THE STRATEGIC DIVERSITY PLAN

THE UNIVERSITY COMMUNITY

I. Students, Employees and Board Members will:
   A. Understand human diversity in the broadest sense as the socioeconomic, political, and cultural experiences of groups and individuals defined by gender, sexual orientation, race, ethnicity, age, class, nationality, cultural or religious beliefs, and physical or psychological abilities.

   B. Respect the dignity and needs of all individuals in a Xavier/Cincinnati community that is diversified in gender, sexual orientation, race, ethnicity, age, class, nationality, cultural or religious beliefs, and physical or psychological abilities.

   C. Respect the inherent human dignity of all employees by compensating all employees equitably.

THE STUDENTS

I. The Xavier University Students will:
   A. Conduct themselves in a respectful and responsive manner towards all University employees so as to promote an atmosphere conducive to the education of all persons intellectually, morally, spiritually, and physically.

   B. Maintain a healthy discussion with the administration, faculty and staff especially regarding campus climate and student opinion thereof.

   C. Act as agents of change within the University community, including service on the full range of committees, to address issues on campus climate and student rights.

   D. Provide collaborative programming to educate the University community formally and experientially on a diversity of thought, opinion and experience.

   E. Encourage the formation and continuation of student clubs and organizations that facilitate dialogues and provide support networks to students.

THE ADMINISTRATION

I. The President will:
   A. Fill the Vice Provost for Diversity position. (The position was recently filled.)

   B. Provide the President’s Administrative Council (PAC) diversity training in the context of the University’s mission statement and academic vision.
C. Continue to enhance diversity in the memberships of the Board of Trustees and the President’s Administrative Council. How memberships reflect targeted diverse populations will be measured on an ongoing basis.

D. Offer release time to all employees to attend one-day, off-campus retreats that address Xavier’s culture and commitment to diversity. Participants will be asked how they anticipate making a positive contribution to this culture.

E. Collaborate with the **Faculty Committee** and **Vice Provost for Diversity** to make the Diversity Advisory Committee a formal committee within the University’s governance structure. Furthermore, the structure and composition of permanent university committees pertaining to diversity will be examined and adjusted through collaboration with all employees.

F. Create a university committee that represents employees who are support staff. This committee should be empowered and represented at all levels of governance.

II. **The Academic Vice President and Provost will:**
   A. Work with the **President’s office** to establish an annual university-wide diversity-related theme that will be incorporated into a large number and wide variety of academic events and activities throughout the year (e.g. summer reading for first-year students, Manresa, new employee orientation, lecture series, theatrical and musical performances, art exhibits).

   B. Collaborate with the **President’s office** and **other divisions** to establish more frequent university, college, or departmental events and rituals (similar to the Spirit Celebration) to encourage interaction and fellowship among all members of the Xavier University community.

   C. Collaborate with **Human Resources** and **Institutional Research** to implement annual assessments of campus culture. Inputs to these assessments may include the following:
      - Diversity audit
      - Climate survey
      - Benchmark compensation analysis
      - Employees at exit survey

      Based on assessment findings, develop programs geared to enhance the climate and respond to issues/problems that have been identified.

   D. Create a Women’s Center whose focus will include women’s health, safety and advocacy.

   E. Initiate discussion on the creation of a LGBT Center.

   F. Continue the exploration of support and resources for other marginalized groups on campus.

   G. Work with graduate enrollment areas to recruit targeted diverse nontraditional and graduate populations and to enhance services for these students (e.g. parking, weekend childcare, etc.).
III. The Vice Provost for Diversity will:
   A. Chair the Diversity Advisory Committee and serve on other diversity-related committees (such as the Multicultural Concerns Committee and the Status of Women Committee).

   B. Based on assessment findings, develop programs geared to enhance the climate and respond to diversity issues/problems that have been identified.

   C. Work with the Associate Vice President for Academic Affairs to provide specific professional development, consultation and assistance to faculty for incorporating diversity themes in the curriculum.

   D. Work with all university vice presidents to provide specific professional development, consultation and assistance to all employees for incorporating diversity themes.

   E. Oversee the process for defining the role and structuring the office(s) of ombudsperson(s) on campus.

   F. Together with Human Resources, Institutional Research, the Office of Admission, and the Office of Marketing, oversee the processes for identifying, measuring, and marketing diversity with prospective and current students, faculty and staff.

IV. The President’s Administrative Council will:
   A. Endorse a statement expanding the University’s position regarding harassment. Appropriate language regarding harassment will be incorporated into all printed documents at the University. *(The document, “Ensuring a Climate of Respect” has been approved by the Council and disseminated.)*

   B. Work with the Diversity Advisory Committee (DAC) and Vice Provost for Diversity to provide leadership in the implementation of the University’s diversity plan.

   C. Create committees that reflect the diversity of our community.
      - Every university committee will reflect the desired diversity of campus. Where there are institutional limitations, committees should be cognizant of alternative perspectives concerning their work.
      - Recruit more broadly from among the diverse pool of university employees for committee representation.
      - Survey all employees to identify the diverse perspectives they would bring to committee participation. Determine the willingness of individuals to serve.

   D. Add specific language to the evaluative instruments used on campus to measure the diversity of the University’s administrative units. Integrate into department review and all evaluation processes.
SPECIAL COMMITTEES/ GROUPS

I. The Diversity Advisory Committee will:
   A. Work with constituent groups to plan diversity training workshops. A central theme would be “Why should I care about diversity?”
   B. Continue its effort to understand the University’s problems with respect to diversity and their impact and make recommendations.
   C. Work closely with the Vice Provost for Diversity to assess the implementation of the Strategic Diversity Plan.

II. The Jesuit Community will:
   A. Re-initiate the Contemporary Issues discussion series sponsored by the Jesuit Community, with special emphasis on topics related to diversity.
   B. Support the initiatives of the Strategic Diversity Plan in order to foster excellence in Jesuit education.

III. The Board of Trustees will:
   A. Continue to enhance their efforts to be inclusive in their membership.
   B. Actively support and monitor the implementation and impact of the Strategic Diversity Plan, especially through the BOT Diversity Task Force.

DIVERSITY ACTIONS BY DIVISIONS OF THE UNIVERSITY

THE DIVISION OF THE ADMINISTRATIVE VICE PRESIDENT

I. The Community Building Collaborative @ Xavier will:
   A. Create an environment that vigorously promotes community engagement and provides a variety of engagement opportunities, which have the potential to impact economic, educational and social disparities in the local community.
   B. With Information Resources, create an information hub for collecting data, disseminating information and centralizing research related to community engagement. The information available will increase over time as a result of campus and community contributions. A yearly report will be issued summarizing findings and suggesting uses for those findings.
   C. Develop strong, strategic partnerships with civic and community organizations in our region that focus on Xavier’s targeted diverse organizations.
   D. Work with Human Resources to create a “Day Care/Family Learning Center” for Xavier employees as well as community members. There are possible partnerships with Evanston
and/or Norwood and Xavier’s Montessori Education Program. Explore options to include eldercare particularly as it relates to Xavier’s Psy.D. Program.

THE DIVISION OF ACADEMIC AFFAIRS

I. The Office of the Academic Vice President and Provost will:
   A. Together with BUGS, charge the Academic Assessment Committee to assess the core curriculum and recommend revisions with a clear mandate that diversity is a central consideration. Input will be obtained from the Gender and Diversity Studies Committee (GDST), the Vice Provost for Diversity, and other relevant groups.

   B. Support the GDST Committee in their efforts to propose diversity course requirements within the current core curriculum. In particular, the proposal will strengthen the current cultural diversity component requirement, e.g. by building upon three-credit courses already taught.

   C. Collaborate with the Associate AVP and the Faculty Development Committee to provide incentives, resources, and support (e.g. summer stipends, research assistants, pedagogical workshops) for faculty interested in developing new core courses or revising existing core courses in which diversity is a central theme. All diversity-related courses will be subject to review by the GDST Committee.

   D. Work with the Deans and the GDST Committee to provide incentives, resources, and support for innovative collaboration between faculty and students to develop courses addressing diversity (e.g. students/faculty members use a one-semester course to design a new course that is co-taught by participants during the following semester.)

   E. Work with the Associate AVP, Faculty Development Committee and GDST Committee to provide regular opportunities for faculty development focused on pedagogical innovations related to diversity (e.g. workshops, colloquia, and travel to conferences).

   F. Support the efforts of the GDST Committee to establish Gender and Diversity Studies as an academic major. The GDST Committee will begin discussions with all constituents, including Faculty Committee, BUGS and the Faculty Assembly, with the goal of presenting a proposal by Spring 2006.

   G. Work with the GDST Committee to conduct a national search and hire a full-time Director of Gender and Diversity Studies, who will be responsible for administering the new major and providing expertise and oversight for all areas offering courses related to Gender and Diversity Studies.

   H. Work with the GDST Committee and the DAC to develop an intensive, reflective formation experience that is focused on diversity and modeled according to the very successful AFMIX program.

   I. Periodically review the “Ensuring a Climate of Respect” document and keep the University community familiarized as it is updated.
J. Coordinate the harassment and assault hotline, the advocacy program and online student harassment and assault survey.

K. Collaborate with the GDST Committee and the Library to provide colloquia, brown-bag lunch discussions, library book discussions, and related opportunities for faculty and others to discuss academic research and writing related to diversity.

L. Sponsor an Academic Day event that is inclusive of all campus constituencies with a diversity focus. (There already has been one such event.) Release time will be granted to all employees to attend. Programming appropriate for students should be a part of Academic Day.

M. Work with appropriate offices in the Provost model, including International Student Services, towards incorporating a study abroad and/or experiential/service learning experience for all students, since these are key ways in which students are exposed to diverse persons, languages, cultures and perspectives. Sufficient funds should be budgeted to support the service learning programs. At least one full-time person should be hired for more centralization of these programs, which will enhance efficiency and coordination.

N. With the Community Building Collaborative @ Xavier, develop strong partnerships with the local minority organizations.

II. The College Deans will:
   A. Develop college-based awareness and support for diversity, which may include the involvement of targeted diverse alumni, parents and others in special initiatives and programs.

   B. With the support of the Academic Vice President and Provost, continue the diversity hiring initiative that has been successful in increasing diversity among new full-time faculty members, pending available lines.

   C. Carefully assess the effectiveness of the current faculty mentoring systems and revise accordingly.

   D. Monitor faculty salaries to ensure equity for all faculty including diverse faculty.

   E. Work with the Department Chairs to increase diversity among adjunct faculty, pending available lines.

   F. Work with Department Chairs to support and encourage diversity education for faculty and staff in each college.

III. The Faculty will:
   A. Monitor a more diverse junior faculty through classroom visits since student evaluations may be overly influenced by negative reactions to “different” English dialects and “different” teaching methods and, if needed, additional support (for attending conferences or workshops, etc.) will be available through faculty development.
B. Offer sufficient diversity-themed courses to allow all undergraduates to complete the core curriculum cultural diversity requirement through enrollment in three-credit classes.

IV. Enrollment Management
   A. The Office of (Undergraduate) Admission will:
      1. Continue to develop targeted yield campaigns in the local community for targeted diverse populations (e.g. expanding the early outreach campus-visit program as well as summer programming, offering college planning workshops, and participating more in area community-building initiatives and organizations).
      2. Continue to identify and aggressively recruit targeted diverse and international populations using a variety of strategies (such as targeted mailings, tele-counseling campaigns, online chats, visits to predominantly minority high schools, campus visit programs, etc.).
      3. Continue to develop and expand internal partnerships with others, including the Offices International Students Services and Multicultural Affairs, to increase the representation and matriculation of international students and students of color with emphasis on Latino and African American students.
      4. With the Center for Adults and Part-time Students, identify more on-campus summer opportunities for prospective students in targeted diverse populations.
      5. Collaborate with Institutional Research to develop a “diversity scorecard” with key metrics to assess and determine Xavier’s progress towards achieving diversity in the enrollment management areas.
      6. Gather facts –strengths, weaknesses and opportunities– that we have both internally and externally regarding targeted diverse populations.
      7. Continue to recruit students who are “first generation” and students who come from diverse economic backgrounds, especially those who show substantial financial aid need.

B. The Office of Financial Aid will:
   1. Continue to develop and support policies for awarding financial aid that enhances targeted diverse recruitment and retention.
   2. Collaborate with the Office of Admission to support more actively targeted diverse students who have substantial financial aid need.

C. The Office of Student Success and Retention will:
   1. Enlist the assistance of Institutional Research to explore obstacles that Xavier’s diverse student population may face while progressing from sophomore to junior and junior to senior years; develop initiatives for positive impact.
2. Explore possibility of sending mid-term grades to parents beyond the first year.

3. Develop programs targeted to retain students that are aggressively inclusive of all groups.

4. Improve parent communication in conjunction with the Office of Parent Relations for all class years.

D. The Office of Enrollment Research and University Registrar will:
   1. Collect and monitor data to assess retention and graduation rates for targeted groups.

V. The Center for Adult and Part-time Students (CAPS) will:
   A. Continue to develop targeted outreach campaigns in the local community.
   
   B. Continue to aggressively recruit diverse populations using a variety of strategies.
   
   C. Partner with the Office of Admission to identify more on-campus summer opportunities for prospective students.

THE DIVISION OF FINANCIAL ADMINISTRATION

I. The Office of Human Resources will:
   A. Collaborate with Academic Affairs and Institutional Research to implement an annual assessment of campus culture (with one developed each year thereafter) that may include:
      − Diversity audit
      − Climate survey
      − Benchmark compensation analysis
      − Employees at exit survey
   
   Based on assessment findings, develop with other offices programs that will enhance the climate and respond to issues/problems that have been identified.
   
   B. Conduct a systematic review of all salaries in order to ensure that all employees are indeed compensated equitably. The report should be forwarded to the Vice Provost for Diversity.
   
   C. Provide all university employees with diversity professional development in the context of the University’s mission and academic vision statement.
      • All employees are invited by the President and given release time to attend a one-day off-campus diversity retreat which addresses Xavier’s culture of and commitment to diversity and asks them how they anticipate making a contribution to this culture.
      • Incorporate Xavier’s commitment to diversity initiatives into new employee orientation and ongoing training for all employees.
      • Continue the new employee companion program which pairs all new employees, and especially those who represent enhanced diversity, with established members of the campus community.
• Create a position to develop and implement diversity education.

D. Create a “Day Care/Family Learning Center” for Xavier employees as well as community members.
   • Explore partnerships with Evanston and/or Norwood and Xavier’s Montessori Education Program. Xavier education students can use this as a training site for early childhood education that embraces human diversity and acceptance of difference.
   • The Center may also be used for internships for Psy.D. and Health Services Administration students:
     – Information Center
     – Library
     – Family workshops (financial, childcare, balancing work and family)
     – After school childcare for employees and students
     – Explore options to include eldercare, particularly as it relates to Xavier’s Psy.D. Program.

E. Clearly and consistently communicate to Xavier employees the policies, programs, expectations and accomplishments with regard to diversity issues.
   • Finalize employee handbook outlining workplace policies and hiring policies with respect to diversity issues and include these policies in official communications with and marketing for prospective and current employees.
   • Create a system of checks and balances to ensure that policies are enforced with respect to the following:
     – Family leave
     – Flexible scheduling
     – Promotion opportunities
     – Reclassification requests
   • The employee handbook will include a “Code of Respect.” Each department will conduct a dialogue about this code and its implications for their department.
   • Conduct and report to the Vice Provost for Diversity the results of a study of all employee benefits that successfully include or adversely affect targeted diverse populations (i.e. “family” membership fees for use of certain campus facilities, tuition remission for “spouses”, health/dental policies for “families” – all these potentially adversely affect same-sex couples.)
   • Create and publicize clear policies for reporting harassment and discrimination and ensure that the polices are enforced.
     – Harassment and discrimination codes are explained during ongoing first-year orientation program.
     – Similar explanations occur at faculty, administrator, and staff Manresa.
     – Annual training will occur for all employees.

F. Add specific language to the evaluation instruments used on campus to measure the diversity of the university’s administrative units.
   • Integrate into department review and all evaluation processes on campus.
   • Use in the HR tools to evaluate personnel.
G. Discontinue the use of the hierarchical labels (such as “support staff” and “professional staff”), when possible, in favor of the more general “staff” category of University employees in order to recognize and validate the contributions made by all members of the university community.

THE DIVISION OF INFORMATION RESOURCES

I. The Office of Institutional Research will:
   A. Identify qualitative and quantitative measures that aid in understanding the experiences of targeted diverse groups across all class years.
   
   B. Assist in finding ways to increase the retention and graduation rates.
   
   C. Create a central database of information regarding targeted groups.
   
   D. Assist the Office of Student Success and Retention in exploring obstacles that targeted diverse populations may possibly face while progressing from sophomore to junior and junior to senior years.
   
   E. Collaborate with the Office of Admission, create a “diversity scorecard” with key metrics to assess and determine Xavier’s progress towards achieving diversity in the enrollment management areas.
   
   F. Create an information hub for collecting data, disseminating information and centralizing research related to community engagement. Consistently increase over time the information available through the hub as a result of campus and community contributions. Issue a yearly report summarizing findings and suggest uses for those findings.
   
   G. Work with Human Resources and Academic Affairs to implement annual assessments of campus culture that may include:
      - Diversity audit
      - Climate survey
      - Benchmark compensation analysis
      - Employees at exit survey

II. The Office of Web Resources will:
   A. Work with the DAC and PAC to include a page on Xavier’s website that is easily accessible for describing and promoting the University’s commitment to diversity. It would also highlight the many ways the University community promotes diversity through different types of programs, workshops and curriculum.
   
   B. Explore the creation of targeted communication (print and web) to groups of targeted diverse students, both internally and externally. Work closely with portal administrators to ensure that it is used to its greatest potential to inform and communicate with all members of the University about diversity on campus.
III. The University Library will:
   A. Provide information resources representative of the issues of diversity including race, religion, ethnicity, class, gender, age, etc.
   B. Promote awareness and use of these resources through open and online access, workshops, discussion groups, and programs.
   C. Seek ways to engage the University community to develop information fluency skills that support information-based learning.

THE DIVISION OF MISSION AND MINISTRY

I. All Offices in the Division will:
   A. Focus on the religious diversity on campus, moving us beyond mere tolerance to fruitful discussion and attention to our religious/non-religious diversity.
   B. Help unite the campus community by focusing on the shared human spirituality (i.e. an innate human desire to love and be loved, a universal quest for a purpose and meaning in life, a sense of awe and wonder at nature’s grandeur, etc.)
   C. Work to retain and increase targeted diverse groups within the division.

II. Ignatian Programs will:
   A. Incorporate Xavier’s commitment to diversity in the employee Manresa program.
   B. Assist in educating the campus community as to how Xavier’s goals for diversity and inclusion are related to the Jesuit mission and identity.

III. Campus Ministry will:
   A. Partner with students, faculty, and staff of University offices and divisions to provide inclusive prayer services to increase awareness and appreciation of worldwide religious traditions.
   B. Offer programs attending to differing spiritual styles as they relate to gender.

IV. The Peace and Justice Programs will:
   A. Continue supporting marginalized groups on campus, such as gay and lesbian students, by providing a meeting space and staff assistance.
   B. Enhance inter-religious dialogue and understanding (e.g. the Muslim Student Association with its awareness-raising programming on campus).
   C. Continue to develop service learning experience(s) that highlight the experiences and concerns of marginalized groups locally/regionally.
THE DIVISION OF STUDENT DEVELOPMENT

I. All Offices in the Division will:
   A. Recruit, retain, and develop a diverse staff.

   B. Provide ongoing diversity training, both knowledge-based and experiential.

   C. Place staff in key roles in committees and assignments that support and enhance
      the institution’s diversity efforts.

   D. Ensure that annual divisional and departmental goals address diversity initiatives and include
      metrics to measure progress.

   E. Provide strategically reallocated resources that support diversity programming, training, and
      evaluation.

II. The Manresa/Orientation Program will:
   A. Introduce students to Xavier’s commitment to diversity and inclusiveness, and outline
      procedures for reporting incidents of harassment.

   B. Continue to offer constituent-based orientation programs to create a welcoming environment
      for diverse student populations, including the Smooth Transitions program offered by the
      Office of Multicultural Affairs, the international student orientation program offered by
      International Student Services, and the orientation program offered by Student Support
      Services/TRIO program.

III. The Office of Student Life will:
   A. Continue to offer awareness enhancing programs, services, and events through such
      efforts as the Theater of Conscience, Heritage Fest, clubs and organizations that embrace
      diversity, and campus-wide student oriented diversity programs.

   B. Support and facilitate, the Student Government Association’s efforts to sponsor a new
      cabinet level position representing issues and concerns of diverse students.

   C. Serve as a point of contact for students who need the support of the University
      Harassment Code.

   D. Encourage more cross-over among clubs, especially with respect to race and ethnicity.
      Incentives should be provided for groups that share culturally.

IV. The Health and Counseling Center and Psychological Services will:
   A. Provide and support doctoral trainees who serve as advocates in the harassment process.

   B. Provide a professional counselor/therapist specifically trained to address the needs and
      concerns of diverse students.
C. Train all counselors to work effectively with a diverse student population.

V. **The Center for Career and Leadership Development will:**
   A. Provide programs and services that promote the preparation of diverse students as they entertain plans post-graduation, (e.g. Diversity Across Careers Fair and career related programming among student organization representing diverse students).

VI. **The Office of Multicultural Affairs will:**
   A. Continue to work with **Enrollment Management** to increase representation by students of color with emphasis placed on Latino and African American students.
   B. Create a more welcoming and supportive culture for students of color by enhancing programs and services as mentoring, academic achievement programs, and university-wide programs that celebrate diversity.
   C. Work with academic units to ensure that students of color are successfully progressing toward graduation, through efforts as involvement in EPU, the Ernest Just Society (for science majors), and WCBA seminars for students of color.
   D. Promote student service and community engagement among students of color with local neighborhoods and agencies.
   E. Work more closely with the **Office of Manresa/Orientation Program** regarding scheduling to ensure greater participation of students of color in the activities.

VII. **The Office of International Student Services will:**
   A. Work with the **Office of Admission** to increase the recruitment and matriculation of international student populations.
   B. Create a more welcoming and supporting culture for international students by offering and enhancing programs and services such as mentoring, cross-cultural conversation partners, academic achievement programs, and university-wide programs that celebrate global diversity.
   C. Create a more integrated approach to international education for students by expanding the students’ study abroad opportunities, promoting students’ involvement in international and global awareness events on campus, and creating a welcoming culture for international students.

VIII. **The Learning Assistance Center will:**
   A. Increase the diversity of the peer tutors and study guides in the Learning Assistance Center.
   B. Educate and train all staff to understand better and accommodate the learning needs of diverse student populations.
   C. Provide support to the Office of Admission when students with disabilities inquire or apply to Xavier.
D. Orient and provide support to faculty who are working with students with disabilities who are enrolled in their classes.

E. Train the staff (especially in the Offices of Multicultural Affairs, International Student Services, and Academic Advising) to adopt co-active coaching practices with students of diverse populations.

IX. The Office of Residence Life will:
   A. Continue and improve diversity training to Resident Assistants. Include a SAFE-Zone training for the Resident Assistants.

   B. Target under-represented populations in staff recruitment and selection.

   C. Promote diversity themed programming within each residence hall floor.

   D. Continue to recruit and support themed living units (e.g. International Theme House, Jumba La Nia, etc.).

   E. Introduce all students to the University Harassment Code and reporting procedures.

   F. Assess the experiences of diverse student populations living on campus through annual evaluation measures and respond to identified areas of concern.

THE DIVISION OF UNIVERSITY RELATIONS

I. All Offices in the Division will:
   A. Continue to actively recruit a diverse professional applicant pool to increase and retain a diverse staff in all University Relations departments.

   B. Work together to develop and implement a plan to increase diversity awareness and education for the division.

II. The Office of Development will:
   A. Identify endowment funds to enhance minority enrollment.

   B. Develop a strategy for identifying, educating, engaging, cultivating and soliciting individuals from minority groups.

   C. Identify programs and university designated funding priorities/opportunities of specific interest to targeted diversity groups integrating those opportunities into donor proposals.

III. The Office of Marketing and Printing Services will:
   A. Identify key messages, target audiences and supporting facts to promote diversity.
B. Assist the **Office of Admission** with advertising in targeted high schools having high populations of minority students.

C. Be proactive in promoting diversity by identifying and using appropriate tactics in:
   - XU communications (magazines, event-site, etc.)
   - Advertising
   - Print and media relations
   - Sponsorships
   - Programming

D. Create University tactical diversity marketing plan and ensure that campus diversity is represented in all marketing materials.

**IV. The Office of Alumni and Parent Relations will:**
A. Work with the **Office of Student Success and Retention** to improve parent communication across all class years.

B. Support targeted diverse alumni constituent groups in their formation and event planning.

C. Identify and encourage minority alumni and parents to serve on the National Alumni Board and the Parents Advisory Council.

**V. The Office of Public Relations**
A. Place more articles on diversity in targeted publications nationwide and monitor the number of hits.

B. In concert with **Human Resources**, support each division and the ombudsperson to communicate the policies, programs, expectations and accomplishments with regard to diversity issues. Create new and review existing modes for disseminating diversity initiatives to internal and external constituents.