

# Objectives Appearing in Campus Documents

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## Leadership & Commitment

- Sufficiency of human, physical, fiscal resources for diversity-related efforts
- Visibility and clarity of goals
- Cultural competence of leadership (training, evaluation, reflection in practice)
- Evaluation/Assessment/Reviews
- Valuing through rewards, recognition, salary equity
- Communication and dissemination within and outside campus (talks, documents, plans, brochures)
- Representation among leadership (also representational)

## Curricular and Co-Curricular Transformation

- Presence in curriculum: major, gened, courses (syllabi)
- Cultural competence of instructors/Multiculturalism in curriculum and instruction
- Diversity/cultural competence/as demonstrated learning outcome
- International experiences/exposure/competencies
- Representation in traditionally under-represented programs and activities
- Academic support programs for preparation and success of under-represented groups
- Equity in access, retention, graduation, overall and in programs with largest gaps

## Campus Climate

- Cultural competence in orientation, faculty/staff development
- Accessibility of campus (affordability, physical access, identification-removal of barriers)
- Perception of treatment/Attitudes towards diversity/others/diversity initiatives
- Intergroup interaction/relations
- Climate assessment to identify and target deficiencies
- Presence of and participation in programming related to diversity, equity, multiculturalism
- Campus ambience, décor, collections
- Involvement of (input from) all sectors of campus in governance/decision-making

## Representational Diversity

- Representation of students, staff, faculty, leadership, professionals by:
  - Race/ethnicity, age, religion, gender orientation, income...
- Equity in access, progress, success (students, faculty, staff)
- Representation in business partners (vendors), collaborations, and partnerships
- Collaborations with feeders (minority serving institutions, Ivy Tech)