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<tr>
<td>Nisreen Daoud*</td>
<td>Assistant Professor</td>
<td>Education</td>
</tr>
<tr>
<td>Bruce Epps</td>
<td>Director</td>
<td>Academic Success</td>
</tr>
<tr>
<td>Anthony Gholson</td>
<td>Assistant Basketball Coach</td>
<td>Athletics</td>
</tr>
<tr>
<td>Halle Hara*</td>
<td>Professor &amp; Director of Academic Success</td>
<td>Law School</td>
</tr>
<tr>
<td>Lynda Hasseler</td>
<td>Professor &amp; Director of Choral Activities</td>
<td>Conservatory of Music</td>
</tr>
<tr>
<td>Nathan Howell</td>
<td>Instructor</td>
<td>Biological &amp; Environmental Sciences</td>
</tr>
<tr>
<td>Susan Hunter</td>
<td>Director of Marketing</td>
<td>Public Relations</td>
</tr>
<tr>
<td>Sherry Mong</td>
<td>Associate Professor</td>
<td>Sociology and Criminology</td>
</tr>
<tr>
<td>Abby Righter*</td>
<td>Area Director</td>
<td>Residential &amp; Commuter Life</td>
</tr>
<tr>
<td>Abbey Rutschilling</td>
<td>Program Coordinator</td>
<td>Student Community &amp; Engagement</td>
</tr>
<tr>
<td>Elizabeth Sutton</td>
<td>Adjunct Faculty</td>
<td>Nursing</td>
</tr>
<tr>
<td>Roles and Purpose of Higher Education to Support Diversity and Inclusion Analysis Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Ashbrook</td>
<td>Professor</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

* Denotes an Analysis Team Leader
Climate Survey

The scales used for the Climate Survey were adapted from climate surveys administered at other colleges and universities. One survey was developed for and administered to employees and a second survey was developed for and administered to students. Table 4 contains the scales and internal reliability for the employee survey and Table 5 contains the scales and internal reliability for the student survey.

Table 4. Employee Survey Scales and Internal Reliability.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cronbach’s $\alpha$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic Items</td>
<td>NA</td>
</tr>
<tr>
<td>1 Satisfaction with Capital University Item</td>
<td>NA</td>
</tr>
<tr>
<td>13 Campus Climate items</td>
<td>.911</td>
</tr>
<tr>
<td>13 Belonging Items</td>
<td>.885</td>
</tr>
<tr>
<td>8 Campus Tension Items</td>
<td>.270</td>
</tr>
<tr>
<td>24 Disparaging Remarks Items</td>
<td>.916</td>
</tr>
<tr>
<td>15 Discrimination Experiences Items</td>
<td>.696</td>
</tr>
<tr>
<td>7 Work Responsibilities Related to Diversity and Inclusion Items</td>
<td>.511</td>
</tr>
<tr>
<td>8 Valuing Diversity and Inclusion Items</td>
<td>.618</td>
</tr>
<tr>
<td>1 Other Comments Items</td>
<td>NA</td>
</tr>
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</table>

Table 5. Student Survey Scales and Internal Reliability.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cronbach’s $\alpha$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic Items</td>
<td>NA</td>
</tr>
<tr>
<td>1 Satisfaction with Capital University Item</td>
<td>NA</td>
</tr>
<tr>
<td>13 Campus Climate Items</td>
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<tr>
<td>Scale</td>
<td>Cronbach’s $\alpha$</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>13 Belonging Items</td>
<td>.896</td>
</tr>
<tr>
<td>10 Diversity and Inclusion Interaction Items</td>
<td>.824</td>
</tr>
<tr>
<td>2 Previous Experiences with Diversity and Inclusion Items</td>
<td>NA</td>
</tr>
<tr>
<td>15 Discrimination Experience Items</td>
<td>.832</td>
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<tr>
<td>10 Feeling Valued/Fair Treatment Items</td>
<td>.934</td>
</tr>
<tr>
<td>14 Learning about Diversity and Inclusion items</td>
<td>.740</td>
</tr>
<tr>
<td>8 Valuing Diversity and Inclusion Items</td>
<td>.742</td>
</tr>
<tr>
<td>1 Other Comments Item</td>
<td>NA</td>
</tr>
</tbody>
</table>

Survey results\(^1\) revealed the following significant differences ($p < .05$) across demographic groups for employees (N = 226): People who identified as female reported more experienced with discrimination than people who identified as male. People who identified as being from an underrepresented race or ethnicity reported a more negative campus climate, a lower sense of belonging, hearing more disparaging remarks from faculty and staff, and more experiences with discrimination than people who identified as white. People who identified as non-Christian reported a more negative campus climate than people who identified as Christian. Employees who reported that they had a physical or mental accessibility need reported lower satisfaction with Capital University and a more negative campus climate. Staff reported a lower sense of belonging than faculty, as well as having fewer work responsibilities related to diversity and inclusion. Part time employees indicated higher satisfaction with Capital University, a more positive campus climate, greater belonging, and having more work responsibilities related to diversity and inclusion than full time employees.

For students (N = 298) the survey results indicated that people who identified as female felt less safe on campus and value diversity and inclusion more than people who identified as male. Relative to students who identified as heterosexual, students who identified as not being heterosexual, reported a more negative campus climate, and feeling less safe on campus, as well as having more interactions with diverse peers. Students from underrepresented groups reported being less satisfied with Capital University, a more negative campus climate, a lower sense of belonging, and more experiences with discrimination than white students; they also indicated that they were less likely to be listened to, valued, and treated fairly than white students. Students who identified with the military were less likely than students not in the military to value diversity and inclusion. First generation students reported lower scores for being treated fairly and learning about diversity and inclusion than students who did not identify as first generation. Students who reported being Pell Eligible reported lower satisfaction with Capital University, a more negative a campus climate, and a lower sense of belonging than non-Pell Eligible students; they also felt that they were less likely to be listened to and treated fairly than non-Pell Eligible students.

**Evidence Files and Resources**

Analysis Teams had access to the following documents via a SharePoint site and they could request additional information if they needed it for their discussions.

- **Student Census Data**: Contains student counts disaggregated by demographic variables for the last three academic years
- **2013 FOE Diversity Dimension Report**: Summary report from the diversity group that participated in the Foundations of Excellence -- First Year process
- **2013 FOE Diversity Summary Report with Feedback**: Summary report from the diversity group that participated in the Foundations of Excellence -- First Year process with feedback from John Gardner
- **2015 Campus Cultural Diversity Report**: Student research about what aspects of diversity Capital was doing well and what needed to be improved

\(^1\) Members of the Capital University community can access the full survey results via [SharePoint](#).
1. **Philosophy about Diversity and Inclusion at Capital University**: The current DEI statement feels generic and unspecific to Capital and it is not communicated well. An updated philosophy of DEI statement should be more specific to this institution. We can better connect the philosophy to the work of education. We might want to emphasize transformation: a shared project for students, faculty, and staff. Our philosophy is not implemented across the curriculum. Current diversity statement has a brief rationale for diversity, but doesn’t have an elaborate or detailed explanation. Philosophy for DEI comes up routinely in President’s cabinet meetings; however, the definition of “diversity” remains hazy in those meetings. Resources for doing diversity work aren’t widely available across the university, nor are they consistently referred to. The DEI philosophy statement should be used for hiring and recruiting students. We also need to recognize that each of the schools has a different reputation, especially in relation to diversity – need to look for common ground.

2. **Organizational Structures that Support Diversity and Inclusion**: Capital University is falling behind on DEI issues and really needs to put funding into DEI efforts. It will affect revenue generation at some point. The university needs a strong anti-racist positioning and this starts with top leadership. While we are not sure of all of the duties for the ODI director, the HR director, and the Law School’s Assistant Dean DEI duties in association to each other, we believe that there needs to be a Chief Diversity Officer (CDO) over all DEI for the University (students, faculty, administrators, and staff). Capital University needs a larger group on campus devoted to DEI efforts, policies, and projects. There needs to be a system of communication of DEI to campus and the broader community, as well as formalized reporting of DEI efforts on campus. The CDO and DEI group can then assist in keeping departments and individuals on goal and accountable.

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1 Members of the Capital University community can access the full Analysis Team reports via [SharePoint](#).
3. **Intersections:** Promoting a diverse and inclusive community requires recognizing that the Lutheran tradition has had a mixed track record in the area of diversity and inclusion (e.g., numerous Lutherans have been complicit in colonialism, racism, sexism, anti-LGBTQ sentiment, religious-based violence, anti-Judaism, and anti-Semitism). Both the Evangelical Lutheran Church in America (ELCA) with which Capital University is affiliated, and the Lutheran World Federation (LWF, a global federation of Lutheran bodies from Africa, Asia, Europe, Australia, and the Americas), have made significant commitments to challenging racism, anti-Judaism, sexism, colonialism, and other forms of oppression that are barriers to full inclusion. In addition, through many different venues (e.g., campus ministry programs, workshops and trainings, Signature Learning classes, and interfaith spaces on campus) Capital University is working to address issues of DEI as they apply to understanding religion and faith practices. More work needs to be done in several areas; for example, we have observed that introduction to the Lutheran tradition and to Capital’s religious affiliation is often cursory and sometimes inaccurate. When the University calendar is set, there could be more attention to the timing of religious observances that impact faculty, staff, and students. Students have reported that professors have not offered accommodations for religious observance. Some Christians, including Lutherans, have reported feeling disparaged or marginalized by comments made by community members. Students do not always know when and how to report bias by a professor or staff member.

4. **Employees:** Through critical conversation, survey analysis, and data gathering, we conclude that the Capital University climate is generally supportive of diversity and is an inclusive community in a lot of ways for all employees on campus with employees from underrepresented races/ethnicities rating their satisfaction no different from white employees. However, after viewing survey results underrepresented employees expressed concerns regarding campus climate, rating it more negatively than white employees and reporting a lower sense of belonging. The major conclusion from this committee is that there is a great need to increase the amount of diversity on campus and that efforts to educate current employees on inclusive practices and behaviors should continue. Doing so will positively impact the entire campus community as increasing our diversity at the employee level will give students a greater chance at finding individuals to identify with and see as mentors in multiple capacities. Increasing our diversity and being more inclusive will also help to retain employees, especially those from underrepresented groups. A major focus of this initiative should be in changing the recruitment and hiring strategies employed with new hires. There are already positive changes being implemented in our hiring practices such as requiring at least one candidate for a position to be from an underrepresented group. Our committee made suggestions on how to emphasize the importance of diversity on our campus at all levels of the hiring process including meetings with a representative from Human Resources prior to starting a search and requiring diversity statements from applicants.

5. **Students:** Students have expressed that they do not feel as though they are being heard and they call out the administration to listen to them and to fix things. The existing channels to make their voices heard are often not used by students, which has led to concerns about social media use and tagging Capital. Students may not know what their role is in diversity, equity, and inclusion; or may have a different idea of what that is from the University. The University should consult with students on how they can use their voices effectively. The process for reporting bias incidents is not well developed or publicized and recent staffing changes have contributed to this. Students are able to report bias incidents anonymously and they struggle with identifying what is a reportable offense. Students express that the faculty and staff are not diverse. While there are some positive trends in admission, the demographics of the campus does not represent society. In addition, Capital is not doing well at retaining diverse students. Residence Life does more one-on-one retention efforts for particular students who are struggling. The university’s DEI goals are either absent or not well advertised; these could easily be promoted in Town Hall discussions with faculty and staff. DEI goals can be incorporated into shared learning outcomes and Signature Learning. The university would benefit from regular DEI strategic planning every few years.

6. **Roles and Purpose of Higher Education to Support Diversity and Inclusion:** Across the university, it is clear from course names and descriptions that diversity and inclusion is included in the curriculum. However, it is less clear that the curriculum covers the breadth of diversity and inclusion including race, gender, LGBTQIA+, disability, religion, and political affiliation. There appear to be limited required courses with a DEI focus (e.g., UC270) and these courses occur early in a student’s experience. There also appears to be limited focus on the development of cultural competency/fluency skills across the curriculum. Capital has a number of student organizations with a diversity focus in their membership and/or programming. However, there is no clear expectation for engagement with DEI co-curricular experiences, particularly for graduate students. There is often low student participation in DEI events.
sponsored by student organizations by students who are not already members of the organization. It is important to be intentional about who is asked to implement the recommended action items in order to not disproportionately add to the work/expectations of groups/organizations/staff members who have DEI as part of their mission or responsibility. We need a clear definition of who our external community is and how this may have changed in our online/remote environment. Capital has many strong curricular and co-curricular community engagement opportunities and long-standing relationships with community partners. It is important that we continue to prepare students, faculty, and staff to engage with the external community in ways that enhance student learning and development, professional development, and the lived experiences of our external community members. It is important that we ensure we are using our existing community engagement resources to intentionally address issues of DEI. Capital University can and should serve as a model of DEI best practices in education. Capital could serve as an engine of economic opportunity for individuals from the local community (education and career opportunities). Capital students, staff, and faculty have consistently demonstrated an interest in engaging with the external community.

7. **Making Progress on Diversity and Inclusion:** Overall, Capital collects data well and offers some level of analysis of data collected. However, there are needed improvements. We need to better define outcomes, set target indicators, develop a logic model that specifies short-term and long-term outcomes as well as interventions and assessments and better integrate collected/gathered data systematically and cyclically. We identified specific signature learning outcomes and courses as primary areas for teaching and assessing DEI in the curriculum: Signature Learning Outcomes, UC 270: Cultural Pluralism, UC 370: Global Systems, and a set of diversity courses. We discussed many ways in which DEI training and resources can be integrated into employees’ work lives and our campus community (e.g., develop a team of staff/faculty who are trained to provide leadership in the area; workshops, lunch and learn; new employee orientation; more consideration of diversity when selecting speakers, guest lecturers, commencement speakers, etc.). When we think effectiveness, we must consider how someone feels when they think of Capital University or how they feel when on campus. An individual must see or know that Capital University is a place where they belong. To change perceptions, the University must hold leaders accountable for ensuring DEI efforts are implemented, assessed, and reimagined; make public statements about our efforts to be an anti-racist campus; implement required training for all employees; embed DEI learning across the curriculum on all campuses; and engage the campus and greater Columbus communities in addressing systemic racism and bias. If implemented, assessed, and reimagined, the recommended action items of this strategic planning process will create change in our processes and procedures, and in the minds of our community. Members of the community will feel free to report micro-aggressions without fear of retaliation and incidences of micro-aggressions will decrease. Those in leadership positions will self-monitor and invest in professional and personal growth. New users of our campuses will feel a change. When Capital University is mentioned in conversations or stories, individuals will think of Capital as an inclusive community that recognizes its privilege, evolves to be a better learning community, and embraces all.

**Full List of Action Items**

Table 6. Action Items Sorted by Topic and Priority.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Topic</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Accountability</td>
<td>Hire a director for the Center for Faith and Learning to lead training, education, conversations, and initiatives related to faith and diversity.</td>
</tr>
<tr>
<td>High</td>
<td>Accountability</td>
<td>Develop leadership and accountability structures.</td>
</tr>
<tr>
<td>High</td>
<td>Accountability</td>
<td>Establish specific implementation timeline for accountability.</td>
</tr>
<tr>
<td>High</td>
<td>Accountability</td>
<td>Charge to President and Provost to ensure that DEI is an essential component of any conversations we are having with the “Alliance”. Implement policies so that this work continues after presidential transition and in the event of alliance implications.</td>
</tr>
<tr>
<td>High</td>
<td>Accountability</td>
<td>Include DEI action items for all three campuses.</td>
</tr>
<tr>
<td>Medium</td>
<td>Accountability</td>
<td>Include better definitions and expectations in annual evaluations for all employees. May need to have several different evaluation forms for different employees.</td>
</tr>
<tr>
<td>Medium</td>
<td>Accountability</td>
<td>Develop and launch a mechanism for community to submit feedback and suggestions on a regular basis regarding DEI work (positive, neutral, negative).</td>
</tr>
<tr>
<td>Priority</td>
<td>Topic</td>
<td>Action Item</td>
</tr>
<tr>
<td>----------</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Medium</td>
<td>Accountability</td>
<td>Record in departmental annual reports the DEI work that is happening each year (what we’ve observed, learned, and plan for change). Reviewed by the CDO (Chief Diversity Officer), and reported to the DEI group.</td>
</tr>
<tr>
<td>High</td>
<td>Assessment</td>
<td>Rephrase the question “how will we know that we have been effective?” to, “when you come to our campus how do you know we value inclusion?”</td>
</tr>
<tr>
<td>High</td>
<td>Assessment</td>
<td>Define what effective means (in the context of implementing the DEI Action Items) and develop assessment measures to evaluate.</td>
</tr>
<tr>
<td>High</td>
<td>Assessment</td>
<td>Implement exit interviews with students with community experience. This should be done if not already; if exit interviews are taken, these should include DEI. Generate language that could be used for these exit interviews.</td>
</tr>
<tr>
<td>High</td>
<td>Assessment</td>
<td>Dive deeper into retention data. Dive into trends and what we are seeing from various groups and how to take action on these data.</td>
</tr>
<tr>
<td>Medium</td>
<td>Assessment</td>
<td>Develop logic model (a tool for planning assessment) which clearly defines outcomes and needed steps to achieve outcomes; define key performance indicators and set target levels.</td>
</tr>
<tr>
<td>Medium</td>
<td>Assessment</td>
<td>Develop ongoing assessment processes for logic model – both assessment of the outcomes and the model; close the feedback loop.</td>
</tr>
<tr>
<td>Medium</td>
<td>Assessment</td>
<td>Develop and implement a process to collect, store, and analyze data.</td>
</tr>
<tr>
<td>Medium</td>
<td>Assessment</td>
<td>Designate responsible party for integrating all data and communicating results to stakeholders.</td>
</tr>
<tr>
<td>Medium</td>
<td>Assessment</td>
<td>Integrate outcome data with other data.</td>
</tr>
<tr>
<td>Medium</td>
<td>Assessment</td>
<td>Assess student learning outcomes across coursework.</td>
</tr>
<tr>
<td>Medium</td>
<td>Assessment</td>
<td>Identify successes and failures of implementing the strategic plan on unit annual reports.</td>
</tr>
<tr>
<td>High</td>
<td>Benchmarks &amp; Goals</td>
<td>Create survey to inventory current DEI work and infrastructure. Can several people/offices work together to lead? Three-question survey to campus departments at both Bexley and Law School: What do they currently do to support DEI? What are they planning to do regarding DEI? What assistance do they need?</td>
</tr>
<tr>
<td>High</td>
<td>Benchmarks &amp; Goals</td>
<td>Implement top-down vision and mandate with specific benchmarks to encourage coordination of CU’s DEI work.</td>
</tr>
<tr>
<td>High</td>
<td>Benchmarks &amp; Goals</td>
<td>Benchmark CU’s situation compared with other institutions (to see how we compare)</td>
</tr>
<tr>
<td>High</td>
<td>Benchmarks &amp; Goals</td>
<td>Make the DEI goals easy to find.</td>
</tr>
<tr>
<td>High</td>
<td>Benchmarks &amp; Goals</td>
<td>Provide an opportunity for the institution to be intentional about DEI progress.</td>
</tr>
<tr>
<td>High</td>
<td>Benchmarks &amp; Goals</td>
<td>Engage constituents in creation of DEI goals, maintain ongoing conversation to make adjustments to these goals.</td>
</tr>
<tr>
<td>High</td>
<td>Benchmarks &amp; Goals</td>
<td>Encourage staff to include DEI goals in their offices, support services. How can campus offices include these goals in their work? How can we demonstrate these goals for students/visitors to see?</td>
</tr>
<tr>
<td>High</td>
<td>Benchmarks &amp; Goals</td>
<td>Have CU articulate what we are doing on a daily basis to live out the DEI goals.</td>
</tr>
<tr>
<td>Medium</td>
<td>Benchmarks &amp; Goals</td>
<td>Create specific goals and ensure the follow-through on assessment. Seems that the structure exists for assessment in student life and in classrooms. Follow up on assessments being done.</td>
</tr>
<tr>
<td>High</td>
<td>Bias Reporting</td>
<td>Provide more visible posting and circulation of CU’s Human Dignity policy, with clearer information about how to report acts of discrimination.</td>
</tr>
<tr>
<td>High</td>
<td>Bias Reporting</td>
<td>Create or articulate clear pathways for reporting acts of religious bias. Create a readily accessible student-centered reporting tool to report religious bias and discrimination. Ensure that the terms “religious bias” and “religious discrimination” are carefully defined (in conjunction with the terminology used the Human Dignity policy). Create or better publicize a readily accessible reporting tool for employees to report religious bias and discrimination.</td>
</tr>
<tr>
<td>High</td>
<td>Bias Reporting</td>
<td>Refine the bias complaint process for employees. Corrective actions are addressed in the handbook, but not complaints. Grievances are addressed in the handbook but seem more formal than “complaints”. Complaints seem to be handled similar to Grievances if there is a serious offense. But what about the issues in between, that likely are already known to be issues needing mediation.</td>
</tr>
<tr>
<td>High</td>
<td>Bias Reporting</td>
<td>Instead of diversity statements on every syllabi a more effective and honest approach is to provide resources for students who are experiencing discrimination at the university (student support resources).</td>
</tr>
<tr>
<td>High</td>
<td>Bias Reporting</td>
<td>Provide students a consistent way to provide feedback in real time.</td>
</tr>
<tr>
<td>High</td>
<td>Bias Reporting</td>
<td>Clarify communication about bias incident reports: What happens after a report is made? Are reports anonymous? Who can take reports? Are there disciplinary actions involved? When does HR get involved? How do we close the loop and help students feel heard?</td>
</tr>
</tbody>
</table>

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**Notes:**
- The **Priority** column indicates the importance level (Medium or High) for each action item.
- The **Topic** column specifies the area of focus for each action item, such as Accountability, Assessment, Benchmarks & Goals, and Bias Reporting.
- The **Action Item** column details the specific activities or strategies being proposed.
<table>
<thead>
<tr>
<th>Priority</th>
<th>Topic</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Bias Reporting</td>
<td>Clarify communication about bias incident reports: Clarify who is on the team that handles bias reports and how the team responds to reports. Make Ethics Point &amp; other reporting options more accessible to all faculty, students, and staff.</td>
</tr>
<tr>
<td>High</td>
<td>Bias Reporting</td>
<td>Make the bias reporting process explicit and shared and common knowledge for everyone. Create a FAQ/process page? Provide training for reporting bias incidents.</td>
</tr>
<tr>
<td>Medium</td>
<td>Bias Reporting</td>
<td>Implement a bias incident response team. This can be a specific position to hire for in the future or a criterion of a future staff hire. Streamline the process for reporting would be beneficial for the entire campus.</td>
</tr>
<tr>
<td>High</td>
<td>Campus Culture</td>
<td>Communicate the timeline for the nickname change and encourage administration to act expeditiously.</td>
</tr>
<tr>
<td>High</td>
<td>Campus Culture</td>
<td>Explain why diversity is important to us. What does diversity do and what do we miss when we don’t reach our goals around diversity?</td>
</tr>
<tr>
<td>High</td>
<td>Campus Culture</td>
<td>Rewrite the current DEI statement. Updated diversity statement needs an elaborate and extended rationale, with attention to both Capital’s history of exclusion and efforts towards inclusion. The statement needs to define diversity more precisely, beyond “differences that exist among people.”</td>
</tr>
<tr>
<td>High</td>
<td>Campus Culture</td>
<td>Engage many different people to work on DEI efforts with existing resource: Curriculum (e.g., social justice minor; cultural pluralism class); Student programming (e.g., diverse authors/speakers); Res Life (e.g., RA training on DEI); Marketing (e.g., choose images and language that reflect diversity).</td>
</tr>
<tr>
<td>High</td>
<td>Campus Culture</td>
<td>Teach students why DEI matters even for white students and how to deal with discomfort.</td>
</tr>
<tr>
<td>High</td>
<td>Campus Culture</td>
<td>Develop a group on campus to identify initiatives to help students feel like they belong on campus.</td>
</tr>
<tr>
<td>Medium</td>
<td>Campus Culture</td>
<td>Create an updated DEI plan that can be shared and implemented at all three campuses, is applicable, and easy to access.</td>
</tr>
<tr>
<td>Medium</td>
<td>Campus Culture</td>
<td>Create a DEI program at the Law School, similar to the Smooth Transitions program currently on main campus.</td>
</tr>
<tr>
<td>Medium</td>
<td>Campus Culture</td>
<td>Add an option in the current computer system for students, faculty, and staff to select their preferred gender pronoun.</td>
</tr>
<tr>
<td>Medium</td>
<td>Campus Culture</td>
<td>Invite all faculty/staff to a Diversity and Inclusion Strategic Planning Gallery Walk.</td>
</tr>
<tr>
<td>Medium</td>
<td>Campus Culture</td>
<td>Start a mentoring program where underrepresented faculty can serve as mentors to underrepresented students through the ODI.</td>
</tr>
<tr>
<td>Medium</td>
<td>Campus Culture</td>
<td>Create a DEI Endorsement program (via CELT; next one to be created after the Mental Health Endorsement program)</td>
</tr>
<tr>
<td>Medium</td>
<td>Campus Culture</td>
<td>Arrange the class schedule to facilitate a common meeting time for regular conversations about these faith, diversity, and inclusion matters; or hold sessions at the conclusion of the year. Ensure that the Fall Community Forum is not the only venue for such conversations, since Student Services and Student Affairs are involved in orientation.</td>
</tr>
<tr>
<td>Medium</td>
<td>Campus Culture</td>
<td>Make an Interfaith Calendar available to all faculty, staff, and students, as an opportunity for education and interreligious awareness.</td>
</tr>
<tr>
<td>Medium</td>
<td>Campus Culture</td>
<td>If a new survey question about religious affiliation is created, survey the current faculty and staff, since religious affiliations may have changed (and the survey will have more representative choices) since they were first hired.</td>
</tr>
<tr>
<td>Medium</td>
<td>Campus Culture</td>
<td>Periodically refer to and reflect upon the university’s diversity statement, by divisions, departments, and offices.</td>
</tr>
<tr>
<td>Medium</td>
<td>Campus Culture</td>
<td>Make diversity statement more central, more accessible on the Capital website.</td>
</tr>
<tr>
<td>Medium</td>
<td>Campus Culture</td>
<td>Articulate the unifying message across all three Capital schools, one that acknowledges differences but weaves them together.</td>
</tr>
<tr>
<td>High</td>
<td>Communication</td>
<td>Improve communication about events on campus (e.g., communication to faculty about student organization events with a DEI focus). Intentional communication across multiple channels to all sub-populations on campus. (e.g., Engage and CORQ may not reach faculty and staff)</td>
</tr>
<tr>
<td>High</td>
<td>Communication</td>
<td>Intentionally promote programs in all academic &amp; co-curricular areas that focus on DEI.</td>
</tr>
<tr>
<td>Priority</td>
<td>Topic</td>
<td>Action Item</td>
</tr>
<tr>
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</tr>
<tr>
<td>High</td>
<td>Communication</td>
<td>Create a communication and marketing strategy that includes a webpage for stakeholders, dedicated to the intersection of CU’s Lutheran heritage with diversity and inclusion, as well as other materials. Audience includes prospective students, current students, faculty, staff, alumni/ae, community members, donors, and other constituents. Linked from multiple pages on the website (admissions, mission and values page, HR, ODI, etc.) and easy to find. Content should articulate a contemporary Lutheran vision of inclusion, voice repentance for former and current complicity in injustice, align with the best elements of the Lutheran tradition, and commit to making CU a place of safety, inclusion, and interreligious commitment. Text should be drafted and reviewed by experts on the Lutheran tradition (university pastor, religion faculty, seminary faculty, and appropriate staff) to express contemporary Lutheran values of diversity and inclusion.</td>
</tr>
<tr>
<td>High</td>
<td>Communication</td>
<td>Provide more consistent education and communication that articulates academic freedom, religious freedom, and interreligious understanding as values we are committed to, as part of CU’s affiliation with the Lutheran Church. In the appropriate places in CU’s websites and other publications, where there are statements about CU’s commitment to DEI and interfaith understanding, provide links to ELCA and LWF (Lutheran World Federation) statements, such as the Declaration on Interreligious Commitment, the Gender Justice Policy of the LWF, the ELCA’s statement on Faith, Sexism, and Justice, anti-racism materials, and the ELCA statement regarding human sexuality.</td>
</tr>
<tr>
<td>High</td>
<td>Communication</td>
<td>Create and make available a common statement about what it means that CU has a Lutheran affiliation and what this affiliation means for all students, administrators, employees, and Board members. Statement may include a definition of the Lutheran tradition and information about how Lutheranism is similar to and distinct from some other forms of Christianity; should build upon the work done by the Contemporary Lutheran Values working group (10/11/2019) that identified the following themes: Innovation, Inclusion, Service, God’s Grace, Truth, and Vocation; should inform the development of the interim president’s revision of the vision, mission, and values statement; and should inform the interim president’s progress on Goal #2: “Develop clear strategy, deliberate focus, and sustained action to eliminate racial injustice and significantly advance diversity and inclusion across the university.”</td>
</tr>
<tr>
<td>High</td>
<td>Communication</td>
<td>Clarify/define what “underrepresented” is, and the outcomes we want to use to reflect equity/success. Clarify whether or not we mean “underserved” students.</td>
</tr>
<tr>
<td>High</td>
<td>Communication</td>
<td>Communicate the structure of the university to students, especially with accountability—who is responsible for what? Who should students go to for what kinds of resources and support?</td>
</tr>
<tr>
<td>High</td>
<td>Communication</td>
<td>Ask students what is most effective means of communication: Is it email, website, visuals posted on campus, etc.?</td>
</tr>
<tr>
<td>High</td>
<td>Communication</td>
<td>Communicate to students CU’s DEI efforts.</td>
</tr>
<tr>
<td>High</td>
<td>Communication</td>
<td>Welcome voices in a constructive way.</td>
</tr>
<tr>
<td>High</td>
<td>Communication</td>
<td>Hold DEI-related community talks.</td>
</tr>
<tr>
<td>Medium</td>
<td>Communication</td>
<td>In websites and other venues, provide accessible definitions of “Christian,” “Lutheran,” “Interfaith,” “Interreligious,” and other key terms.</td>
</tr>
<tr>
<td>Medium</td>
<td>Communication</td>
<td>Have spaces for DEI-related information: A website that is accessible by all to share details across CU; a SharePoint site accessible by all with a Cap alias to post information on DEI efforts as they are in process, as well as agendas/meeting notes from the DEI group/committee, etc.</td>
</tr>
<tr>
<td>High</td>
<td>Community Outreach</td>
<td>Engage students, faculty, and staff in cultural awareness and navigation training in transition experiences including Smooth Transitions, orientations, Welcome Weekend, and first year seminars to prepare them for engaging with the external community in both curricular and co-curricular activities.</td>
</tr>
<tr>
<td>High</td>
<td>Community Outreach</td>
<td>Require completion of cultural competence training prior to engagement with community partners.</td>
</tr>
<tr>
<td>High</td>
<td>Community Outreach</td>
<td>Provide support for student and faculty research, including SOTL, focused on DEI issues in the community.</td>
</tr>
<tr>
<td>Medium</td>
<td>Community Outreach</td>
<td>Offer regular DEI focused presentations/workshops by faculty and staff that are open to the community.</td>
</tr>
<tr>
<td>Medium</td>
<td>Community Outreach</td>
<td>Offer trainings in culturally responsive teaching/pedagogy, cultural competence, etc. as continuing education opportunities (e.g., SWK and Law School).</td>
</tr>
<tr>
<td>Medium</td>
<td>Community Outreach</td>
<td>Identify employees whose portfolio or service can include outreach to the Bexley Jewish community; outreach to other faith traditions; creation of community partnerships.</td>
</tr>
<tr>
<td>Medium</td>
<td>Community Outreach</td>
<td>Explore becoming an Association of American Colleges and Universities (AACU) Truth, Racial Healing &amp; Transformation (TRHT) Campus Center.</td>
</tr>
<tr>
<td>Medium</td>
<td>Community Outreach</td>
<td>Communicate DEI with community partners and used DEI in evaluating those partnerships.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Priority</th>
<th>Topic</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>DEI Group</td>
<td>Develop a DEI group on campus. The group/committee will be charged with a process for posting suggestions &amp; questions and for sharing current practices. The group will draft potential policies, conduct open forums, and then would submit policies to administration for response. Institutional body to review policy creation and management (updating, etc.). Audit of policies for equity (how do policies produce equity?) The group should be representative of the campus: Made up of some consistent membership (HR director, ODI director, AD of Law D&amp;I, Admission rep, etc.) and rotating membership (additional faculty, staff, student, community representatives). Graduate Assistant possibility; Highlight: some departments have policies of their own related to their responsibilities (such as HR and Admission) which is why it’s important to create a group with representation all around the campus as these individuals should be on this group to inform and be informed of relatable issues. DEI group would need to have process/practice in place to regularly engage in current events in the world and the impact that has on DEI at CU. Once a task is confirmed, action can happen to pro-actively address and bring forward to the CU community for larger scale discussion/advisement. The group will create a process for any individual to bring up new policies, or issues with current policies for the Institutional Policy group to address. Examine the consistency or inconsistency of the application of policies and practices on Bexley campus and Law School campus.</td>
</tr>
<tr>
<td>High</td>
<td>DEI Group</td>
<td>Hire someone from the CU community to devote significant time right now to forming a DEI group, and move forward with the initiatives we outline here. In order to allocate appropriate resources, the individual should receive compensation for this work, a budget for efforts, and time off from regular position responsibilities (similar to faculty course releases and similar to the current efforts with Signature Learning Director position). The idea here is not to put it all on one person, but the need for someone to lead.</td>
</tr>
<tr>
<td>High</td>
<td>DEI Group</td>
<td>Hire a full-time CDO (Chief Diversity Officer or equivalent). Some believe it is not a good practice to have HR and Diversity be the same person (not everyone agrees on this). Timing (based on Alliance efforts) and budget may not be ideal right now for full-time, but we believe this will need to be a full-time position in the future. This person chairs the DEI group on campus.</td>
</tr>
<tr>
<td>High</td>
<td>DEI Group</td>
<td>Convene a dedicated group of students, staff, faculty to discuss DEI work, and/or reflecting on the strategic plan/annual report.</td>
</tr>
<tr>
<td>High</td>
<td>Employee Retention</td>
<td>Increase wages to be more competitive and retain faculty and staff. This will maintain a more consistent culture and ensure that there is a strong base of faculty and staff who come from diverse backgrounds, are well trained in inclusive behaviors, and perform their roles on campus with diversity and inclusion in mind.</td>
</tr>
<tr>
<td>High</td>
<td>Employee Retention</td>
<td>Look at compensation (overall benchmarks) specifically for underrepresented employees.</td>
</tr>
<tr>
<td>High</td>
<td>Employee Retention</td>
<td>Reach out to ask “what would support look like?” to employees (if we are ready to hear the answers and do something about it).</td>
</tr>
<tr>
<td>High</td>
<td>Employee Retention</td>
<td>Provide clear data about retention, salary, and discrepancies based on tenure, survey, and then accountability and clear-cut date of response.</td>
</tr>
<tr>
<td>Medium</td>
<td>Employee Retention</td>
<td>Require specific benchmarks for faculty, administration, and staff regarding tenure, promotion, annual performance review.</td>
</tr>
<tr>
<td>High</td>
<td>Funding</td>
<td>Provide internal grants (e.g., the Jebsen Fund) to fund activities that help faculty integrate diversity issues into courses (e.g., attending off-campus workshops, bringing workshop facilitators to campus to work with groups of faculty such as FYS instructors, etc.)</td>
</tr>
<tr>
<td>High</td>
<td>Funding</td>
<td>Work with Advancement to identify alumni, friends, nonprofit, and corporate partners to support this work (e.g., establishment of a DEI Institute as recommended in the 2016 D&amp;I strategic plan).</td>
</tr>
<tr>
<td>High</td>
<td>Funding</td>
<td>Hire or identify within existing resources additional support for applying for grants to support DEI work with community partners.</td>
</tr>
<tr>
<td>High</td>
<td>Funding</td>
<td>Initiate a DEI Campaign: Funding for DEI projects may be possible through fundraising. Some individuals may not have contributed to other campaigns but may contribute for a DEI specific campaign. Some companies may donate also for these efforts.</td>
</tr>
<tr>
<td>High</td>
<td>Funding</td>
<td>Consider DEI for grants and funding.</td>
</tr>
<tr>
<td>High</td>
<td>Funding</td>
<td>Allocate more funds or create a “pot” of funds to support DEI: Identify who is already spending money and where/how are they spending it? How can we streamline the use of DEI funds?</td>
</tr>
<tr>
<td>Medium</td>
<td>Funding</td>
<td>Provide internal grants to fund DEI-related undergraduate research projects (e.g., dedicated Summer Scholars lines for D&amp;I projects).</td>
</tr>
<tr>
<td>High</td>
<td>Hiring</td>
<td>Improve adherence to current hiring practice requirements/guidelines. This could be improved by better articulation of the hiring process to faculty and staff.</td>
</tr>
<tr>
<td>High</td>
<td>Hiring</td>
<td>Create a practice in which an HR representative meets with search committees at the start of a search to emphasize the importance of DEI and to help the search committee think purposefully about how they will target their search to be more inclusive (such as making sure position announcements were placed in places more likely to be seen by underrepresented individuals).</td>
</tr>
<tr>
<td>Priority</td>
<td>Topic</td>
<td>Action Item</td>
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</tr>
<tr>
<td>High</td>
<td>Hiring</td>
<td>Have all final job candidates to meet with a DEI officer or a DEI committee. During this meeting it can be shared with the candidates that DEI is a priority on our campus.</td>
</tr>
<tr>
<td>High</td>
<td>Hiring</td>
<td>Require a diversity statement from applicants for positions on campus. This would help recruit individuals who find this issue important and would also inform applicants from the outset that this is important to the campus community. During the interview the candidates should be asked a question related to diversity inclusion such as “What inclusive practices have you been learning about or using in your current/most recent position?”</td>
</tr>
<tr>
<td>High</td>
<td>Hiring</td>
<td>Use different hiring platforms that will have a greater chance open positions will be visible to a more diverse applicant pool. HR would provide some of these options to search committees as they plan on where to advertise open positions.</td>
</tr>
<tr>
<td>High</td>
<td>Hiring</td>
<td>Include the following statements on faculty/staff position advertisements: “Capital University is committed to increasing the diversity of the Capital community and curriculum. This commitment includes Capital’s dedication to the development of faculty and staff who are committed to inclusive practices in teaching, learning, working and all other campus and community interactions. Candidates who can contribute to that goal are particularly encouraged to apply.”</td>
</tr>
<tr>
<td>High</td>
<td>Hiring</td>
<td>Fund and hire 3-5 faculty tenure-track lines in academic departments across the institution to contribute to the DEI culture at Capital through their teaching, scholarship, and supervision of student research.</td>
</tr>
<tr>
<td>Medium</td>
<td>Hiring</td>
<td>Develop and require training for search committee members to reduce bias in hiring.</td>
</tr>
<tr>
<td>High</td>
<td>Hiring</td>
<td>Collect data and metrics on candidate pools to facilitate diverse hiring.</td>
</tr>
<tr>
<td>Medium</td>
<td>Hiring</td>
<td>Increase diversity in hiring (have campus be more reflective of society).</td>
</tr>
<tr>
<td>High</td>
<td>Interfaith Practices</td>
<td>Review campus policies and practices for campus events (including classes) taking place on non-Christian religious holidays.</td>
</tr>
<tr>
<td>High</td>
<td>Interfaith Practices</td>
<td>Recommend that administrators who plan the academic calendar consult each year with the University Pastor or other knowledgeable individuals regarding the timing and impact of observances of major world religions in the planning process.</td>
</tr>
<tr>
<td>High</td>
<td>Interfaith Practices</td>
<td>Facilitate community conversations about how to speak sensitively about one’s own and one another’s religious faith and practice (including Christianity).</td>
</tr>
<tr>
<td>High</td>
<td>Interfaith Practices</td>
<td>Facilitate faculty and staff discussions about community expectations regarding what is appropriate in terms of articulating one’s own faith or voicing prayers at different kinds of gatherings, including meetings, classes, convocations, commencement. Discussion topics need to include how the campus can be a respectful, safe, and inclusive place for expressing all faith traditions (Christian, Muslim, Jewish, Buddhist, Hindu, Jain, Wiccan, all other world religions) as well as non-faith traditions. Create and provide a document offering guidance about this.</td>
</tr>
<tr>
<td>Medium</td>
<td>Interfaith Practices</td>
<td>Relocate and improve the interfaith prayer spaces so that they are welcoming and accessible, equipped with a washing station and other items needed, and pointed out by clear signage. This should be a budget priority.</td>
</tr>
<tr>
<td>Medium</td>
<td>Interfaith Practices</td>
<td>Revise the wording and options in the surveys for new students and new employees so that the list of possible religious affiliations is more inclusive and accurate. Consult experts from the seminary and Religion &amp; Philosophy Department, as well as the University Pastor, when composing the survey questions, in order to use the names of various Christian denominations (and categories for groups of Christians) and world religions who may be represented in our student body, employees, and applicant pool.</td>
</tr>
<tr>
<td>Medium</td>
<td>Lutheran Identity</td>
<td>Continue to hold the May retreat (“Big Questions, Worthy Dreams”), which provides staff and faculty opportunities to engage with the Lutheran tradition in a 3-day retreat seminar. Reinstate the practice of providing modest honoraria to attendees (typically $500 to those whose contract year ended prior to the retreat; $250 for year-round employees, to honor their time away from home, as this time counts as paid work days). Facilitate better communication about the retreat; provide more encouragement for supervisors to permit this for their employees as part of their work responsibilities.</td>
</tr>
<tr>
<td>Medium</td>
<td>Lutheran Identity</td>
<td>Use the document on Contemporary Lutheran Values created by a 2019 CU working group to inform university statements about the Lutheran tradition.</td>
</tr>
<tr>
<td>High</td>
<td>Partner with Students</td>
<td>Encourage collaboration among student organizations. For example, provide financial incentives (increased funding) for events that have a diversity focus. These collaborations would include an expectation of collaborative planning and reflection.</td>
</tr>
<tr>
<td>Priority</td>
<td>Topic</td>
<td>Action Item</td>
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<tr>
<td>High</td>
<td>Partner with Students</td>
<td>Require student groups to develop DEI statements for their organization as part of their application for recognition as a student organization.</td>
</tr>
<tr>
<td>High</td>
<td>Partner with Students</td>
<td>Articulate DEI outcomes throughout student experiences in student organizations, athletics, etc.</td>
</tr>
<tr>
<td>High</td>
<td>Partner with Students</td>
<td>Look for ways to partner with students to promote diversity instead of putting the “work” on anyone. Instead of taking the load away from the students, we should see it as a partnership.</td>
</tr>
<tr>
<td>High</td>
<td>Partner with Students</td>
<td>Teach students to be change-makers, acting proactively instead of complaining.</td>
</tr>
<tr>
<td>Medium</td>
<td>Partner with Students</td>
<td>Establish expectation that student organizations and athletic teams identify and assess DEI learning outcomes met through co-curricular and extra-curricular activities</td>
</tr>
<tr>
<td>Medium</td>
<td>Partner with Students</td>
<td>Promote more intentional inclusion of campus ministry student groups in DEI initiatives and activities.</td>
</tr>
<tr>
<td>Medium</td>
<td>Partner with Students</td>
<td>Train student leaders of campus ministry groups in anti-racism, interreligious understanding, LGBTQIA safe space training, and other DEI initiatives.</td>
</tr>
<tr>
<td>High</td>
<td>Policy</td>
<td>Provide greater clarity about what the Lutheran affiliation means for hiring practices. In only a small number of cases, as in University Pastor, church relations director, Seminary Dean, and a handful of seminary teaching and staff positions, would religious affiliation be a factor in the hiring process. Make clear that, apart from the exceptions noted above, there is no requirement for employees to subscribe to faith statements and there is no obligation to participate in religious practices.</td>
</tr>
<tr>
<td>High</td>
<td>Policy</td>
<td>Create a policy and policy statement that would allow reasonable accommodations for religious observances.</td>
</tr>
<tr>
<td>High</td>
<td>Policy</td>
<td>Enact policy changes that require behavioral changes, which then result in “changed hearts”.</td>
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<tr>
<td>High</td>
<td>Policy</td>
<td>Create a mechanism for examining our policies to determine whether they promote or inhibit equity. Then lead a review/revision of policy on University Policies, which should lead to a review of each policy.</td>
</tr>
<tr>
<td>High</td>
<td>Policy</td>
<td>Implement a pronoun policy that protects and respects a person’s pronouns, as stated by that individual</td>
</tr>
<tr>
<td>Medium</td>
<td>Policy</td>
<td>Develop and implement a mechanism for regularly communicated policy changes and DEI initiatives/work to the CU community.</td>
</tr>
<tr>
<td>High</td>
<td>Professional Development</td>
<td>Provide professional development opportunities for faculty and staff to prepare them to work with students across issues of DEI including both affective and cognitive development.</td>
</tr>
<tr>
<td>High</td>
<td>Professional Development</td>
<td>Continue and expand professional development opportunities for faculty and staff (e.g., CELT sessions on Microaggressions and cultural competence).</td>
</tr>
<tr>
<td>High</td>
<td>Professional Development</td>
<td>Provide employees with training about civil discourse and how to have difficult conversations related to diversity, equity, and inclusion. Hold those conversations.</td>
</tr>
<tr>
<td>High</td>
<td>Professional Development</td>
<td>Develop DEI assessment and training for new employees.</td>
</tr>
<tr>
<td>High</td>
<td>Professional Development</td>
<td>Develop comprehensive professional development and training program with assessment for employees across all levels.</td>
</tr>
<tr>
<td>High</td>
<td>Professional Development</td>
<td>Have one of the CELT SOTL Mentors focus on DEI professional development activities.</td>
</tr>
<tr>
<td>Medium</td>
<td>Professional Development</td>
<td>Follow up the implicit bias online training with role play training so that faculty and staff know how to appropriately handle situations when they observe Microaggressions.</td>
</tr>
<tr>
<td>Medium</td>
<td>Professional Development</td>
<td>Require professional development in methods for increasing underprivileged students’ success.</td>
</tr>
<tr>
<td>Medium</td>
<td>Professional Development</td>
<td>Provide faculty and staff support for developing and executing alternative break trips that focus on diversity/engagement.</td>
</tr>
<tr>
<td>Medium</td>
<td>Professional Development</td>
<td>Develop a team of trained internal leaders/mentors.</td>
</tr>
<tr>
<td>Medium</td>
<td>Professional Development</td>
<td>For new and longstanding faculty and staff: we need to build in activities and professional development opportunities on diversity and how to incorporate this into their work.</td>
</tr>
<tr>
<td>High</td>
<td>Student Learning</td>
<td>Identify specific DEI Program Learning Outcomes for the College (part of SL), Seminary, and Law School. For example, “Students will be able to articulate why and how DEI is important and how their education has prepared them for a diverse world” and “Students will have the knowledge, skills, and attitudes to be able to act as an ally for DEI individuals and issues.”</td>
</tr>
<tr>
<td>High</td>
<td>Student Learning</td>
<td>Identify courses (SL, electives, and major) where students can meet DEI Learning Outcomes</td>
</tr>
<tr>
<td>High</td>
<td>Student Learning</td>
<td>Encourage faculty to include DEI goals in the classroom and class content.</td>
</tr>
<tr>
<td>Medium</td>
<td>Student Learning</td>
<td>Encourage faculty to use diverse examples in their classes.</td>
</tr>
<tr>
<td>Medium</td>
<td>Student Learning</td>
<td>Identify intentional pathways (e.g., from FYS, to Cultural Pluralism, to major and elective courses) where DEI Learning Outcomes are introduced and reinforced.</td>
</tr>
<tr>
<td>Medium</td>
<td>Student Learning</td>
<td>Align a set of courses that can be noted on the students’ transcripts to identify that they have extended training with DEI issues.</td>
</tr>
<tr>
<td>Priority</td>
<td>Topic</td>
<td>Action Item</td>
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</tr>
<tr>
<td>Medium</td>
<td>Student Learning</td>
<td>Connect curricular and co-curricular diversity experiences (modeled on plans for connecting SL outcomes to co-curricular experiences).</td>
</tr>
<tr>
<td>Medium</td>
<td>Student Learning</td>
<td>Map delivery of Signature Learning Outcomes across the curriculum. How do the major courses support the learning outcomes of UC 270 and UC 370? How are affinity and cognate courses defined and assessed?</td>
</tr>
<tr>
<td>Medium</td>
<td>Student Learning</td>
<td>Work with Unified College Signature Learning Committee to ensure common diversity learning outcomes are delivered across each section of the course.</td>
</tr>
<tr>
<td>Medium</td>
<td>Student Learning</td>
<td>Identify how learning outcomes are delivered by co-curricular experiences and assess.</td>
</tr>
<tr>
<td>Medium</td>
<td>Student Learning</td>
<td>Include “transformation” as a shared goal of diversity education.</td>
</tr>
<tr>
<td>High</td>
<td>Student Recruitment</td>
<td>Intentionally focus student recruitment efforts on neighborhoods around Capital that are more diverse than our campus community is.</td>
</tr>
<tr>
<td>High</td>
<td>Student Recruitment</td>
<td>Review and revise admissions materials (paper and website), and review admissions practices (such as the on-campus tour) to ensure that it is clearer to prospective students what it means that CU has a Lutheran affiliation. All materials should make clear that conversion to Christianity or membership in a Christian/Lutheran church is not a requirement for admission as a student.</td>
</tr>
<tr>
<td>High</td>
<td>Student Recruitment</td>
<td>Increase diversity in admission (have campus be more reflective of society)</td>
</tr>
<tr>
<td>High</td>
<td>Student Recruitment</td>
<td>Actively promote the ODI programs/ opportunities/ diversity for incoming students/ families.</td>
</tr>
<tr>
<td>High</td>
<td>Student Recruitment</td>
<td>Campus tour guides and athletics tours must provide accurate information/representation of the ODI; Work alongside ODI to draft the language.</td>
</tr>
<tr>
<td>High</td>
<td>Student Recruitment</td>
<td>Communicate accurate information about the diversity of CU, not just the aspirational diversity of the institution.</td>
</tr>
</tbody>
</table>

Community Input

After all Analysis Team reports were submitted, Analysis Team Leaders were asked for additional feedback about the Action Item wording, priority, and topic category (full list of Action Items is below). The campus community then was asked to help select the High Priority Action Items that the university should begin to address during summer 2021. A Gallery Walk was held on campus on May 7, 2021 and all students and employees had access to an online survey from May 6 – May 20, 2021 to make their choices. From the Gallery Walk and survey, the Action Items in table 7 were identified as summer 2021 priorities.

Table 7. Summer 2021 Priority Action Items.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Item</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Recruitment</td>
<td>Campus tour guides and athletics tours must provide accurate information/representation of the ODI; Work alongside ODI to draft the language.</td>
<td>• Strategic Enrollment Management</td>
</tr>
<tr>
<td></td>
<td>Intentionally focus student recruitment efforts on neighborhoods around Capital that are more diverse than our campus community is.</td>
<td>• Integrated Marketing &amp; Communication</td>
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<td></td>
<td>Develop a group on campus to identify initiatives to help students feel like they belong on campus.</td>
<td>• Office of Diversity &amp; Inclusion</td>
</tr>
<tr>
<td>Campus Culture</td>
<td>Increase wages to be more competitive and to retain faculty and staff. This will maintain a more consistent culture and ensure that there is a strong base of faculty and staff who come from diverse backgrounds, are well trained in inclusive behaviors, and perform their roles on campus with diversity and inclusion in mind.</td>
<td>• President’s Cabinet</td>
</tr>
<tr>
<td></td>
<td>Provide employees with training about civil discourse and how to have difficult conversations related to diversity, equity, and inclusion. Hold those conversations.</td>
<td>• Student &amp; Community Engagement</td>
</tr>
<tr>
<td></td>
<td>Engage students, faculty, and staff in cultural awareness and navigation training in transition experiences including Smooth Transitions, orientations, Welcome Weekend, and first year seminars to prepare them for engaging with the external community in both curricular and co-curricular activities.</td>
<td>• Office of Diversity &amp; Inclusion</td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td>• Human Resources</td>
</tr>
<tr>
<td>Community Outreach</td>
<td></td>
<td>• Center for Excellence in Learning &amp; Teaching</td>
</tr>
<tr>
<td>Topic</td>
<td>Action Item</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
</tbody>
</table>
| Bias Reporting| Clarify communication about bias incident reports: Clarify who is on the team that handles bias reports and how the team responds to reports. Make Ethics Point & other reporting options more accessible to all faculty, students, and staff. | • Human Resources  
• Provost’s Office  
• Office of Diversity & Inclusion  
• Student & Community Engagement  
• Title IX |
| Bias Reporting| Clarify communication about bias incident reports: What happens after a report is made? Are reports anonymous? Who can take reports? Are there disciplinary actions involved? When does HR get involved? How do we close the loop and help students feel heard? | • Human Resources  
• Provost’s Office  
• Office of Diversity & Inclusion  
• Student & Community Engagement  
• Title IX |
| Bias Reporting| Provide more visible posting and circulation of CU’s Human Dignity policy, with clearer information about how to report acts of discrimination. | • Human Resources  
• Student & Community Engagement  
• Web Request Team |
| DEI Group     | Hire a full-time CDO (Chief Diversity Officer or equivalent). Some believe it is not a good practice to have HR and Diversity be the same person (not everyone agrees on this). Timing (based on Alliance efforts) and budget may not be ideal right now for full-time, but we believe this will need to be a full-time position in the future. This person chairs the DEI group on campus. | • President’s Cabinet |
| DEI Group     | Develop a DEI group on campus. The group/committee will be charged with a process for posting suggestions & questions and for sharing current practices. The group will draft potential policies, conduct open forums, and then would submit policies to administration for response. Institutional body to review policy creation and management (updating, etc.). Audit of policies for equity (how do policies produce equity?) The group should be representative of the campus: Made up of some consistent membership (HR director, ODI director, AD of Law D&I, Admission rep, etc.) and rotating membership (additional faculty, staff, student, community representatives). Grad Assistant possibility; Highlight: some departments have policies of their own related to their responsibilities (such as HR and Admission) which is why it’s important to create a group with representation all around the campus as these individuals should be on this group to inform and be informed of relatable issues. DEI group would need to have process/practice in place to regularly engage in current events in the world and the impact that has on DEI at CU. Once a task is confirmed, action can happen to pro-actively address and bring forward to the CU community for larger scale discussion/ advisement. The group will create a process for any individual to bring up new policies, or issues with current policies for the Institutional Policy group to address. Examine the consistency or inconsistency of the application of policies and practices on Bexley campus and Law School campus. | • President’s Cabinet |