The Diversity, Equity, and Inclusion (DEI) work is expansive with opportunities across the enterprise to advance the FIU Next Horizon 2025 strategic plan which aligns with the State University System's (SUS) Board of Governors 2025 System Strategic Plan focused on (1) excellence, (2) productivity, and (3) strategic priorities for a knowledge economy. Infusing specific goals associated with these plans are intended to level the field and move the DEI needle forward in creating a more welcoming and inclusive environment for underrepresented minorities as well as foster enhanced diversity and inclusion for all groups who feel excluded from the fairness, opportunity and equal treatment called for by our mission and values. Execution of these institutional goals are consistent with the findings of the annual Florida Equity Report, Enrollment, Sex Equity in Athletics, and Employment Report Year: 2020 pursuant to § 1005.05, Florida Statutes and as legally prescribed by the U.S. Department of Labor’s Office of Federal Contract Compliance Programs.

The following represent a few priorities among the overarching FIU DEI Goals of achieving significant events or milestones towards fostering a culture of belonging and towards eliminating disparities within the FIU community among underrepresented groups.

**DEI STRATEGY:**
Leaders throughout FIU will develop unit level strategies to establish and align within their units performance goals, outcome measures, financial and human resources, learning and evaluation, and reporting for accountability and continuous improvement.

**DEI PRIORITIES**

The following three areas capture our top DEI priorities (among others) with recommended tactics.

**REPRESENTATION:**
Recruit, Retain, and Develop a Diverse Community (Underrepresented Minority Faculty, Administrators, Graduate Students, and Board Presence)

**POLICY, PRACTICE, PERFORMANCE MEASURES:**
Improve systems, policies, and procedures to facilitate diversity, inclusion, transparency, and accountability.

**INSTITUTIONAL LEARNING:**
Cultivate an inclusive and equitable campus climate, culture, and community. (Inclusive Excellence Training)
**REPRESENTATION: Recruit, Retain, and develop a Diverse Community**

Research shows, and the Equity Action Initiative confirmed, that having more diverse representation among an organization’s populations coupled with creating space where everyone feels a sense of belonging and can bring their authentic selves to work/learn/earn, is better for the business. Inclusion and belonging are key to our DEI strategy as we employ intentional efforts among these groups.

**PRIORITY: Graduate Students**

To achieve this, we are researching and identifying barriers that impact the recruitment, retention, and graduation of historically underrepresented minorities—initially, with a focus on graduate students toward increasing the production of doctoral to the professoriate. Toward their retention, we are focusing on the areas of:

- advising (academic, financial, and mental health)
- interaction with Faculty and Administrators
- and curriculum.

**ANTICIPATED OUTCOMES:**

- Identifying barriers that impact recruitment, admissions, and retention of doctoral students.
- Create action plan to remedy and remove identified barriers to increased enrollment of underrepresented minority graduate and professional student body.
- Report by Fall, 2022 identifying recommendations of efforts to effectively restructure to remove barriers noted.

**TACTICS:**

- Create platforms to conduct and engage in listening sessions with students *(which include collaborations with Beyond Financial Aid Framework, Valerie Johnsen’s outreach programs, Graduate School, and Student Government)*.
- Create ‘belonging’ climate surveys and report findings and recommendations *(in collaboration with Office of Analysis and Information Management (AIM) and external resources)*.
- Conduct qualitative and quantitative analysis of our current recruitment, enrollment, retention practices and processes *(in collaboration with AIM)*.
- Conduct listening sessions with Graduate Program Directors to understand their roles and challenges in recruitment of as well as support to graduate students and their retention.
- Compile report to recommend actions to be conducted by Graduate Program Directors *(in collaboration with Graduate School)*.
- Collaborate with HBCUs (historically black colleges and universities) and other MSIs (minority serving institutions) to recruit underrepresented minorities into our graduate programs.
- Launch visitation programs for underrepresented minority prospective undergraduate, graduate, and professional students.
- Create a cohort model for underrepresented minority doctoral students.

**GRADUATE STUDENT SUCCESS MARKERS:**

Host 6 Listening Sessions for Graduate Students per year (2 per semester) over 5 years.
Host 6 Listening sessions for Graduate Program Directors per year (2 per semester) over 5 years.
Identify gaps in service expectations by Spring, 2022 [categorized by systems, process, and individual barrier(s)].
Develop action plan to address gaps identified within 12 months of Gap Analysis.
Solidify relationship with 2 HBCUs per year over 5 years.
Increase underrepresented minority post-docs over the next 5 years.
PRIORITY: Underrepresented Minority Faculty

To achieve this, we are researching and identifying barriers that impact the recruitment and retention of underrepresented minority faculty as well as other historically underrepresented minorities – initially, with a focus on increasing underrepresented minority faculty among our population. Toward their retention, we are focusing on the areas of:

- belonging
- affinity and professional development;
- and rewards and recognition.

ANTICIPATED OUTCOMES:

- Identifying barriers that impact recruitment and retention of underrepresented minority faculty.
- Create action plans to remedy and remove identified barriers to increased retention of underrepresented minority faculty.
- Report by Fall, 2022 identifying recommendations and remedies of efforts to effectively restructure to remove barriers noted.

TACTICS:

- Establish underrepresented minority and women Faculty Associations and other affinity groups for underrepresented minorities to build affinity within their areas of interest.
- Create platforms to engage listening sessions with underrepresented minority faculty (which include focus groups and engagement with the Black Faculty Association (BFA)).
- Create ‘belonging’ climate surveys and report findings and recommendations (in collaboration with AIM).
- Conduct qualitative and quantitative analysis of our current recruitment, retention, and promotion processes (in collaboration with AWED & AIM).

FACULTY SUCCESS MARKERS:
Increase underrepresented minority faculty over five years (referencing DEI dashboard created by AIM delineating current status)
Create database of academic journals reflecting underrepresented minority scholarly work by Spring 2022 (in collaboration with BFA)
Release Belonging Survey by Fall, 2021
Identify gaps resulting from Belonging Survey by, Spring 2022
Develop an action plan to address gaps identified within 12 months of Gap Analysis
PRIORITY: Administrators (Administrator Level 3 and above)

To achieve this, we are researching and identifying barriers that impact the recruitment, promotion, and retention of underrepresented minority administrators toward increasing acceleration of opportunities among the underrepresented minority leaders in the FIU population.

Toward their retention, we are focusing on the areas of:
- belonging
- affinity
- and rewards and recognition.

ANTICIPATED OUTCOMES:

- Identifying barriers that impact mobility of qualified underrepresented minority administrators
- Create action plans to remedy and remove identified barriers to increased acceleration opportunities
- Report by Spring, 2022 identifying recommendations of efforts to effectively restructure to remove barriers noted.

TACTICS:

- Restore certification of interview pools (in collaboration with Talent Acquisition & Management (TAM)),
- Establish search committee participation in completing STRIDE training for administrators (in collaboration with The Office for the Advancement of Women & Diversity (AWED)).
- Ensure diversity advocates are participants in search committees.
- Create platforms to engage listening sessions with underrepresented minority employees.
- Support the creation of relevant affinity groups.
- Create ‘belonging’ climate surveys and report findings and recommendations (in collaboration with AIM).
- Conduct qualitative and quantitative analysis of our current recruitment, promotion, and retention processes (in collaboration with AIM).
- Conduct listening sessions with underrepresented minority employees to understand their roles and challenges in promotional opportunities and their retention in current/existing opportunities.
- Compile reports to recommend actions to be conducted by supervisors/managers (in collaboration with area Business Unit Head).
- Establish voluntary mentoring programs connecting administrators with mentors from both, dominant groups and underrepresented minority groups who will advocate for participating underrepresented administrators.

ADMINISTRATOR SUCCESS MARKERS:

Host 6 Listening Sessions for underrepresented minority Administrators per year over 5 years.
Identify gaps in service expectations by Spring, 2022 [categorized by systems, process, and individual barrier(s)].
Develop action plan to address gaps identified within 12 months of Gap Analysis.
Solidify mentor relationship with 20 leaders (Assistant Vice President or above) per year over 5 years.
Establish a BIPOC Association by and for underrepresented minorities by Spring, 2022.
Recruit, Retain, and develop a Diverse Community: Board Presence

To achieve this, we are researching and identifying barriers that have impacted inclusion of underrepresented minority Board presence among the board opportunities at Florida International University. Toward the recruitment of underrepresented minorities on University Boards, we are focusing on the areas of:

- Identifying minority and underrepresented talent across various disciplines.
- Creating opportunities for exposure to professionals from underrepresented populations to interact with Business Unit Heads, Faculty and Administrators.

ANTICIPATED OUTCOMES:

- Identifying barriers that impact recruitment and invitation of underrepresented minorities.
- Create action plans to facilitate greater exposure and relationship building among minority business owners, philanthropists, professionals and individuals of interest.
- Report by Fall, 2022 identifying recommendations of efforts to effectively remove any barriers noted.

TACTICS:

- Create platforms to engage listening sessions with members of minority communities (which include collaborations with South Florida Black Prosperity Alliance, ICABA, Office of Engagement, Start-up FIU).
- Facilitate opportunities to increase visitation to campus among minority business owners, philanthropists, professionals and individuals of interest.
- Establish internships between FIU students, minority business owners, philanthropists, professionals, and individuals of interest.

BOARD PROSPECT SUCCESS MARKERS:

Host 3 Community Receptions per year over 5 years.

Identify gaps in engagement expectations by December, 2021 [categorized by systems, process, and individual barrier(s)].

Develop action plan to address gaps identified within 12 months of Gap Analysis.

Create internship relationship with 5 minority business owners, per year over 5 years.
POLICY, PRACTICE, PERFORMANCE MEASURES: Improve systems, policies, and procedures to facilitate diversity, inclusion, transparency, and accountability.

To the extent that systemic barriers place unequal value on individuals and communities relying on past practices and implemented policies that have been transferred within and throughout an organization, they have resulted in certain populations being excluded from opportunities as noted in the equity action initiative. This goal seeks to improve those systems and remove barriers with transparency and accountability efforts employed. To achieve this, we are incorporating a communication protocol for accountability and strategic support of institution-wide diversity, equity, and inclusion goals. We are using the baseline of the Equity Report Guidelines, features of the American Council on Education (ACE) Framework, and elements of the university’s Affirmative Action Plan to establish guidelines.

TACTICS:
- Placing DEI Advocates in units across the enterprise (in collaboration with business unit heads and/or designees).
- Introducing a diversity, equity, and inclusion competency in the performance evaluation process for managers.
- Incorporating professional development with recommended trainings noted on DEI.FIU.EDU website (In collaboration with TAM).
- Reviewing hiring practices and policies to identify barriers to hiring and promotion of underrepresented minorities (in collaboration with Academic Affairs, AWED & TAM).
- Reviewing retention policies and practices to identify systems with potential to disadvantage underrepresented minorities in terminations and attrition including but not limited to performance evaluation process (In collaboration with AIM, Employee and Labor Relations, and Academic Affairs).
- DEI Certification Program (in collaboration with Center for Humanities in an Urban Environment (CHUE), College of Arts, Science, and Education (CASE), FIU Online, the Office of Micro-credentialing, TAM, and the Office of Employee Assistance) Revenue generating – external and internal participants.

POLICY/PRACTICE/PERFORMANCE MEASURE SUCCESS MARKERS:
- Establish “DEI Advocate” Model by Fall, 2021.
- Establish 2 Micro-Credentials per year over the next five years.
- Review policies and procedures in policy library, designed to ensure equity, by August 2021.
- Identify gaps in equity policies and/or absence of equity policies by Fall, 2021.
- Develop action plan to address gaps in equity policies within 12 months of Gap Analysis.
- Solidify framework for certification program by Fall, 2021.
- Establish marketing and communication campaign for certification program by Fall, 2021 (external facing).
- Establish marketing and communication campaign for micro-credential programs by Fall, 2021 (internal facing).
- Launch DEI Certification Program by Summer, 2022 (revenue generating).
- Modify Performance Excellence Program to capture DEI performance across all administrative and staff levels.
INSTITUTIONAL LEARNING: Cultivate an inclusive and equitable campus climate, culture, and community. (Inclusive Excellence Training)

Being genuinely committed to understanding others’ perspectives requires full engagement to bridge racial, ethnic, religious, gender, generational, differently abled, and sexual orientation divides that are experienced, daily. Our comfort is going to be challenged when we fully embrace discussions of race, diversity, and inequality. The core of ‘belonging’ begins with understanding others’ experiences coupled with understanding the root causes of racial divides. Cultivating an inclusive and equitable campus climate moves the university through this process of learning. At FIU, we cannot be ‘leisurely’ with cultural competence integration. Enterprise-wide inclusive excellence training embeds shared values, beliefs, attitudes, and behaviors around FIU’s commitment to diversity, equity, inclusion and belonging in a way that permeates processes and behaviors throughout the Panther nation.

To achieve institutional learning, we will implement a university-wide system of tracking, assessment, and annual reporting regarding the completion of inclusive excellence training. We will support the establishment, as well as measure the effectiveness, of affinity groups toward an inclusive campus climate.

TACTICS:

- Creating a comprehensive institution-wide learning plan for the FIU community tailored and designed to focus on unconscious bias and cultural competence across diversity spectrum (race, gender, ‘differentiability’, sexual orientation, religion, etc.) (In collaboration with CAT, CHUE, Global Learning, TAM, and AWED)
- Incorporate symposia, lectures, book clubs, movie screenings, and focus groups all designed to increase cultural competency and strengthen a sense of belonging across the enterprise (In collaboration with colleges, CAT, Global Learning, Multicultural Affairs, OEA, business unit heads, TAM and others)
- Creating DEI micro-badges/Micro-Credentials in support of continued learning and development of DEI competencies.

INSTITUTIONAL LEARNING SUCCESS MARKERS:

- Launch 3 Book Clubs per year over the next 5 years.
- Establish 2 Micro-Credentials per year over the next five years.
- Collaborate on 10 Movie Screenings over the next 5 years (focused on Normalizing Racial Dialogue; Belonging, Inclusion, and Unconscious Bias).
- Host Juneteenth Celebration Observance (to educate on historical impacts) annually for next 5 years.
- Launch DEI Certification Program by Summer, 2022 (revenue generating).