

CALS Inclusive Excellence Action Plan

Action Item	Action Step	Timeline/ Deadline	Priority (Low, Moderate, High) <sup>1</sup>
<i>Does the unit have a diversity and inclusiveness plan?</i>	Create Action Plan	Complete	High
<i>Does our unit have a diversity/inclusiveness statement as part of our values and goals that clearly espouses the value of Inclusive Excellence? Is the statement aligned with and in support of the larger University diversity statement and the University strategic plan?</i>	Use UA Inclusive Excellence Statement for consistency	Pending	High
<i>Is inclusiveness embedded as a responsibility in all staff and faculty job descriptions? Is the statement prominently displayed on our marketing materials, website, job postings, posters, and other unit materials?</i>	Include UA Inclusive Excellence Statement in all future job postings	Pending upon release of official UA IE Statement	Medium (relatively simple once statement composed)
<i>Is the unit's diversity and inclusiveness statement provided to all students?</i>	Include UA Inclusive Excellence Statement in future student orientations	Pending upon release of official UA IE Statement	Medium (relatively simple once statement composed)
<i>Is inclusiveness an integral part of employee orientation? Is the unit's diversity statement shared with new faculty and staff?</i>	Include UA Inclusive Excellence Statement in new employee CALS Onboarding	Pending upon release of official UA IE Statement	Medium
	Develop list of resources for Department Heads (videos on D&I training, campus resources)	November 17 <sup>th</sup> , 2017	Medium

\*All proposed steps will be in compliance with ABOR and HR policies

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<i>Do students, staff, faculty, alumni, and community members from different backgrounds feel welcome working, studying, and visiting our unit? Has our unit conducted a diversity climate assessment examining student, faculty, and staff behaviors or perceptions about diversity/inclusiveness? Does the unit collect information about student issues including the experiences of non-traditional students, under-resourced students, or food and housing insecure students? Does the unit have a process for learning about the experiences of diverse students, staff, and faculty (e.g., listening tours, open forums, one-on-one meetings, surveys, etc.)?</i>	Develop & conduct student survey on D&I	January 19 <sup>th</sup> , 2018	High
<i>Has top-level administration participated in diversity and inclusiveness training?</i>	Arrange training for Appointed and Elected Leaders in CALS	March 16 <sup>th</sup> , 2018	High
<i>Do students, staff, faculty, alumni, and community members from different backgrounds feel welcome working, studying, and visiting our unit?</i>	Topic Spotlight (rotating w/D&I insight) – highlighting D&I success stories (in news stories, and lobby scrolling displays)	On-going	Medium

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<i>Does the unit raise funds from donors or other sources for diversity projects and initiatives? Are development officers aware of the diversity needs of the unit? Is there a diversity and inclusiveness strategic fundraising component for the unit?</i>	Openness for Fundraising: Allowing units to fundraise small donations for bathroom improvements, etc.	On-going	Medium
<i>Is the unit's website inclusive and accessible (e.g., photos, statements, videos, captioning, etc.)? Has the unit's website been reviewed by the Disability Resource Center to ensure it complies with best practices? Is there a policy or process that encourages inclusiveness and accessibility in creating or updating our unit's website?</i>	Make website accessible	On-going	High
<i>Does the unit collect data to assess progress on diversity and inclusiveness goals?</i>	Collect statistics on measurable diversity items & track results from student survey	On-going	Medium

<sup>1</sup> Priority levels were determined by the CALS Diversity and Inclusiveness Council using a quadrant system with axes being Level of Impact, and Difficulty to Implement. The highest priority items were those that were deemed most impactful.