The State of Diversity, Equity and Inclusion (DEI) at Augusta University

Results of the 2020 AU Campus Climate Survey

Office of Diversity and Inclusion

September 2021

> *"Diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color."*
>
> *~Maya Angelou*

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MESSAGE FROM THE CHIEF DIVERSITY OFFICER

The AU Office of Diversity and Inclusion (ODI) was established to increase inclusive excellence, promote equity and cultivate a welcoming environment for all students, faculty and staff at the university. In 2019, I joined the AU family to lead these efforts and help create an institutional vision in which diversity, equity and inclusion are integrated into the way Augusta University operates. This is an exciting time for us! Augusta University is in the midst of tremendous growth and change, and that change includes a transformational shift toward a learning and working environment that fosters the full participation of all.

Achieving our goal for an inclusive campus requires us to first take stock of baseline efforts. Consequently, our office administered a campus climate survey in the fall of 2020. Results from this survey are being used to contextualize and shape the goals and objectives of our diversity, equity and inclusion efforts across campus. To assist with our campus survey administration, our office contracted with Campus Climate Survey LLC. Dr. Lindsey M. West, Deputy Chief Diversity Officer and members of AU's Institutional Research team (Holly Goodson Rubio and Heather Lewis) were also integrally involved in the administration of the survey. Thank you to this team for helping to ensure this survey administration was smooth and relatively problem-free. I would also like to extend a thank you to Dr. Jason Kirksey, Principal at JFK Consulting LLC, who assisted with the review and interpretation of the findings; Dr. Lori Palen, Principal of Data Soapbox LLC, who was invaluable in helping to develop the report; our D&I Coordinator, Zhanar Tuleutayeva, and our ODI Graduate Assistants, Vinaya Alapatt and Adriana Mapp, for their assistance in getting the final version to print; as well as members of CEL and the DEI Steering Committee, who assisted in the review of the report and the development of recommendations.

Finally, special thanks to our other campus partners for assistance in the successful completion of this survey process. Specifically, Multicultural Student Engagement offered and disseminated T-shirts to students who completed the survey, Professor Hardy provided extra credit in her Wellness course for survey completion, the Department of Psychological Sciences included the survey as an option in their survey pool to encourage participation, and members of the Mu Xi Chapter of Delta Sigma Theta Inc. announced the survey in their virtual events that fall. In addition, I am grateful to the students, faculty and staff who took the survey. I appreciate your time and thoughtfulness. Campus engagement in this effort is crucial, and the feedback will help inform our evaluation of AU's culture and climate. This was truly a team effort!

Again, I really appreciate the campus-wide support for this initiative. I am eager to continue to work with our campus community to build on AU's commitment to diversity as we strive to become recognized as an industry leader in training scholars that truly reflect the ever-changing demography of American society.

Sincerely,

Tiffany G. Townsend, PhD
Chief Diversity Officer
Office of Diversity and Inclusion

INTRODUCTION

Augusta University's (AU) Office of Diversity and Inclusion (ODI) aims to provide strategic direction and guidance to the university community as it relates to diversity, equity and inclusion. Collaborating with its key campus partners, the Council of Equity Leaders (CEL) and the Diversity, Equity and Inclusion (DEI) Steering Committee, ODI works to foster an environment that celebrates diversity, inclusion and equitable access to opportunity. **ODI's goal is to increase AU's recognition and understanding regarding the importance of inclusive excellence.** Inclusive excellence is an appreciation that as an institution, our success is dependent on our ability to effectively embrace and engage all students, staff, faculty, administrators and the broader Augusta community regardless of background, experiences or contextual circumstances.

In recent years, AU has worked to infuse DEI across its campuses. Examples include recruitment of a new full-time Chief Diversity Officer in 2019, the establishment of the Multicultural Student Engagement Center on the Summerville campus, and the creation of separate diversity offices in many AU colleges and departments. However, sustained cultural change requires a systematic approach that is coordinated and intentional. According to the National Association of Diversity Officers in Higher Education, **a commitment to inclusive excellence should be expressed prominently in the institutional mission and strategic plan**.[1]

As a first step of DEI strategic planning, in fall 2020, ODI collected data through a campus climate survey. The purpose of the survey was to learn more about the perceptions, beliefs and experiences of students, faculty and staff in relation to the overall AU campus environment. Findings from this survey, in combination with other assessments of inclusion at AU (diversity audit; interviews with faculty, staff and students), serve as a foundation for strategic planning efforts.

This report presents results from the 2020 campus climate survey. It also includes key priority areas, strategic action steps and recommendations developed by ODI and its strategic campus partners (CEL, DEI Steering Committee). **This report is designed to help guide DEI efforts as the university strives to become a more welcoming institution.**

SURVEY ADMINISTRATION

In the summer of 2020, ODI contracted with Campus Climate Survey, LLC, to administer the Viewfinder® online survey. Viewfinder® measures the extent to which diversity and inclusion play a role within the infrastructure of college campuses.

All faculty, staff and administrative leaders employed at AU in fall 2020, as well as students enrolled at the university during that time, received an email inviting them to participate in the survey. Faculty, staff and students on the Health Sciences campus were administered the Health Professions survey, which included questions specific to health-related fields. The survey was open between October 6 and November 6, 2020.

As part of the survey, special precautions were taken to keep respondents' identities confidential and to ensure that a person's survey answers could not be linked with their identity. Before participants began the online survey, they were invited to read an introductory message, which described the purpose of the survey, indicated that participation was voluntary and provided instructions for taking the survey. Participants were informed that items could be skipped, the survey could be completed in multiple sessions, and they could stop taking the survey at any time. After participants read the introductory information, their voluntary consent to participate was indicated by their continued progress through the survey.

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1   Clayton-Pederson, A. R., O'Neill, N., & McTighe Musil, K. (2008). *Making excellence inclusive: A framework for embedding diversity and inclusion into college and universities academic mission.* Washington, DC: Association of American Colleges and Universities.
Leon, R. (2014). The Chief Diversity Officer: An examination of CDO models and strategies. *Journal of Diversity in Higher Education 7*(2),77. doi:10.1037/a0035586
Williams, D. (2013). *Strategic Diversity Leadership.* Sterling, VA: Stylus Publishing Press.
Williams, D. & Wade-Golden, K. (2013). *The Chief Diversity Officer: Strategic Structure and Change Management.* Sterling, VA: Stylus Publishing Press.

Several campus partners provided incentives for student survey completion. Multicultural Student Engagement offered T-shirts, Professor Hardy provided extra credit in her Wellness course, and the Department of Psychological Sciences included the survey as an option in their survey pool.

RESPONSE RATES

Invitations to participate in the survey were sent to 5,490 undergraduate students and non-health professional (NHP) graduate students; 1,609 faculty (full- and part-time), staff (full- and part-time), and administrators on the Summerville campus;[2] and 6,691 faculty, staff, administrators, and health professional students on the Health Sciences campus.[3] In total 2,654 participants responded to the survey, with "response" defined as the completion of Question 1 and response to at least one non-demographic question. This included 767 undergraduate and NHP graduate students (14% response rate), 712 faculty, staff and administrators on the Summerville campus (44%), and 1,264 faculty, staff, administrators and health professional students on the Health Sciences campus (19%).

Specific questions were posed to assess the unique experiences of participants who self-identified as veterans, individuals with a disability, international, BIPOC (Black, Indigenous, People of Color), and LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual and others, such as those who identify as pansexual or gender-fluid). Response rates on those items depended on those who identified with that particular identity.

Detailed information about respondent demographics can be found in the Appendix to this report.

REPORT STRUCTURE

In fall 2019, Dr. Townsend explored AU institutional culture through informal qualitative interviews with more than 100 faculty, staff and students. Several focal areas consistently emerged during the interviews as areas of opportunity that must be addressed to achieve inclusive excellence at AU. They include a need to: 1) strengthen lines of open communication; 2) maintain a welcoming campus climate for all with a focus on respect and equity; 3) increase appreciation for, and infuse knowledge of, DEI in key sectors across campus; 4) recruit a student body and workforce that reflects the diversity of society and the surrounding community; and 5) engage the AU community in creating a strategic vision for DEI at AU.

Many of the major findings in AU's current campus climate survey also align with these five major areas. Therefore, those areas informed the development of preliminary goals for ODI. If adequately addressed, they can provide the foundation for DEI at AU.

This report is organized according to these five focal areas. The main body of the report provides select findings on key campus climate variables. Detailed results from the full survey can be found in the Appendix. Implications and recommendations created by the DEI Steering Committee and the CEL are also included in this report.

DATA INTERPRETATION CONSIDERATIONS

When reviewing and interpreting results of this survey administration, readers are encouraged to consider several caveats:

- The findings that follow are based on survey results. It is important to remember that there were instances of under- or over-sampling in certain groups; therefore, the sample may not fully represent the views of the entire AU community.

- Responses to certain questions, particularly those answered only by a subset of respondents, may have relatively few respondents. Items with small numbers of respondents should be interpreted carefully.

- Responses should be interpreted using the exact wording of questions as provided to respondents.

- Unless otherwise noted, individuals who selected "not applicable" as their response to a question are included in the denominator of percentage calculations.

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2   For the sake of brevity, Summerville, Forest Hills and River Front campuses were all labeled as Summerville campus in this report.
3   Students and employees from the AU Athens campus were administered the Health Professions survey and are included with the Health Sciences campus for this report.
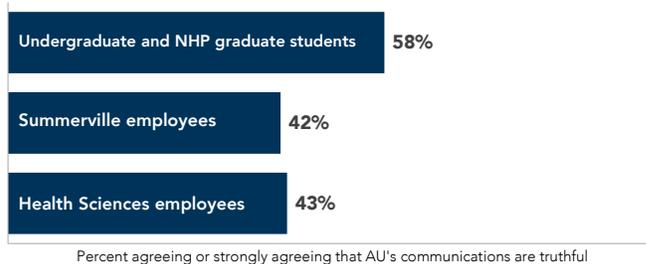
OPEN COMMUNICATION

Open and transparent communication is an important tool for fostering a culture of inclusion and belonging. The following section provides an assessment of AU's effectiveness at creating a campus where everyone, regardless of background, feels free to share their ideas, perspectives and point of view.

As shown in the first table on the next page, **there was a general trend among students, particularly undergraduate and NHP graduate students, in which they were more likely than employees to report that they could openly express their identity and beliefs.** However, there were two notable exceptions. First, LGBTQIA+ Health Sciences students had the lowest proportion of respondents who said they could openly express their sexual identity. Second, LGBTQIA+ employees at the Summerville campus were more likely than other groups to say that they could openly express their gender identity.

Across all groups, there were relatively few who felt they could openly express their political views. This was particularly pronounced among Summerville and Health Sciences employees.

As shown in the graph below, **more than half of undergraduate and NHP graduate students agreed or strongly agreed that AU's public announcements regarding internal communications and practices are honest and truthful. However, fewer than half of employees agreed with this statement.**

Undergraduate and NHP graduate students	58%
Summerville employees	42%
Health Sciences employees	43%

Percent agreeing or strongly agreeing that AU's communications are truthful

*Health Sciences students were not asked this question.

Undergraduate students, NHP graduate students, and Summerville employees responded to questions regarding reports of discrimination or harassment. As shown in the bottom table on the next page, **about two thirds of respondents agreed that AU would take a report of discrimination or harassment seriously**. In addition, about two thirds of students agreed that their privacy would be maintained if they made a report, and two thirds of employees knew where to file a report.

These questions also uncovered several opportunities for growth. **Fewer than half of students knew where to file a report, and only about half of Summerville employees thought their privacy would be maintained.**

Health Sciences students and employees were not asked these questions about reporting. It will be important that all respondents complete these items in future campus climate surveys.

Additional data about communication at AU can be found in the Appendix.

In general, students agreed that they could openly express themselves; agreement was lower among employees.

I can openly express my...	Percent agreeing or strongly agreeing with statement			
	Undergraduate & NHP graduate students (N = 767)	Summerville employees (N = 712)	Health Sciences students (N = 465)	Health Sciences employees (N = 799)
Religious/spiritual beliefs	67%	42%	63%	43%
Political views/worldviews	49%	25%	38%	20%
Gender identity*	62%	67%	56%	55%
Sexual identity*	65%	48%	36%	50%

*Response requested only from individuals who identified as a member of the LGBTQIA+ community: Undergraduate and NHP graduate students N = 84; Summerville employees N = 49; Health Sciences students N = 31; Health Sciences employees N = 31

A majority of respondents agreed that AU would take reports of discrimination or harassment seriously. Results were mixed for knowing where to file a report and feeling that privacy would be maintained.

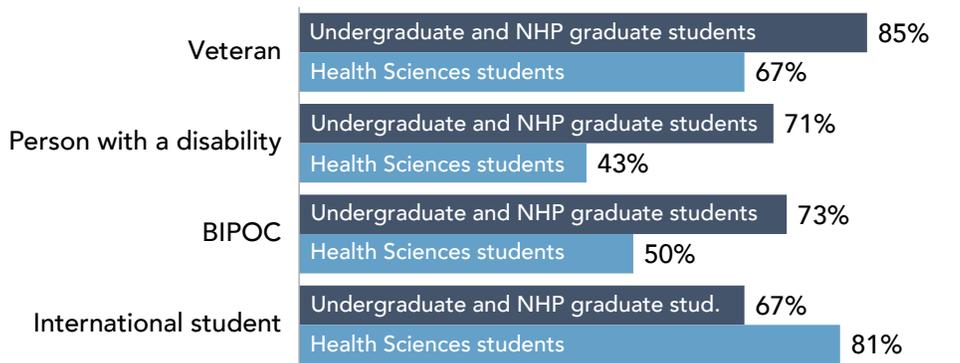| Item	Percent agreeing or strongly agreeing with statement	
	Undergraduate & NHP graduate students (N = 688)	Summerville employees (N = 638)
I know where to file a report (of discrimination/harassment).	43%	67%
Our campus would take a report (of discrimination/ harassment) seriously.	65%	68%
My privacy would be maintained if I were to file a report (of discrimination/harassment).	68%	53%

INCLUSIVE & EQUITABLE CAMPUS

ODI's goal is to create an environment where everyone feels welcome, valued and supported to achieve their full potential. In order to foster a culture of success, everyone must feel comfortable to bring all of their identities to school or to work and must feel secure in the knowledge that they will not only be accepted, but celebrated. Findings in this section reflect how well AU is meeting its goal to provide all members of the community with an environment that is diverse, inclusive and equitable.

In general, students who identified with one or more underrepresented groups (veteran, person with a disability, BIPOC, international)[4] felt welcome or felt a sense of belonging on both the Summerville and Health Sciences campuses. However, only about half of Health Sciences students who identified as disabled or BIPOC felt a sense of belonging.

Similar patterns were also noted among employees on both campuses. Please see the Appendix for

Most students from underrepresented groups[3] felt welcome on campus.

As a _____ I feel (welcome/a sense of belonging) on campus.

Veteran	Undergraduate and NHP graduate students	85%
	Health Sciences students	67%
Person with a disability	Undergraduate and NHP graduate students	71%
	Health Sciences students	43%
BIPOC	Undergraduate and NHP graduate students	73%
	Health Sciences students	50%
International student	Undergraduate and NHP graduate stud.	67%
	Health Sciences students	81%

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4   LGBTQIA+ respondents were not asked this question. Their sense of belonging was assessed with alternative questions, such as whether they could freely express their identity on campus (see previous section).
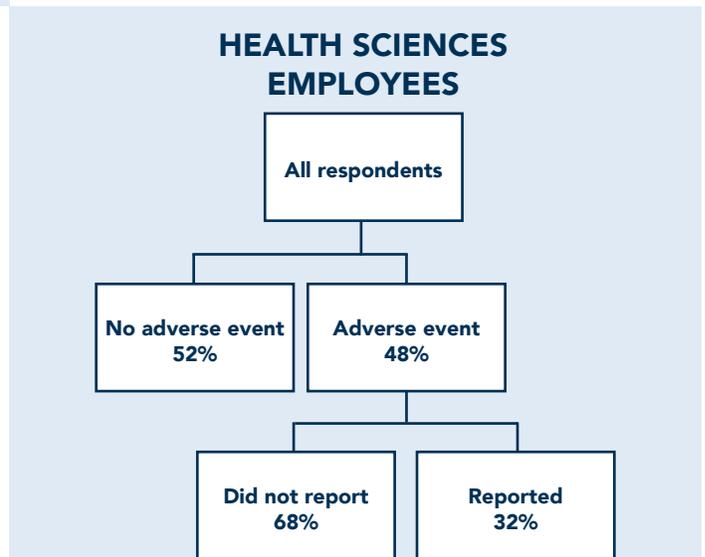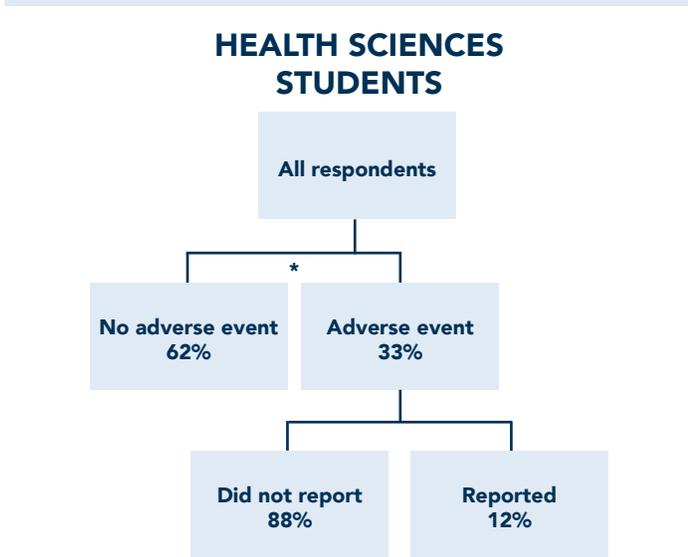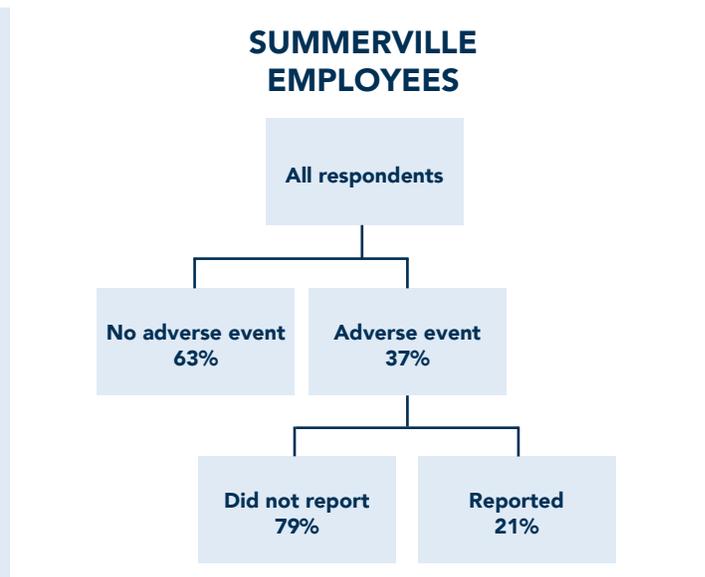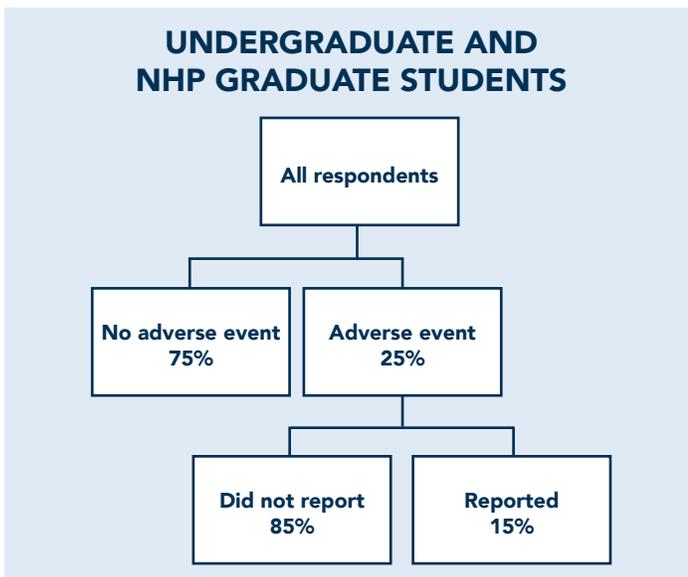
detailed results on these and other items regarding an inclusive campus environment.

Another key indicator of an inclusive campus is the experience of bias incidents. In fact, it is largely due to the experience of discrimination and bias related incidents that many students from minoritized groups experience college campuses as less inclusive and more intolerant of difference than do their counterparts from the majority culture.[5]

The diagrams below show experiences and reporting of adverse events at AU in the three years prior to the survey. Adverse events included bullying, illegal activity, discrimination, bias, harassment, sexual assault, and retaliation.

The majority of respondents had not experienced an adverse event in the preceding year. Adverse events were least common among undergraduate and NHP graduate students (25%) and most common among Health Sciences employees (48%). For most respondent groups, racial discrimination was the most commonly identified form of bias or harassment. However, gender-based discrimination was most common among Summerville employees.

Few individuals reported their adverse events. Reasons for not reporting included not thinking the incident was important enough, fear that nothing would happen, concern over possible retaliation, and concern that they would not be supported by the university. This is a growth area for AU.

UNDERGRADUATE AND NHP GRADUATE STUDENTS

All respondents

No adverse event 75% | Adverse event 25%

Did not report 85% | Reported 15%

SUMMERVILLE EMPLOYEES

All respondents

No adverse event 63% | Adverse event 37%

Did not report 79% | Reported 21%

HEALTH SCIENCES STUDENTS

All respondents

No adverse event 62% | * Adverse event 33%

Did not report 88% | Reported 12%

HEALTH SCIENCES EMPLOYEES

All respondents

No adverse event 52% | Adverse event 48%

Did not report 68% | Reported 32%

* This diagram excludes 5% of respondents reporting an "other" event.

5   Perry, B . (2010). "No biggie": The denial of oppression on campus. *Education, Citizenship, and Social Justice, 5,* 265–279.

DEI KNOWLEDGE

In order to help cultivate a culturally responsive community, it is important that there is a basic level of cultural awareness and inclusiveness skills shared among staff, students, faculty, and leaders. The following section outlines perceptions among the AU community regarding the importance of DEI training for the campus. It also examines AU's effectiveness at building DEI knowledge that is sufficient to foster an inclusive, culturally-responsive campus.

Most students, including undergraduate, NHP graduate and Health Sciences, **indicated that DEI training for administrative leadership, faculty, staff, campus police, and students is important. Similar patterns were noted among employees on the Summerville and Health Sciences campus.** These data can be found in the Appendix.

However, as shown in the table below, **only about half of respondents reported receiving, being offered, or being encouraged to provide education on diversity and inclusion.** This represents a potential growth area for AU.

Only about half of the AU community reported receiving, being offered or being encouraged to provide education on diversity and inclusion.

Item	Group	Percent agreeing or strongly agreeing
Courses taken at AU actively foster an appreciation for diversity.	Undergraduate and NHP graduate students	56%
My curriculum includes an emphasis on diversity and inclusion in the health care profession.	Health Sciences students	56%
I have been encouraged to attend diversity/ unconscious bias training.	Health Sciences employees	55%
I have been encouraged to weave diversity/cultural competence into my work/curriculum.	Health Sciences employees	45%
	Summerville employees	50%
Diverse perspectives are included in general education programs.	Summerville employees	43%

DIVERSE RECRUITMENT & RETENTION

As an institution of higher education, it is important that our environments reflect the variety of ideas, perspectives, experiences and backgrounds that are characteristic of the United States. When diverse perspectives are represented in the university, the educational environment is enriched. In fact, diversity of views and perspectives stimulates increased creativity and productivity. Studies have shown that having a variety of lived experiences at the decision-making table helps to ensure more innovative solutions.[6]

However, leveraging diversity to advance creativity is a skill. In addition to providing opportunities for students to work and learn around individuals from a variety of backgrounds, we also want to create an environment in which students learn how to engage with individuals who are different from themselves. Those students who are able to effectively engage cross-culturally will be most competitive in the growing global market.

This section examines AU's use of best practices for the recruitment and retention of employees with diverse backgrounds.

Respondents who were involved in an employee search process in the preceding two years responded to items about that search. As shown in the table at the top of the next page, **a majority agreed that the search process required a pool of candidates with diverse backgrounds and experiences and that their search committee included members with diverse backgrounds and experiences.**

Few employees indicated that a diversity recruitment specialist or diversity recruitment events were part of their search process.

About one in five Summerville employees and one in three Health Sciences employees indicated that their department or unit had a pipeline program to attract diverse employees.

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6   Paulus, P. B., van der Zee, K. I., & Kenworthy, J. (2016). Cultural diversity and team creativity. In V. P. Gloveanu (Ed.), *The Palgrave handbook of creativity and culture research* (pp. 57-76). London: Palgrave Macmillan. https://doi.org/10.1057/978-1-137-46344-9_4

AU employees identified the use of some best practices to ensure the recruitment of a diverse workforce at the university, but several well-established best practices were not used.

Item*	Percent agreeing or strongly agreeing with statement	
	Summerville employees (N = 166)	Health Sciences employees (N = 132)
The employee search process required a pool of candidates with diverse backgrounds and experience.	63%	65%
Our search committee included members with diverse backgrounds and experiences.	66%	73%
There was a dedicated diversity recruitment specialist on our search committee.	14%	23%
A member of our search committee attended diversity recruitment events.	10%	16%
My department/unit has a pipeline program to attract diverse employees.	18%	29%

*These items were only asked of respondents who were involved in an employee search process in the preceding two years.

Building a working environment that supports inclusive excellence is not only about recruiting a diverse workforce, it is also about creating a culture in which every employee has the opportunity to excel. Therefore, it is important that each employee is respected, valued and supported in their career development. Certainly, equitable employee compensation and promotion practices are key factors to building an inclusive workplace and retaining a talented workforce.

Employees reported their perceptions of equity in pay and promotion. As shown in the table below **only about one third of employees agreed that the tenure, merit, and promotion processes were fair. A majority agreed that they are underpaid and that there are pay disparities at AU.**

Many employees agreed that there are inequities in pay and advancement at AU.

Item	Percent agreeing or strongly agreeing with statement	
	Summerville employees (N = 593)	Health Sciences employees (N = 534)
The tenure and promotion process is fair.*	35%	34%
The merit and promotion processes are fair.	28%	30%
There are pay disparities here.	61%	60%
I am underpaid for the work I do.	58%	(not asked)

* Respondents who selected "not applicable" for this item (N = 279) were excluded from percentage calculations.

DEI STRATEGIC PLANNING

As previously mentioned, advancing DEI requires commitment from university leadership and a DEI Strategic Plan that is intentional, coordinated, and guides efforts across campuses. However, until recently there has not been an opportunity to fully develop a written institutional DEI strategic plan. Such a plan would define and conceptualize DEI at the university, provide a structure to advance DEI systematically and comprehensively across campuses through clear goals and measurable outcomes, along with strategies for monitoring progress and making adjustments as needed.

Thirty-nine percent of Summerville employees and 46% of Health Sciences employees indicated that they had some knowledge of campus-wide diversity efforts at AU. Those individuals responded to a series of additional questions related to those efforts; these data are available in the Appendix.

The data presented in this report help lay the foundation for a DEI strategic plan at AU.

IMPLICATIONS AND RECOMMENDATIONS

Survey results support using the five major priority areas outlined in this report as a framework to structure and guide efforts to advance diversity, DEI at AU.

Although several growth opportunities emerged in each of the five priority areas, many strengths were also identified. If appropriately leveraged, these strengths can help address some of the identified areas for improvement. In other words, effective strategies that have successfully advanced DEI in one unit or among a specific population may be used (potentially with modifications) to address a limitation in another unit or among another target group. For example, survey findings suggest that AU does a good job helping undergraduate and non-

health professional graduate students feel welcomed, respected and free to share their views openly on campus. Given this strength, it might be helpful to identify a few strategies successfully used with students that can be generalized or appropriately modified to enhance the experience of inclusion and equity for our faculty and staff.

Recommended goals and actionable strategies for each of the major priority areas are provided on the pages that follow. These broad priority areas will provide the foundation for DEI at AU that will be considered and incorporated as the university is redesigning its institutional strategic plan.

OPEN COMMUNICATION	GOALS	STRATEGIES
	Promote open expression of our individuality and our diversity while maintaining sensitivity and respect.	Create spaces that facilitate healthy/dynamic interaction and dialogue between and among all community groups and constituencies (i.e., students, staff, faculty, community).
	Improve the communication of diversity and inclusion policies, services, and accomplishments to all current and prospective students and employees.	Open lines of communication for individuals to convey problems outside of existing organizational structures, recognizing that not all individuals fall neatly within traditional academic and administrative hierarchies.
		Foster greater communication and interaction among all diversity offices in an effort to share best practices and coordinate DEI efforts across the campus.

INCLUSIVE & EQUITABLE CAMPUS	GOAL	STRATEGIES
	Maintain an environment in which all campus community members feel welcomed, supported, and valued.	Create and support networks of scholars and colleagues that foster acceptance, celebrate diversity, build a sense of belonging, and enhance communication across the university (e.g., affinity groups).
		Promote and support adherence to AU's policies on equity, non-discrimination, compliance, and equal employment opportunity/affirmative action across the institution.
		Conduct regular climate assessments (every 2-3 years) to identify institutional barriers to inclusion.
		Use results of these assessments to develop campus-wide programs to address the identified climate-related problems.
		Provide support for students, faculty, staff and administrators that are experiencing climate concerns.

DEI KNOWLEDGE	GOALS	STRATEGIES
	Ensure that diversity, equity and inclusion are 1) foundational elements of educational programs offered at the university, 2) incorporated in pedagogy and teaching methodology, and 3) appropriately considered and addressed in scholarly research and community engagement.	Provide a robust DEI training program for all students, faculty, staff and administrators that enhances cultural awareness and cultural responsiveness.
		Provide campus resources to all instructors including faculty, academic staff and graduate assistants that help to increase the use of inclusive teaching strategies.
		Provide funding, mentorship and training to support faculty engagement in diversity-related interdisciplinary research.
		Advocate for diversity-related research, scholarship, expression, teaching and community engagement to be appropriately valued and evaluated in merit, tenure and promotion decisions.
	Ensure that students acquire the knowledge, experience, and cultural competencies necessary to succeed in a globally connected society.	Support opportunities for students to interact with students, faculty, staff, administrators and others (e.g., study abroad communities) with different identities, backgrounds, values and perspectives.

DIVERSE RECRUITMENT & RETENTION	GOAL	STRATEGIES
	Build a diverse campus community (i.e., students, faculty, staff and administrators), provide appropriate supports, and facilitate equitable access to opportunities to help ensure their optimal performance and success.	Facilitate and support the development of pipeline programs at all career stages, from high school to academic/administrative leadership. Develop partnerships with national associations and foundations to facilitate student recruitment (e.g., Posse Foundation, Questbridge). Develop mentorship programs and leadership initiatives to support career development and success of faculty from diverse backgrounds. Develop and support diversity-themed postdoctoral fellowships or visiting scholars/faculty exchange programs with historically black colleges and universities, Minority Serving Institutions, etc., to facilitate the recruitment of faculty from diverse backgrounds. Apply for competitive, federally-funded diversity-related initiatives to increase retention of faculty from diverse backgrounds (e.g., NSF Advance program). Work with human resources to provide DEI training for faculty search committees.

DEI STRATEGIC PLANNING	GOALS	STRATEGIES
	Engage the AU community in creating a strategic vision for DEI at AU.	Work with university leadership to ensure that DEI goals and strategic initiatives are embedded in the institutional strategic plan. Develop a plan for regularly monitoring progress in advancing DEI (i.e., a diversity scorecard or dashboard) to increase accountability and efficiency. Work with senior leadership to ensure that DEI efforts are prioritized in their respective schools, colleges, and divisional units. Advocate for adequate financial resources to drive campus diversity efforts.

In ODI, we appreciate that it is not our sole responsibility to create an affirming and inclusive campus. To have meaningful impact, all members of the community will need to champion our university value of inclusivity and work to ensure that AU is welcoming to everyone. In fact, many of our campus leaders have already begun to find ways to advance DEI in significant ways. For instance, President Keel and Provost MacKinnon are launching a new initiative to enhance recruitment and retention of faculty from under-represented backgrounds; HR is examining ways to facilitate pay equity among AU employees; and AU Health has established a new office devoted to diversity, equity and inclusion in the AU health system.

These are just a few examples of some of the changes happening across the enterprise to advance equity and inclusion. We encourage all members of the AU community to work with us to help address the growth opportunities identified in this report. We anticipate substantial progress in the coming year as ODI continues to grow and our campus collaborations continue to flourish. **Again, thank you for your support!**

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