



OUR
LENS,
OUR
FOCUS,
OUR
K-STATE

DIVERSITY, EQUITY, INCLUSION
& BELONGING PLAN | 2022





**DIVERSITY, EQUITY, INCLUSION
& BELONGING PLAN | 2022**

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MESSAGE FROM THE ADMINISTRATION

Greetings, K-Staters!

It is our distinct pleasure to share our first-ever universitywide strategic plan for diversity, equity, inclusion and belonging. This Inclusive Excellence Plan (2022-2027) provides a clear and holistic view of equity gaps in our student, faculty, staff and administrative populations and outlines targeted aims and actions for addressing these disparities. As we work to prepare our graduates for a global world, we must recognize that excellence and diversity are not mutually exclusive, but rather one and the same. It is a well-documented fact that diverse teams perform better. As a land-grant university we are charged with being the university for all of the people. Our greatest contribution to society is providing an environment where all learners can thrive, see themselves credibly and bring their whole authentic selves to the pursuit of knowledge and solving the problems of the world.

This five-year plan will provide overarching guidance and direction from which all divisional, departmental and unit plans will be linked together for a unified purpose. Further, the plan provides guidance on equity-minded practices in recruiting students, faculty and staff, as well as our curriculum and administrative policies and procedures. This plan is the result of important work conducted by faculty, staff and students who were appointed to the President's Commission on Diversity, Equity, Inclusion and Belonging (formerly the President's Commission on Multicultural Affairs), with input from thousands of stakeholders. The result of their work is outlined in this plan, which has nine institutional aims throughout six thematic areas. The plan also includes identifying the primary areas of responsibility for each aim and it provides baseline data from which we will measure institutional progress. It therefore represents our university's aim to realize and sustain transformative, institutional change that closes equity gaps and creates a more mutually inclusive K-State.

By leveraging the universitywide plan for diversity, equity, inclusion and belonging with divisional, departmental and unit plans, we will enhance transparency and accountability for moving the needle forward on institutional aims. This plan will inform our strategic investments of resources. In addition, through our partnership with the KSU Foundation, we will work tirelessly to realize the resources necessary and sufficient for hitting our targeted aims. As the nation's first operational land-grant university, we have always valued opportunity for all without regard to race, gender or creed.

This institutional plan will allow our university to be intentional in operationalizing actions and initiatives that bring inclusive excellence to the forefront of everything we do to accomplish our mission. We encourage all our community members to embrace this plan and to do their part to realize a climate characterized by respect and civility. While it is true that diversity will mean differences in perspective, it is equally true that this variety of perspectives are essential for a university.

Richard H. Linton
President

Charles S. Taber
Provost and Executive Vice President

Be Stoney
Interim Chief Diversity and Inclusion Officer

**Special thank you for their leadership and contributions:*

Richard B. Myers
President Emeritus

Bryan D. Samuel
Former Chief Diversity and Inclusion Officer

EXECUTIVE SUMMARY

In March 2018, K-State hired an inaugural chief diversity and inclusion officer, or CDIO, to work comprehensively across the university landscape in support of all facets of diversity, inclusion, equity and belonging, including but not limited to faculty, staff and student recruitment, climate and outreach. Among the various responsibilities of the CDIO was to work with the President's Commission on Diversity, Equity, Inclusion and Belonging (PCDEIB), formerly known as the President's Commission on Multicultural Affairs, to update the K-State 2025 Visionary Plan to reflect the university's focus on diversity, equity, inclusion and belonging. To complete this plan, data on K-State, intrastate and Kansas Board of Regents peer institutions was collected during the 2019 academic year with the identification of institutional aims, actions, accountability and assessment metrics determined during the 2020 academic year. The PCDEIB reviewed national best practices in diversity and inclusion, institutional data on recruitment, retention and graduation of students, with an emphasis on members from historically underrepresented and underserved populations. The PCDEIB also reviewed institutional data on faculty and staff incumbency, as well as representation at comparable institutions and national availability data.

The diversity, equity, inclusion and belonging plan was presented to the President's Cabinet, the President's Advisory Council, college deans, First Tuesday, Faculty Senate, University Support Staff Senate, Intercultural Leadership Council, multicultural student organizations, student government and employee affinity groups for feedback. Additionally, the diversity, equity, inclusion and belonging plan was shared more broadly throughout the university via a Qualtrics survey to provide all community members an opportunity to engage in the process and provide feedback.



THEMES

The six thematic areas for Our Lens, Our Focus, Our K-State are Student Access; Student Success; Teaching, Learning and Research; Workforce Diversity and Inclusion; Climate and Intergroup Relations; and Inclusive Excellence. After careful review of institutional, state and national data, it was determined that it was very important for K-State to excel in these six areas.

To identify the six thematic areas, the PCDEIB reviewed faculty and staff incumbency data in comparison to our KBOR peer institutions; data on student enrollment, retention, matriculation and graduation rates across several demographics, including race, gender, socioeconomic status and first generation; conducted an institutional diversity and inclusion S.W.O.T. analysis by reviewing stages of Multicultural Organizational Development, or MCO; and reviewed national best practices in diversity and inclusion.

FRAMEWORK

The K-State Diversity, Equity, Inclusion and Belonging plan is grounded in recognizing our historical commitment to education for all while simultaneously embracing challenges and concerns of our historically underrepresented and underserved constituents. The 6 A Framework, detailed on the right, outlines the approach the PCDEIB undertook to arrive at a set of conscious, informed, data-driven recommendations for this strategic plan.





AWARENESS

Understanding of institutional needs and/or influences at the state and national levels, demographics, phenomena and other data that fosters an appreciation for varied strategies and initiatives.

ALIGNMENT

Aligning these data, perspectives and understandings with the mission and vision of K-State in purposeful ways.

AIM

Using new insights to target strategic, measurable, achievable, realistic and timely — S.M.A.R.T. — benchmarks that are appropriate for K-State.

ACTION

Dealing effectively with opportunities and challenges via identification of strategies to achieve our diversity and inclusion aims.

ACCOUNTABILITY

Being responsive to the needs and interests of students, faculty, staff and constituents, K-State is committed to the accomplishment of our diversity and inclusion aims.

ASSESSMENT

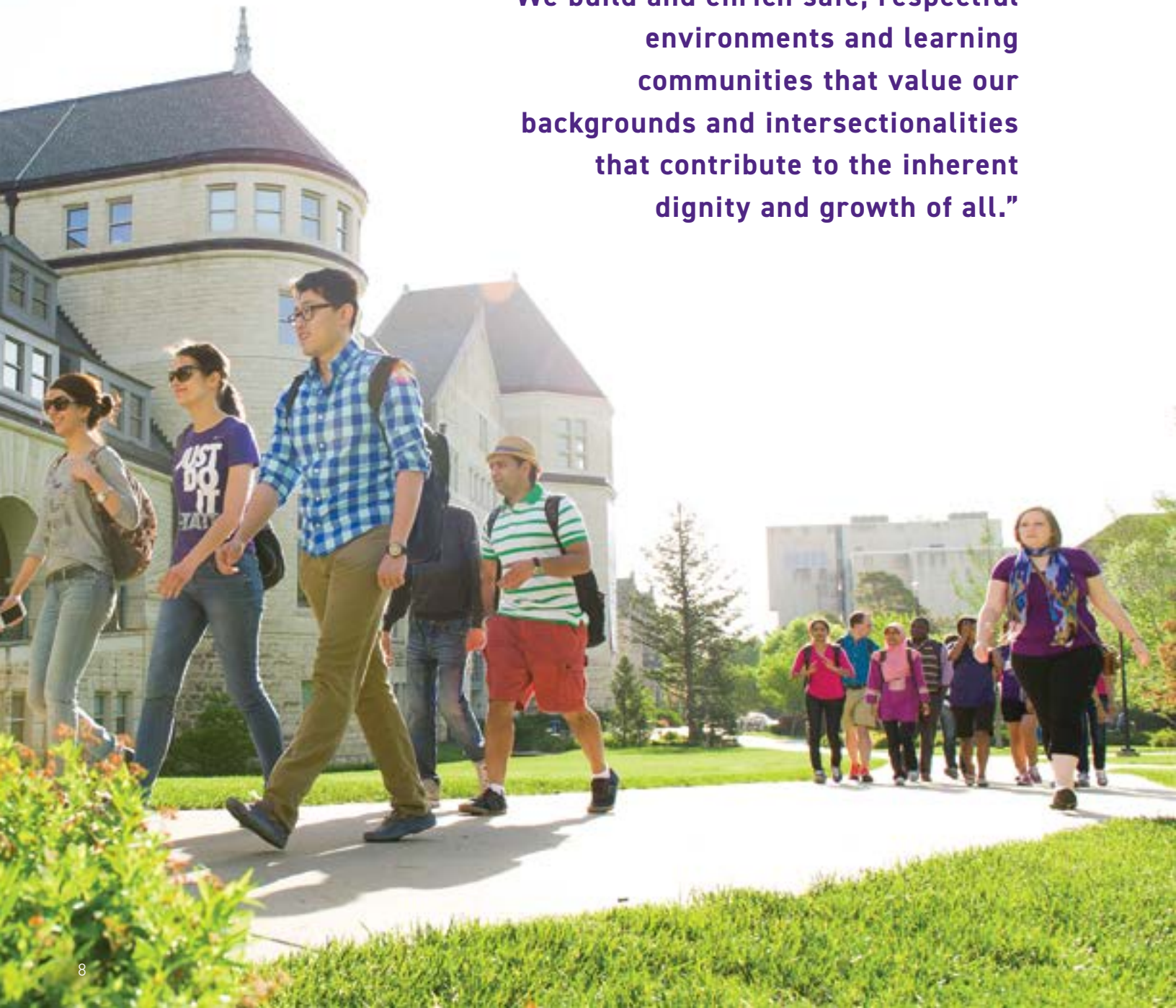
Surveying the landscape and programs for quality indicators on accomplishing the aims of the university, changes/growth and the impact on K-State.

Appropriate assessment metrics must be identified for the institutional aims. We will not major in the minor by attempting to identify a metric for each action item but rather concentrate solely on the overarching institutional aim for the theme(s). The tactical execution to accomplish the aim and the assessment of the effectiveness of the action items will be the responsibility of the units, departments and offices in those divisions.

VISION

“K-State dedicates itself to providing equitable access to an ever-more diverse and mutually inclusive public university.

We build and enrich safe, respectful environments and learning communities that value our backgrounds and intersectionalities that contribute to the inherent dignity and growth of all.”



THEME 1.

STUDENT ACCESS

The ability for all students, undergraduate, graduate, and professional, to have equitable opportunities to attend K-State; and addressing the access gap for students from historically underrepresented and underserved populations.

AWARENESS

K-State is a top recruiter of students from historically underrepresented and underserved populations in the state of Kansas. Nationally, K-State is recognized as among the best universities in serving LGBTQ+ students. K-State is also a designated First-gen Forward Institution, with a leadership and advisory role for facilitating the advancement of first-generation students at participating schools in the Midwest. K-State also offers in-state tuition to members of Indigenous tribe members of Kansas tribes. At the regional level, our Black Student Union is consistently regarded as the best in the Big 12. The Hispanic student population is our largest and fastest-growing demographic throughout the university and nearly one-third of our undergraduate students are from low socio-economic backgrounds. Additionally, approximately 20% of all K-State students are enrolled through K-State Online. Nearly 6% of our student body is international, representing more than 100 countries. According to the most recent Survey of Earned Doctorates, K-State had a higher percentage of Black and African American research doctoral recipients than peer institutions. Based on the 2019 enrollment data, graduate students from historically underrepresented and underserved populations represent approximately 14% of master's students and 41% of doctoral students.

Although K-State is a leader in enrolling students from historically underrepresented and underserved populations in Kansas, there are serious concerns for our university. Enrollment of students from historically underrepresented and underserved populations, for example, is remarkably close to one-half of the total

availability of students in the 18-24 age group in the state. The enrollment of each racial/ethnic population would need to at least be doubled to mirror the state demographics of the same. According to the National Center for Education Studies, the percentage of historically underrepresented and underserved students enrolled in pre-kindergarten through 12th grade public schools is projected to increase. Additionally, a sizable portion of students from historically underrepresented and underserved populations are having difficulties financing the costs of higher education. These financial difficulties are expounded exponentially as student identities intersect (i.e., racial identity, first generation, Pell-eligible). In comparison to our KBOR peer institutions, students from historically underrepresented and underserved populations are also underrepresented and underserved at the graduate level. Since significant career opportunities exist for graduates from historically underrepresented and underserved populations with advanced degrees in academia, government and industry, there are opportunities for K-State to make a dedicated effort to improve enrollment of students from historically underrepresented and underserved backgrounds.

ALIGNMENT

K-State is a land-grant university established in 1863 and charged with providing a practical education that is relevant to daily lives of the citizens of the state of Kansas. In alignment with our land-grant mission, K-State's goal for the next accreditation cycle through the Higher Learning Commission is to increase the recruitment, retention and graduation rates of first-generation students. The K-State 2025 Visionary Plan calls for expanding our capacity to recruit a talented, diverse undergraduate and graduate student body. The Strategic Enrollment Management Plan emphasizes that recruitment and retention are everyone's responsibility.

“What we should focus on are not events or people or things, but our thoughts that control how we see the world through our lens.”

— J.R. RIM

AIM 1A

Support prospective students by leveraging their cultural capital to assist, with special attention to historically underrepresented and underserved populations, in identifying career paths and academic disciplines compatible with their aspirations, strengths and readiness.

ACTION ITEMS

1a.1 Expand outreach to students from historically underrepresented, underserved and international backgrounds to attend K-State and pursue undergraduate, graduate and professional programs.

1a.2 Ensure the implementation of culturally responsive recruitment and outreach initiatives to create a more diverse and mutually inclusive undergraduate and graduate student body (Action Plan Step 3: For a More Inclusive K-State).

1a.3 Employ successful students from historically underrepresented and underserved populations in institutional programs that can assist us with recruiting, retaining and graduating students.

1a.4 Reshape our institutional focus on how we identify and assess talented students at the graduate and undergraduate levels.

1a.5 Utilize feeder relationships to recruit diverse graduate, professional and postdoc students in all colleges and programs.

1a.6 Scale up programs that support recruitment, retention and graduation of students from historically underrepresented, underserved and international backgrounds (Action Plan Step 4: For a More Inclusive K-State).

1a.7 Develop and utilize an intersectional framework for programming and events that addresses the many forms of restorative justice.

ACCOUNTABILITY

Provost, Vice President for Student Life, Vice President for Enrollment Management

ACCOUNTABILITY PARTNERS

CDIO, Vice President for Communications and Marketing, Chief Financial Officer, Deans, KSU Foundation, K-State Alumni Association

ASSESSMENT

1a.1 Increases in the number of currently and newly enrolled students from historically underrepresented, underserved and international populations in institutional programs.

1a.2 Increases in outreach frequencies to students from historically underrepresented and underserved populations groups and communities.

1a.3 Increases in enrollment of diverse graduate, professional and postdoc students across colleges and programs.

1a.4 Development and/or enhancement of strategic partnerships with HBCUs, HSIs, Native American universities and colleges, international, etc., to recruit graduate students.

1a.5 Increases in funding — internal and external — for programs that support recruitment, retention and graduation of students from historically underrepresented, underserved and international populations.

1a.6 Track engagement of students from historically underrepresented and underserved populations and communities in restorative justice programming, including efforts related to the Truth, Racial Healing, and Transformation Framework (Action Plan Step 8: For a More Inclusive K-State).



AIM 1B

Improve financial assistance for all students by closing the unmet financial need gap, paying particular attention to students from historically underrepresented and underserved populations.

ACTION ITEMS

1b.1 Disaggregate scholarship and financial aid data by race, ethnicity, gender, socio-economic and first-generation status to better understand the impact of scholarships and financial aid on retention and graduation of students in historically underrepresented and underserved populations.

1b.2 Create direct funds to support historically underrepresented and underserved students for need-based scholarships (Action Plan Step 5: For a More Inclusive K-State).

1b.3 Develop strategies to provide financial aid to students with significant unmet need to reduce loan debt.

1b.4 Develop new partnerships with community-based and affinity organizations that can financially support our students and institutional efforts to identify and recruit talented students from historically underrepresented and underserved populations.

1b.5 Create and distribute promotional advertisements that showcase the community partnerships, scholarships and financial aid opportunities available for students from historically underrepresented and underserved populations.

1b.6 Increase the number of need-based assistantships and fellowships available for graduate students (Action Plan Step 5: For a More Inclusive K-State).

ACCOUNTABILITY

Provost, Vice President for Student Life, Vice President for Enrollment Management, Deans

ACCOUNTABILITY PARTNERS

CDIO, Vice President for Communications and Marketing, Chief Financial Officer, KSU Foundation, K-State Alumni Association

ASSESSMENT

1b.1 Increases in the number of scholarships, assistantships, fellowships and other financial aid initiatives to support students from historically underrepresented and underserved populations at both the undergraduate and graduate levels.

1b.2 Utilization of disaggregated financial aid and scholarship data to identify opportunities for high-impact strategies to close the unmet need gap.

1b.3 Increases in the number of strategic partnerships with groups, companies, school districts and universities interested in investing in students from historically underrepresented and underserved populations.

1b.4 Increases in funding to existing grants, scholarships and other related opportunities that support the enrollment of students from historically underrepresented and underserved populations.



THEME 2.

STUDENT SUCCESS

The ability of all students – undergraduate, graduate, professional and international – to readily identify and wield the university’s resources to achieve their academic, personal and professional goals while at K-State.

AWARENESS

The K-State student body is diverse, with members representing the multitude of historically underrepresented and underserved populations. For K-State to continue to be a top higher education choice, we must be prepared to support all students in their pursuit of academic, personal and professional success.

In recent years, the graduation rate of members of historically underrepresented and underserved populations, first- and second-year retention rates and graduation rates have been the highest in our history. However, one student success metric requires immediate and ongoing attention: four-year graduation rates. Although retention of students after their first year is consistently above 80% for all races, significant discrepancies are observed in the four-year graduation rates of students of different races. Historically underrepresented and underserved populations, at best, are graduating at only half the rate of their white peers, with some racial groups graduating at rates as low as 10%. Unequal graduation rates among racial groups leads to unequal job placement post-graduation, a metric that must be remedied for an institution of our stature.

The successful leveraging of university resources is strengthened through social connections and campus climate. Accordingly, efforts to improve student success must coordinate with and optimize efforts to not only strengthen K-State’s diversity but also build a diversity-positive campus climate. For more information on the organizations that contribute to this area and the work they do, please visit Theme 5: Climate and Intergroup Relations.

ALIGNMENT

K-State’s land-grant distinction establishes its charge to facilitate students’ achievement through practical and relevant education. The university also strives for improvements in the retention, graduation and job placement of all its students from historically underrepresented and underserved backgrounds. These aims are also paramount to the K-State 2025 Visionary Plan, which aspires to create innovative academic and professional opportunities for students while achieving recognition as a Top 50 public research university.



AIM 2

Develop systems and practices to understand, value and embrace the cultural diversity of students for the achievement of their academic, personal and professional aims.

ACTION ITEMS

- 2.1 Create a Student Ombudsperson position to advocate for students experiencing campus climate concerns (Action Plan Step 1: For a More Inclusive K-State).
- 2.2 Develop a plan implementing the Truth, Racial Healing, and Transformation Framework to address the historic and contemporary effects of systemic racism (Action Plan Step 8: For a More Inclusive K-State).
- 2.3 Close historical equity retention and graduation gaps across student populations, including by race and ethnicity, international, gender, Pell recipients, and first-generation students (Action Plan Step 4: For a More Inclusive K-State).
- 2.4 Create new strategies to demonstrate how we value the contributions of underserved, underrepresented and international students to our educational community.
- 2.5 Conduct a university climate survey every two years to understand how students are experiencing the university community.
- 2.6 Utilize institutional data on barriers to graduation in developing strategies to support achieving parity in graduation rates across all demographics.
- 2.7 Expand resources for student service units that assist students from historically underrepresented and underserved populations with retention and matriculation.
- 2.8 Create and utilize individualized academic paths to guide students from historically underrepresented and underserved populations to graduation.
- 2.9 Secure funds to support all students from marginalized populations with participation in high-impact educational programs and activities (e.g., education abroad, service learning, internship, undergraduate research, etc.).
- 2.10 Conduct a comprehensive assessment and needs analysis for programs and departments that work most closely with students from marginalized populations.
- 2.11 Enhance the cultural competencies of first-line service providers to foster the success of historically underrepresented, underserved and international students (Action Plan Step 11: For a More Inclusive K-State).

2.12 Create outreach and engagement efforts to identify historically underrepresented and underserved students who can excel at the graduate level.

2.13 Develop and enhance collaboration on programming that addresses the intersection of identities for undergraduate and graduate students.

ACCOUNTABILITY

Provost, Vice President for Student Life, Deans

ACCOUNTABILITY PARTNERS

CDIO, Vice Provost for Enrollment Management, Vice President for Communications and Marketing, Vice President for Human Capital Services, Chief Financial Officer, KSU Foundation, K-State Alumni

ASSESSMENT

- 2.1 Improvement in first-year and second-year retention rates, four-year and six-year graduation rates, and transfer and student retention and graduation rates across student populations, including by race and ethnicity, international, gender, Pell recipients and first-generation students.
- 2.2 Increases in the activity and participation of students from historically underrepresented and underserved populations at both the undergraduate and graduate levels.
- 2.3 Increases in the job placement and graduate school attendance of students from historically underrepresented and underserved populations, at undergraduate and graduate levels.
- 2.4 Increases in the number of programs serving K-State students from historically underrepresented and underserved populations, at undergraduate and graduate levels.
- 2.5 Increases in the number of partnerships between K-State, its programs serving students of historically underrepresented and underserved populations, and the companies/organizations that are dedicated to those students' professional growth.
- 2.6 Increases in participation of students from historically underrepresented and underserved populations in high-impact learning and education abroad opportunities.
- 2.7 Evidence of program-level assessment and action plans designed to improve departmental support of students from historically underrepresented and underserved populations.

THEME 3.

TEACHING, LEARNING AND RESEARCH

Providing courses (e.g., general education, capstone and thematic sequences), research, publishing and societal engagement on diversity-related matters.

AWARENESS

The Association of Public and Land Grant Universities, or APLU, provides overarching guidance for Kansas State University through its Commitment to Diversity, stating that “human and intellectual diversity contribute to academic excellence” and that the APLU “champions diversity, educational equity, and the preparation of individuals who can live and work effectively in an increasingly multicultural and interdependent world.” The Higher Learning Commission, or HLC, further defines its expectations for accreditation, requiring that “the institution understands the relationship between its mission and the diversity in society.” Regarding the criteria for teaching and learning, the HLC also articulates that “the education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.”

ALIGNMENT

Diversity is woven into the academic mission of Kansas State University, as demonstrated in the university-level student learning outcomes and the K-State 8 general education program. One of the five university-level student learning outcomes is Diversity, defined as “students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.” All programs are required to have diversity-focused learning outcomes that are assessed for proficiency. In addition, the K-State 8 requires that all undergraduate students take at least one course tagged for Human Diversity in the U.S., and another tagged for Global Issues and Perspectives. Programs offered by our social transformation studies department equip students with marketable skills and knowledge that translate into successfully living and working in a diverse world. Further, Kansas State University demonstrates commitment to the scholarship of diversity as a common element in the strategic plan and values faculty effort in discovery around the topics of diversity, equity, inclusion and belonging.

AIM 3

Establish an inclusive and equitable learning climate across the university.

AIM 3A

Create opportunities and outcomes for learning in diversity, equity, inclusion and belonging that permeate throughout the curriculum, from within majors to general education, as well as in co- and extra-curricular activities.

ACTION ITEMS

3a.1 Adopt the U.S. Multicultural Overlay as a universitywide model (Action Plan Step 10: For a More Inclusive K-State).

3a.2 Assure that all bachelor's degree programs have clear and measurable student learning outcomes in diversity, equity, inclusion and belonging.

3a.3 Assure that assessment of all K-State 8 tagged courses in Human Diversity in the U.S. accomplishes the intended learning outcomes.

3a.4 Require all students to complete at least one course in diversity, equity, inclusion and belonging that outlines the brief history of historically underrepresented and underserved populations in the United States.

3a.5 Establish student learning outcomes in diversity, equity and inclusion as part of cocurricular and extra-curricular activities.

ACCOUNTABILITY

Provost, Faculty Senate

ACCOUNTABILITY PARTNERS

Associate Provost for Institutional Effectiveness, Associate Provost for Institutional Research, Vice President for Student Life, Deans

ASSESSMENT

3a.1 Check program assessment plans.

3a.2 Student Learning Outcomes are assessed.

3a.3 Existence of Student Learning Outcomes for cocurricular and extra-curricular activities.

AIM 3B

Support and implement innovative and inclusive teaching and advising practices.

ACTION ITEMS

- 3b.1 Engage the Teaching and Learning Center fully in providing professional development in all areas, especially topics related to diversity, equity, inclusion and belonging.
- 3b.2 Establish the expectation that faculty and staff engage in professional development annually on topics related to diversity, equity, inclusion and belonging.
- 3b.3 Create systems to reward faculty and advisors who demonstrate innovative and inclusive teaching and advising practices.

ACCOUNTABILITY

Provost, Vice President for Student Life, Deans

ACCOUNTABILITY PARTNERS

Associate Provost for Institutional Effectiveness, Associate Provost for Institutional Research, Vice Provost for Student Success, Faculty Senate

ASSESSMENT

- 3b.1 Attain 30% of professional development on topics related to diversity, equity, inclusion and belonging.
- 3b.2 Expectation of faculty engagement in diversity, equity, inclusion and belonging professional development is codified in University Handbook.
- 3b.3 Existence and maintenance of reward system.

AIM 3C

Establish a community of scholars to advance the university in the creation and promotion of ideas and knowledge on diversity, equity, inclusion and belonging.

ACTION ITEMS

- 3c.1 Create a center or institute focused on diversity, equity, inclusion and belonging to serve as a gathering point for the learning community.
- 3c.2 Develop a system to catalog faculty and student scholarly work in diversity, equity, inclusion and belonging across the academy.
- 3c.3 Initiate/expand faculty and student opportunities for scholarly work related to diversity, equity, inclusion and belonging.

ACCOUNTABILITY

Provost

ACCOUNTABILITY PARTNERS

Vice President for Research, Deans, Department Heads

ASSESSMENT

- 3c.1 Funding and staffing for a center or institute.
- 3c.2 A cataloging system is in place.
- 3c.3 Establish baseline percent — perhaps 7% of undergraduates who are engaged in research — then seek a 2% increase per year through duration of the plan.



THEME 4.

WORKFORCE DIVERSITY AND INCLUSION

Valuing and engaging a variety of perspectives to create and sustain a pluralistic, diverse and mutually inclusive workforce.

AWARENESS

K-State has continued to show improvement in efforts to recruit a quality, diverse workforce — a key outcome of the K-State 2025 Visionary Plan. Led by the Division of Human Capital Services, K-State routinely advertises job vacancies with affinity networking organizations such as Insight to Diversity magazine, higheredjobs.com and DiversityJobs.com. We recently added Job Elephant as a recruitment advertising agency that will help Talent Acquisition and all of K-State ensure that the best advertising resources are being utilized. The 2014-2019 snapshot of faculty and staff demographics shows that the representation of each underrepresented demographic increased for faculty, except Native American. All underrepresented staff demographics, except for Asian, also increased in representation. The following are the percentages of increase for faculty(f) and staff(s): African American – 6.3%(f), 11%(s); Asian – 11.3%(f), -1.5%(s); Hawaiian – 100%(f), 100%(s); Hispanic – 52.3%(f), 18.7%(s); Multiracial – 27.3%(f), 53.3%(s); Native American – 0%(f), 26.7%(s); and White – 3.7%(f); 4.9%(s).

Women faculty increased 2% during the same period. During this period, women staff increased 0.9% from 57.4% in 2014 to 58.3% in 2019. The total representation of veterans and individuals with disabilities is unknown.

While efforts to improve the diversity of our faculty and staff are readily apparent, the fact remains that the diversification of our workforce does not mirror the student body nor the availability of qualified individuals in the state and national labor markets. In the faculty ranks for example, the 2014-2019 snapshot shows that each faculty and staff demographic reflecting a historically underrepresented and underserved population experienced significant attrition from the base point for 2014: faculty(f) and staff(s) – African American – -22%(f), -49%(s); Asian – -30.5%(f), -71%(s); Hawaiian/Pacific Islander – 0%(f), -50%(s); Hispanic – -34%(f), -55%(s); Multiracial – -36%(f), -33%(s); Native American – -29%(f), -33%(s); White – -23.3%(f), -41.4%(s).

These data indicate that K-State is experiencing a revolving-door phenomenon. Moreover, due to budget cuts since 2015, particularly for staff, K-State has seen its largest employee departure from the university. Finally, in preparation for the 2020 University Climate Survey, the Vice President for HCS and the CDIO held numerous listening sessions with various employee and affinity groups throughout the university landscape. Among the recurring thematic concerns was a demand for enhancing professional development — educational workshops, training, etc., that help employees do their jobs better (Action Plan Step 11) — and career development — educational workshops, training, etc., that support employees with lateral and/or upwardly mobile career advancement — opportunities. These concerns were also prevalent in the university climate survey data.

ALIGNMENT

K-State is a public land-grant research university committed to teaching and learning, research and service to the people of Kansas, the nation and the world. We strive to foster a work environment that values diversity, equity, inclusion and belonging. We affirm our commitment to the Principles of Community. K-State is committed to fostering an intellectually diverse faculty and staff workforce that is rooted in respect and fair practices (K-State 2025 Visionary Plan: Theme 5). The 2025 theme goal: Foster a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication, and collaboration, and is respectful, trusting, fair, and collegial for all.



AIM 4A

Talented, high-performing, and diverse workforce recognized for excellence and award-winning faculty and researchers.

ACTION ITEMS

- 4a.1** Increase the hiring and retention efforts for faculty and staff of color to meet or exceed relevant local, state and national labor market for faculty and staff from historically underrepresented and underserved populations (Action Plan Step 9: For a More Inclusive K-State).
- 4a.2** Create initiatives to support the success and retention of diverse faculty (mentoring, career watch, professional development, conference attendance, research support, teaching and learning, etc.).
- 4a.3** Incorporate diversity, equity, inclusion and belonging as an institutional value and priority in the messaging and budgeting of the university.
- 4a.4** Create a centralized budget managed by the CDIO for retention of diverse faculty and staff, training, climate, mentoring, professional development, research initiatives and programming.
- 4a.5** Develop mechanisms for utilizing and valuing contributions to diversity and inclusion efforts as well as attendance, engagement and participation in diversity education and allyship activities as a performance dimension within the annual employee performance and evaluation process for faculty, staff and administrators.
- 4a.6** Develop and utilize holistic feedback channels, such as 360 evaluations, to identify opportunities to enhance employees' sense of belonging and inclusiveness.
- 4a.7** Create and earmark funds for strategic diversity leadership apparatus to support employees from historically underrepresented and underserved populations with career advancement and upwardly mobile opportunities.
- 4a.8** Professional conduct could be expanded to include diversity, equity, inclusion and belonging contributions.
- 4a.9** Create a task force for tracking and assessing faculty and staff engaged in diversity, equity, inclusion and belonging.

ACCOUNTABILITY

CDIO, Vice President for Human Capital Services, Provost/Vice Provost for Student Success

ACCOUNTABILITY PARTNERS

Deans, Vice President for University Operations, Vice President for Student Life

ASSESSMENT

- 4a.1** Increase the diversity of institutional committees and task forces that lead the work of the university.
- 4a.2** Utilize institutional diversity and inclusion educational apparatus/training to raise K-State's consciousness of issues across the diversity continuum.
- 4a.3** Evaluate tools to assist faculty and staff with identifying and preparing for career development opportunities.
- 4a.4** Reward faculty and staff for excellent contributions to diversity and inclusion in the performance of their duties.
- 4a.5** Strategize ways to address the taxation of women and historically underrepresented and underserved populations in terms of service, career development, navigating tenure and promotion, and ensuring an equitable and mutually inclusive climate.
- 4a.6** Evaluate previous campus climate surveys to obtain a baseline for assessing faculty and staff perceptions of diversity, equity, inclusion and belonging.



AIM 4B

Achieve representation parity in hiring and promotion of underrepresented populations across the university at all levels, including senior leadership roles.

ACTION ITEMS

4b.1 Showcase K-State's commitment to diversity, equity, inclusion and belonging by including a diversity statement in all position announcements.

4b.2 Require demonstrable commitment to diversity as part of the tenure and promotion process.

4b.3 Update hiring practices, training and guidelines to reflect best practices and data-informed decisions/processes.

4b.4 Create a mutually inclusive and comprehensive onboarding process for new faculty and staff, including specific resources to assist with the acclimation and retention of our diverse faculty and staff.

4b.5 Utilize national best practices in diversity recruitment, including but not limited to future faculty, dual-career hires, grow-your-own and target-of-opportunity hires to increase the representation of diverse employees across all levels.

4b.6 Enhance outreach and engagement with affinity groups and networks (e.g., SREB, NEREB, AAHE, Ph.D. Project, etc.) to attract members of historically underrepresented and underserved populations to our university.

4b.7 When opportunities present themselves, create partnerships in each college in the name of prominent diverse K-State alumni.

4b.8 Develop a pipeline initiative to identify and move talented, diverse prospects from K-State graduate and undergraduate programs into K-State careers.

4b.9 Sustain a comprehensive dashboard created to display current applicants and hire demographic information for all faculty and staff hiring at K-State (Action Plan Step 9: For a More Inclusive K-State).

4b.10 Increase participation and attendance at national recruitment conferences for diverse and underrepresented prospective employees.

ACCOUNTABILITY

CDIO, Vice President for Human Capital Services, Provost

ACCOUNTABILITY PARTNERS

President's Cabinet, Deans

ASSESSMENT

4b.1 Quantitative change/growth (K-State will substantially improve the representation of quality, diverse faculty, staff and administrators to mirror or surpass the traditional model in the student body and the relevant labor markets).

4b.2 Increase representation of diverse faculty, staff and administrators.

4b.3 Close, where it exists, the gender incumbency gap across all faculty, staff and administrative levels.

4b.4 An endowment has been established for the Inclusive Excellence Fund to support faculty and staff recruitment, retention and professional development in colleges and departments.

4b.5 Utilize the institutional diversity and inclusion profile in all job announcements.

4b.6 Utilize a demonstrable commitment to diversity and inclusion statement for all applicants for faculty and administrative staff positions.



THEME 5.

CLIMATE AND INTERGROUP RELATIONS

Create and sustain a university climate that embraces diversity, inclusion, equity and belonging, acknowledges individual perceptions and experiences within the environment, and fosters quality interactions within and across diverse groups to achieve inclusive excellence.

AWARENESS

K-State has undergone several initiatives that uphold a university climate characterized by civility, dignity and respect for all. Since the establishment of the 11-Step Action Plan in 2020, the university created a Student Ombudsperson Office (Action Plan Step 1), constructed an intake process for discrimination complaints that keeps a record of incidents concerning bias, harassment and bullying (Action Plan Step 6), and developed a social media policy that balances the institutional and student value of free speech (Action Plan Step 7). K-State has advanced efforts to include and affirm sexual and gender orientation through the Chosen Name Policy and the use of gender pronouns on CANVAS. The Morris Family Multicultural Student Center was built to support the holistic development of all students and acknowledge the legitimate contributions and celebration of cultural identities on campus (K-State 2025 Visionary Plan: Theme 6).

A University Climate Survey was deployed to all K-State students, faculty, staff and administrators in spring 2020. Analysis of the survey revealed the following topic areas to be addressed:

- Access to and availability of university services.
- Title IX reporting.
- Compensation equity.
- Discrimination, retaliation and lack of empathy.
- Microaggressions and off-handed comments made by faculty and other student peers.
- Greater concern for LGBTQ+ issues (i.e., accessible bathrooms for transgender and gender-nonconforming students, faculty, staff and administration; dead naming).

- Equal representation of students, faculty and staff across campus.
- Adequate support and accommodation by faculty and staff.
- Sufficient training for faculty, staff and administrators.
- Proactive administration in addressing climate concerns.

In addition to the survey analysis, focus groups were conducted to explore the experiences of students, faculty, staff and administration. From the sessions came the need to address the following concerns:

- Transparency in decision-making.
- Communication and consistency of policies and practices regarding climate issues across units.
- Inconsistencies in staff performance and teaching evaluations.
- Hostile, discriminatory and exclusive experiences of historically underrepresented and international employees.
- Career advancement of women/women of color.

ALIGNMENT

To have an environment where open engagement and superior quality of life are attainable, the university is committed to a climate where all community members feel a sense of safety, belonging and mutual respect. Through the K-State's Principles of Community, we affirm the value of human diversity and inclusion for the entire community. Aligning with K-State's Strategic Action Plans, the university is responsively committed to the changing demographics of our students and employees. Doing so considers the need to create a path underlining multicultural and global competencies in an engaged culture of learning where all voices of students, faculty and staff are heard and validated in the process of improving retention, persistence and student success, particularly individuals from historically underrepresented and underserved populations.

AIM 5A

Establish and improve support mechanisms and resources that enhance the community, climate and centrality of diversity, equity, inclusion and belonging.

ACTION ITEMS

- 5a.1** Ensure procedures for appeal, grievances and dispute resolution are known to all faculty, staff and students (Action Plan Step 6: For a More Inclusive K-State).
- 5a.2** Assess and evaluate equitable salaries and pay compensation that considers cultural identities of populations that have been historically underrepresented and underserved (i.e., gender, race, ethnicity).
- 5a.3** Change all single-stall restrooms on campus to gender-neutral/family restrooms.
- 5a.4** Include a diversity and inclusion evaluation and assessment component in all offices' annual reports.
- 5a.5** Establish measures that keep administrators and supervisors accountable to act swiftly, definitively and appropriately in addressing problems, offensive interpersonal behavior and critical incidents that occur within the climate.
- 5a.6** Compile and analyze exit interview data to understand why employees depart.

5a.7 Develop centralized opportunities for Diversity Point People, diversity committees and other multicultural organizations to interact and support the common mission through cultural competency.

5a.8 Continue to analyze and make recommendations on university policies and the Student Code of Conduct. (Action Plan Step 2: For a More Inclusive K-State).

ACCOUNTABILITY

CDIO, Provost, Vice President for Student Life, Vice President for Human Capital Services, Vice President for Research

ACCOUNTABILITY PARTNERS

President's Cabinet, Deans

ASSESSMENT

- 5a.1** Enhanced sense of belonging as evidenced in survey tools utilized by the university.
- 5a.2** Enhanced perceptions of fairness, accountability and transparency in university processes.
- 5a.3** Enhanced diversification of committees, councils and task forces designed to advance university work.
- 5a.4** Improved understanding and utilization of data on why students, faculty and staff leave the university.
- 5a.5** Established inventory and review for gaps in mechanisms and resources for climate.



AIM 5B

Educate all university constituents to enhance the community, climate and centrality of diversity, equity, inclusion and belonging.

ACTION ITEMS

5b.1 Engage in a concentrated, purposeful effort to build a less-siloed university community at all levels to encourage diverse student success, faculty mentorship, cross-campus and interdisciplinary collaboration, and social interaction (K-State 2025 Visionary Plan: Theme 2, Theme 3).

5b.2 Establish cultural competency workshops for faculty and staff to engage with diverse groups on campus (Action Plan Step 11: For a More Inclusive K-State).

5b.3 Utilize results from University Climate Survey to develop processes for both promoting strategies that are effective in cultivating a sense of belonging and removing practices and policies that negatively impact students' sense of belonging.

5b.4 Require diversity and inclusion training for administrators, supervisors and student leadership groups (e.g., resident assistants, ambassadors, Greek letter organizations, tour guides and orientation leaders) and incoming employees.

ACCOUNTABILITY

CDIO, Provost, Vice President for Student Life, Vice President for Human Capital Services, Vice President for Research

ACCOUNTABILITY PARTNERS

President's Cabinet, Deans

ASSESSMENT

5b.1 Enhanced shared understanding, perceptions and experiences on expected/acceptable behaviors in both the classroom and work environments.

5b.2 Improved experiences of members of historically underrepresented and underserved populations (e.g., women, minorities, individuals with disabilities, LGBTQ+ and veterans).

5b.3 Enhanced collaborative teamwork across all levels within the university.

5b.4 Increased ability to leverage leadership competencies and skills in diversity and inclusion to accomplish university aims.



THEME 6.

INCLUSIVE EXCELLENCE

Building our capacity for diversity and inclusion by placing emphasis on the success of students, faculty and staff, the perceptions of internal and external constituents, and demonstrability of diversity and inclusion as a core value for the university.

AWARENESS

Inclusive Excellence is a national framework that champions the importance of integrating diversity and inclusion efforts into all functions of the university in pursuit of its educational mission. By incorporating and valuing diversity and inclusion as a core component of excellence, diversity and inclusion efforts become critical to the educational enterprise and are not seen as standalone initiatives. Through Inclusive Excellence, we acknowledge the legitimate contributions of diversity and inclusion efforts to the educational mission of the university in all spheres: teaching, research, service, cocurricular, recruitment of students, faculty and staff, and engagement with the publics we serve. K-State has a tremendous amount of diversity and inclusion work taking place across the university landscape. Scholars, practitioners and students alike are working on diversity and inclusion at the local, state, regional, national and international levels. However, much of this work is only known at the individual and departmental levels. Through Inclusive Excellence, we will bring these efforts to the forefront of the university to aid in the accomplishment of our legitimate diversity and inclusion aims and our educational mission.

ALIGNMENT

Inclusive Excellence is inseparable from our educational mission. The K-State 2025 Visionary Plan calls for integrated learning communities experienced by students, faculty and staff that promote student success within a culture of excellence. Additionally, K-State seeks to develop, promote, reward and support excellent teaching and teacher development by recruiting and retaining superior, diverse faculty with demonstrated excellence in teaching, advising and mentoring. K-State desires to acquire and sustain a talented, high-performing and diverse workforce recognized for excellence and award-

winning faculty and researchers. The K-State Principles of Community are also rooted in the framework of Inclusive Excellence. Our Principles of Community demonstrate our quest for equality and commitment to maintaining an atmosphere of justice based on respect for each other and valuing integrity. K-State believes that diversity of views enriches our learning environment, and we promote open expression within a climate of courtesy, sensitivity and mutual respect. As a university community, we strive to contribute to a positive spirit that affirms learning and growth for all members of the community.



AIM 6

Create and utilize a resource (i.e., dashboard or website) that tracks progress on inclusive excellence outcomes obtained by students, faculty, staff and the university community.

ACTION ITEMS

6.1 Identify best practices in recruiting and retaining diverse populations and historically excluded individuals by category (faculty, staff, students), and establish recruitment practices that intentionally build more diverse hiring committees.

6.2 Identify best practices in funding according to the K-State 2025 Strategic Action Plan.

6.3 Create and implement implicit bias and equitable access training for faculty, staff and students. Ensure 95% of faculty and staff have completed required university diversity training.

6.4 Integrate diversity and multicultural content and pedagogies in all colleges and curriculum, based on Tilford Multicultural Competences evaluation.

6.5 Identify data-informed working practices in areas of student success and support services for students from historically underrepresented and underserved populations.

6.6 Use data and findings from K-State Climate Survey and focus groups and yearly Office of Institutional Equity reports to find areas of growth and create interventions.

6.7 Celebrate and showcase best practices around recruitment, retention and graduation.

6.8 Develop improved perceptions of K-State to internal/external constituents, through programming and events.

6.9 Create transparent reporting to internal and external constituents for diversity, equity, inclusion and belonging-related work, including celebration and awards, as well as current interventions and room for growth.

6.10 Collaborate with community, state and national organizations to create and be recognized for having a model universitywide strategic planning and reporting process for diversity.

ACCOUNTABILITY

CDIO, Vice President for Communications and Marketing, Chief Information Officer

ACCOUNTABILITY PARTNERS

President's Cabinet, Provost, Vice President for for Student Life, Vice President for Research, Deans

ASSESSMENT

6.1 Measurable use of a diversity inventory to identify varying human differences present in faculty, staff and students.

- The inventory shall demonstrate the use of student success markers, upward improvement in equitable salaries for faculty and staff, and equitable advancement measures to further illustrate improvements.
- The inventory shall demonstrate the level and scope of engagement in diversity efforts, as measured by outcomes illustrating yearly improvements throughout K-State comprehensively.



“If you don’t have a lens that’s been trained to look at how various forms of discrimination come together, you’re unlikely to develop a set of policies that will be as inclusive as they need to be.”

— KIMBERLE WILLIAMS CRENSHAW

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