The Keene State College priority of “diversity in community, curriculum and co-curriculum” is intimately connected with the other priorities of “academic excellence and student success” and institutional effectiveness, sustainability and financial stability”. Given the changes in the demographics of potential college students, workforce needs and the shrinking global context, the synergy between the KSC priorities is important to providing a quality education for all students. Diversity in perspective, community, ideas and thoughts are core aspects of innovation and advancement. Given the current challenges in the United States and throughout the world, it will take creative and innovative thinkers rooted in an understanding of diversity to help develop sustainable alternatives. It is imperative to provide educational opportunities to adequately prepare students to meet these challenges.

Using data from the Keene State College campus climate survey and research associated with “best academic practices”, plans such as the Strategic Plan of Inclusive Excellence and Student Success at Keene State College have been established with the three priorities in mind. These data driven plans will provide a systematic way to evaluate effectiveness (ongoing assessment), identify areas for improvement and to make changes when necessary.

**Strategic Plan for Inclusive Excellence and Student Success at Keene State College**

*Retention of faculty, staff and students from underrepresented groups*

**A. Students**
1. Develop an early warning system related to academic progress. Work with the Enrollment Management Committee, Residential Life (especially Coordinator of the First Year Experience) and other already existing structures on campus to develop a comprehensive system.
2. Establish ongoing contact with students to monitor their progress and quality of life
3. Enhance the academic, social and emotional support offered to students via culturally appropriate practices
4. Create a “culturally sensitive” academic advising process
5. Increase access to financial support
6. Re-establish mentoring program for students from underrepresented groups
7. Conduct a campus climate survey and use results to inform additional strategies for retention
8. Create cohort groups for student support
9. Increase engagement with parents of students from underrepresented groups
10. Contact “successful” alumni from underrepresented groups to determine factors contributing to their success at KSC – Assessment

**B. Faculty and Staff**
1. Obtain information from “senior” (at KSC more than five (5) years) members of underrepresented groups about factors contributing to their longevity
2. Develop system to check in with underrepresented faculty and staff about their experience at KSC – The system should include specific process used such as who is responsible, how often, when, etc. as well as process for addressing any concerns raised by the faculty or staff member.
3. Create support system especially for new faculty and staff of underrepresented groups
4. Examination of policies, procedures and practices (especially associated with promotion and tenure) to insure cultural sensitivity
5. Mentoring/Support through tenure and promotion process
6. Conduct Campus Climate Survey and use information for policies, procedures and practices (especially associated with promotion and tenure) to insure cultural sensitivity
7. Identify and offer specific incentives to underrepresented faculty and staff

-Recruitment of faculty, staff and students from underrepresented groups

A. Students
1. Outreach to communities with high populations of underrepresented individuals – service learning activities, inviting “local community experts” to campus, increase KSC presence
2. Create network between current students, alumni and communities with high populations of underrepresented individuals – Engage current students and alumni in recruitment efforts
3. Increase the number of visits by middle and high school students from underrepresented groups to KSC
4. Increase engagement with parents of potential students of underrepresented groups
5. Develop relationships and agreements with Community Colleges in areas with large population of underrepresented students
6. Outreach to potential students about financing college and the value of a college degree
7. Detailed assessment and analysis of areas with high concentration of underrepresented individuals – Help to determine where to potentially expand recruitment efforts
8. Foster relationships with local organizations and leaders with contact with underrepresented groups

A. Faculty and Staff
1. Increase contact and develop relationships and agreements with Universities with underrepresented students completing graduate programs
2. Creation of mentorship program for ABD underrepresented individuals then transition into tenure track position
3. Increase visibility at conferences, meetings and other gatherings where high percentage of underrepresented professionals are present
4. Examination and analysis of hiring policies, procedures and practices
5. Increase visibility in publications and other media outlets that underrepresented individuals subscribe

-Take a holistic approach to educate students to become involved, socially conscious citizens and leaders who engage in ethical practice in a diverse society

1. Provide presentations, trainings and workshops for faculty to enhance their efforts to engage in culturally responsive teaching
2. Provide presentations, trainings and workshops for staff to enhance their efforts to engage in culturally responsive practices associated with their work with students from underrepresented groups
3. Increase opportunities for students to make use of the programs provided by Global Education Office to broaden and deepen understanding of diversity and multiculturalism
4. Create closer connection between academic affairs and diversity and multicultural related events on campus
Take a holistic approach to educate students to become involved, socially conscious citizens and leaders who engage in ethical practice in a diverse society

1. Create peer led multicultural/diversity education team – students, faculty and staff – integrate issues of diversity and multiculturalism into any training or professional development opportunities provided.
2. Establish an ongoing campus dialogue about issues of diversity and multiculturalism.
3. Engage with the Keene community by developing culturally based trainings and workshops especially for business owners, police department, local k-12 school personnel, health care providers, etc.
4. Each division conduct a diversity and multicultural “self study” to determine how the values associated with diversity and multiculturalism are addressed and practiced.
5. Create incentives for those individuals who clearly demonstrate the value of diversity and multiculturalism at KSC.
6. Ongoing opportunities for examination of individual biases and beliefs having an impact on work and decision making.
7. Develop a system to report bias related incidence and a protocol for responding – “Crisis response” team.
8. Ongoing opportunities for diversity/multicultural dialogues & discussions in residence halls, student group meetings (including Greek life), faculty meetings, professional development activities.
10. Extent diversity awareness as part of the tenure process for faculty and staff professional development.
11. More comprehensive diversity program for students during orientation.
12. Conduct an inventory of the courses with a diversity/multicultural focus in all disciplines. Include in the assessment process measures of effectiveness of courses related with a diversity component.
13. Annual performance reviews of employees will include evaluation of engagement in activities to enhance the diversity efforts of the campus.

To develop strategies to examine policies, procedures and practices through the lens of diversity and multiculturalism

1. Evaluation of policies, procedures and practices of the institution.
   - Each division of the institution will conduct a critical analysis of all policies, procedures and practices to ensure diversity/multicultural framework is being considered.
2. Discussions related to the complexity of increasing diversity given the current social, political and economic climate – potential impact on policy making and implementation.
3. Establishing new and revising existing policies, procedures and practices not consistent with creating a more diverse, multicultural campus.