

IDEAL

Inclusion, Diversity, Equity, and Access in a Learning Environment

STRATEGIC PLAN



The Path Forward to Inclusive Excellence

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LEADERSHIP MESSAGE

Dear Stanford community,

In 2021 the IDEAL DEI Climate Survey unearthed concerning aspects of our campus climate and culture. In response to the survey's findings, the Office of the Vice Provost for Institutional Equity, Access, and Community (VP-IEAC) collaborated with various stakeholders including students, faculty, staff, and alumni to conceive and develop this strategic plan. The plan is rooted in an acknowledgment of the concerns unearthed in the climate survey and the pressing need to address them.

This strategic plan embodies our commitment to establish an environment in which members of our campus community are afforded the opportunity to contribute to the university's mission and, in doing so, are respected, can thrive professionally, and grow and develop personally. This is an institutional commitment — a Stanford commitment — one that will transcend inevitable leadership changes over time.

This plan also serves a secondary role. Engagement with the community revealed a lack of clarity surrounding IDEAL which this plan will help remedy by providing a clear and comprehensive definition of IDEAL for our community. This will both garner support for this critical effort and equip our community to counter any misinterpretations of what IDEAL is and aims to accomplish.

We recognize that there is still much ground to cover to create the campus climate and culture envisioned by IDEAL; however, we take pride in the measurable progress achieved thus far through the dedicated efforts of faculty, staff, and students. To learn more about accomplishments to date, please visit the [IDEAL](#) website.

We look forward to collectively advancing the goals of IDEAL.

Sincerely,

Persis Drell, Provost

Patrick Dunkley, Vice Provost for Institutional Equity, Access, and Community, and Special Advisor to the President



“Higher education has the mission to advance human welfare in a rapidly changing world. Institutions that are truly inclusive and embrace and advance diversity everywhere – in every program, every school and every area of operation – will be the most successful. Stanford must become one of those institutions!

Recognizing this, we must clearly articulate why diversity, equity and inclusion are important to us, how these values support the mission of the university, and what goals we have set to advance our commitment to them.”

-Provost's Statement on Diversity and Inclusion

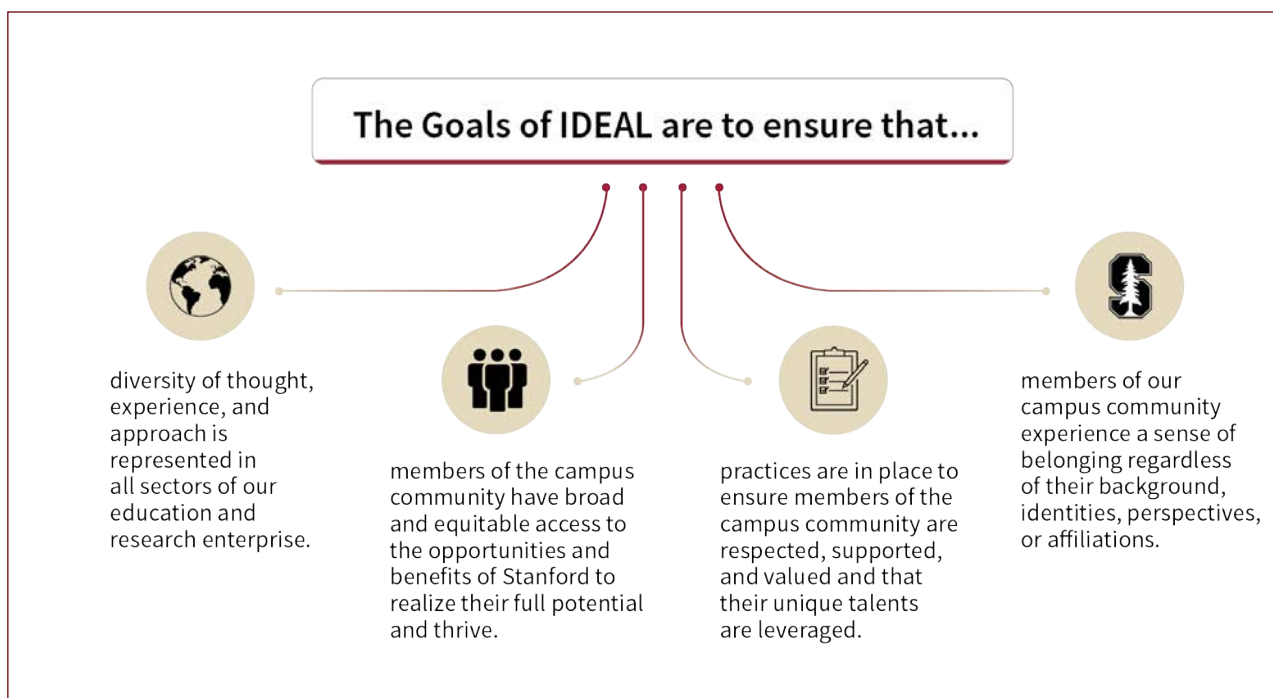
ACADEMIC FREEDOM AND IDEAL

Academic freedom is the very lifeblood of our institution. It is the principle that lies at the heart of our endeavor to continually ask new questions, explore new avenues of inquiry, consider new alternatives, and ultimately, develop new knowledge. Academic freedom allows scholars to engage in open inquiry that can challenge systems, beliefs, and societal norms even when doing so is uncomfortable, unpopular, or controversial. And in an inclusive academic environment, there must be freedom to pursue and disseminate knowledge without fear of reprisal or censorship.

In pursuit of academic freedom, it is critical to cultivate and sustain an environment that is welcoming to people of all backgrounds and all points of view. While there may be occasional tensions in an environment where both academic freedom and inclusion are respected, these values can complement one another. The simultaneous pursuit of academic freedom and inclusion is not only possible, it is integral to the goals of IDEAL and essential to Stanford's continual quest for excellence.

The Goals of IDEAL

Through IDEAL, we strive to ensure that a diversity of cultures, races and ethnicities, genders, political and religious beliefs, physical and learning differences, sexual orientations, and identities is thriving on our campus. Below are the goals of IDEAL.





DEFINITIONS OF FREQUENTLY USED TERMS

Key Definitions

Inclusion, diversity, equity, and access are four short words used to encompass a set of substantive principles and practices aimed at effecting and sustaining environments where individuals from a broad spectrum of backgrounds 1) feel valued, respected, and supported; (2) can access opportunity regardless of their background or identity; and (3) can participate and contribute to the fullest extent. The following working definitions were developed with input from the community.

INCLUSION is the practice of being intentional about involving and engaging with individuals of diverse identities or viewpoints, thereby giving voice to and valuing diverse perspectives.

DIVERSITY refers to the representation of differences among individuals and groups in the broadest possible sense. These differences can be visible or invisible and include but are not limited to race, ethnicity, gender, disability, gender identity, sexual orientation, socio-economic status, national origin, citizenship, caste, language, education, age, geography, family background, neurodiversity, religion, veteran status, ideology, experience, thinking, and communication styles.

EQUITY means working to ensure that there are no institutional or historical impediments that may prevent some individuals from having full access to the same opportunities, rewards, and resources as their peers.

ACCESS means creating living, learning, and working environments that are free of physical, social, economic, psychological, technological, and cultural barriers to participation, and where all members of the university community can participate fully.

LEARNING environment refers to where and how we carry out the research and educational mission of the university.



IDEAL STRATEGIC PLAN — INTRODUCTION

Why is IDEAL Important to Stanford?

Inclusion, Diversity, Equity, and Access in a Learning Environment [IDEAL](#) is a landmark effort of the university's [Long-Range Vision](#) announced in 2018. Stanford's vision includes the following four themes, and woven throughout these themes is a commitment to promoting the welfare of people everywhere: 1) sustaining life on Earth, 2) accelerating solutions for humanity, 3) catalyzing discovery in every field, and 4) preparing citizens and leaders.

At its core, a university is devoted to the discovery and transmission of knowledge. The enterprise cannot be limited in its methods and ways of thinking, or confined to experiences of one individual or subset of the community as a whole. To advance education, it is essential to be exposed to views and cultures other than one's own and to have one's opinions and assumptions discussed, debated, and challenged. Such engagement expands our horizons, promotes intellectual breadth, and enables understanding across differences. Recognizing this, we must clearly articulate why values such as embracing differences and ensuring equity of treatment are important to us, what goals we have set to advance our commitment to them, and the actions we will take to achieve these goals. The IDEAL initiative serves as the vehicle through which the university will do this.

Purpose of This Strategic Plan

This strategic plan serves two main objectives. First, it acts as the means through which the university defines its vision and strategic direction for IDEAL in the context of the Long-Range Vision. Second, it represents the university's comprehensive response to the findings of the [2021 IDEAL Climate Survey](#). The [survey data revealed](#) broad prevalence of experiences of negative behavior throughout the university community — and students, postdoctoral scholars, faculty, and staff have experienced these behaviors across every Stanford school and in nearly every department and work unit represented in the data. We found that the culture experienced by members of our community did not meet our own expectations for a thriving community.

This strategic plan's ultimate aim is to serve as a "North Star" that guides transformative change in our campus environment. The plan will achieve this goal by fostering alignment and collaborative efforts, university-wide, through IDEAL. It will advance initiatives that support the four institutional IDEAL goals that were formulated through extensive input from the university community.



"Our objective with this plan is to inspire our campus community to collectively effect transformative change. IDEAL will have greater impact if we merge our energies in pursuit of a more equitable and inclusive environment."

Patrick Dunkley, JD
Vice Provost for Institutional Equity, Access, and Community | Special Advisor to the President | Executive Director of IDEAL



"We are the changemakers we seek. My hope is that we create a diverse and equitable ecosystem, one in which everyone can bring their whole, authentic selves to work and feel like they belong... where race (or any other social identity) will no longer be a factor in the assessment of merit, or the distribution of opportunity so that all faculty, staff and students can reach their full potential and truly thrive."

Shirley Everett, EdD, MBA
Senior Associate Vice Provost for Residential & Dining Enterprises, and Senior Adviser to the Provost on Equity and Inclusion.

OVERVIEW OF CAMPUS CLIMATE BASELINE ASSESSMENT

The IDEAL Climate Survey

In May 2021, Stanford administered a diversity, equity, and inclusion survey as part of the IDEAL initiative. The survey was administered to all students, postdoctoral scholars, faculty, and staff and primarily focused on how one's identity (e.g., gender, race, ethnicity, etc.) shapes the experiences of community members at Stanford. The survey included questions about demographic identities, experiences of inclusion and exclusion, and questions about experiences with harassing and discriminatory behaviors.

IDEAL Climate Survey | Response Rates

- 36% overall response
- 14,907 respondents of 41,052 invited to take the survey
- 29-31% response rate for students, postdoctoral fellows, and clinician educators
- Comparatively high response rate among staff (44%) and faculty (38%)
- Response rate was higher for females (44%) than males (29%)*
*Note: Currently, university records contain only biological sex.

What We Learned from the Survey | Harmful Experiences and Institutional Dynamics

The survey asked respondents about their experiences with microaggressions, verbal and physical harassing behaviors, and discriminatory behaviors. The survey report summarized the following major themes in respondents' comments about the harmful interactions and institutional dynamics they experienced at Stanford.

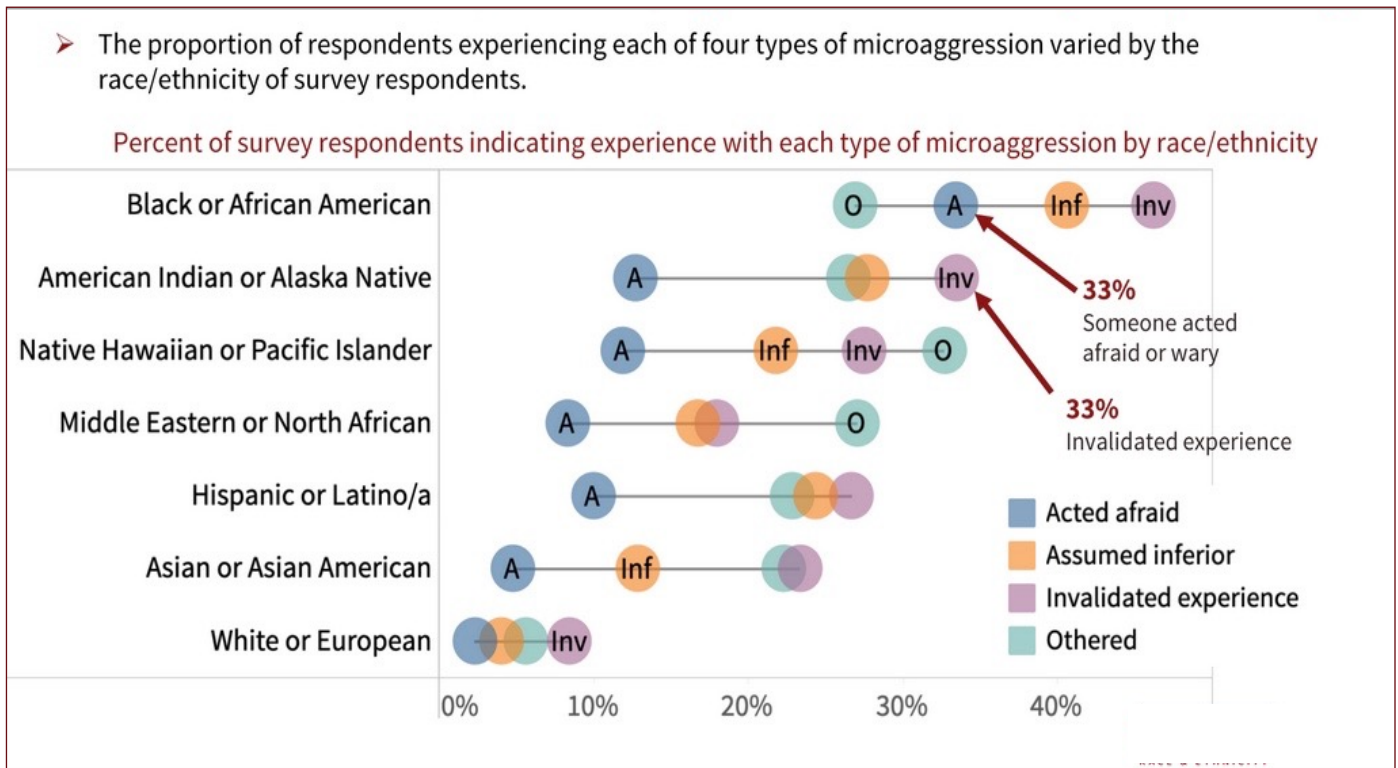
- Harmful interpersonal interactions and experiences
- Experiences of isolation and lack of voice
- Problematic university structures and destructive power dynamics
- Ineffective systems for reporting incidents, inconsistent or inadequate response, and the impact of harmful experiences

What We Learned from the Survey | Scope and Impact

In addition to establishing a prevalence of these experiences, the survey data made clear the impact these types of interactions had on those that experienced them. Overall, approximately one-third of the nearly 15,000 people who took the survey, regardless of race, gender, or role, indicated having faced significant impacts associated with personal experiences with microaggression, discriminatory behaviors, harassing behaviors. For the subset of survey respondents (on average, approximately 40%) experiencing at least one harmful behavior:

- 70% or more indicated at least one significant impact.
- 30% of respondents who experienced microaggression, 40% or more who experienced discriminatory behavior, and 60% who experienced harassing behavior indicated that they felt their experiences resulted in a hostile academic or work environment.
- Subsequent to their experiences, 29% felt uncomfortable voicing their opinion, 26% felt ostracized or excluded, and 24% avoided department/professional events.
- 23% seriously considered leaving Stanford.

In addition to highlighting the broad prevalence of these experiences at Stanford, it is critical to emphasize that the impact of these negative experiences is not uniformly distributed across the Stanford community, as demonstrated in the chart below:



THE PATH FORWARD TO INCLUSIVE EXCELLENCE

Major Themes | Recommendations from the University Community

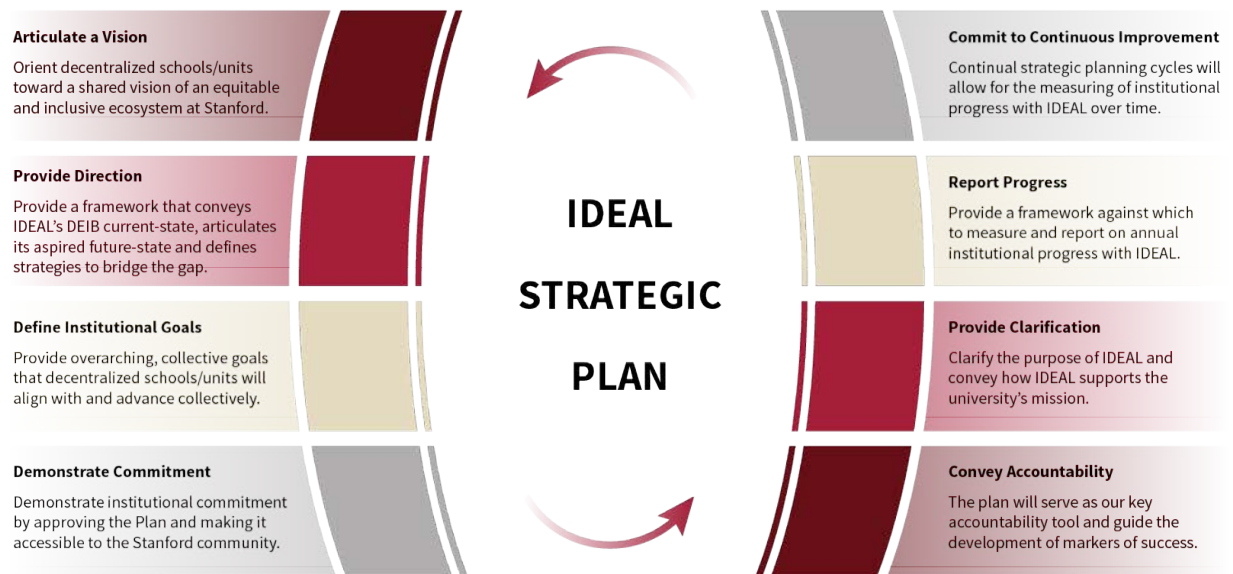
Our path to inclusive excellence is grounded in the unwavering institutional commitment to promote the goals of IDEAL while never compromising excellence in our mission of research and education. It was with a firm understanding of this commitment that the 2021 IDEAL Climate Survey [findings](#) were enriched through dialogue with our community in a series of focus groups with students, postdoctoral scholars, faculty, staff, and alumni in 2022. Participants provided the recommendations below to address the survey's findings:

- Increase diversity across all populations
- Improve communication about diversity, equity, and inclusion issues
- Improve reporting and accountability
- Improve support for people from marginalized identities
- Increase access to diversity, equity, and inclusion education opportunities
- Provide more centralized diversity, equity, and inclusion resources

Confronting the Problem | Intentional Pursuit of Systemic Change

Given the broad prevalence of the negative behaviors represented in the survey data, the university must effect systemic climate and culture change. To achieve this goal, it must have a clear vision, strategic direction, and sustained institution-wide action through IDEAL. With this in mind, and with the [Provost's Statement on Diversity and Inclusion](#) as a guide, the Office of the Vice Provost for Institutional Equity, Access, and Community (VP IEAC) worked with campus stakeholders to create this strategic plan as a mechanism for collective action. Below is a summary of outcomes of this strategic plan.

IDEAL Strategic Plan: Key Outcomes



IDEAL | Stewarding Collective Action University-Wide

The IDEAL Strategic Plan signifies the transition of IDEAL from a set of university-sponsored initiatives to an umbrella framework that will guide work in support of inclusion, diversity, equity, and access across the university. Through this transition, the university aims to align efforts across its multiple schools, units, and departments, scale successful practices, and promote a consistent message of inclusive excellence. As such, implementing this strategic plan will foster and sustain stronger alignment and collaboration between decentralized IDEAL staff and schools, units, and departments. Through this unified approach, Stanford aspires to cultivate and sustain a respectful environment that empowers every member of the university community to flourish and actively shape its future.

IDEAL | Institutional Priorities and Goals

As part of the strategic planning process, the university identified actions needed to catalyze the pursuit of sustained institutional culture change.

In outlining these actions, **four priorities** were identified and from these priorities **four institutional goals** were established. Collectively, these priorities and goals are intended as an institutional “North Star” that guides transformation.



<p>PRIORITY 1: Reinforce institutional commitment to IDEAL</p>	<p>GOAL 1: Reinforce Stanford’s commitment to a respectful, inclusive, diverse, equitable, and accessible university environment while at all times upholding the fundamental principles of academic freedom, freedom of expression, and excellence.</p>
<p>PRIORITY 2: Shift the campus culture and climate</p>	<p>GOAL 2: Enhance the campus culture by facilitating an environment where members of the Stanford community have a voice, are actively engaged, and experience a sense of belonging while interacting with the university’s living, learning, working, and research environments.</p>
<p>PRIORITY 3: Elevate equity and in-crease access</p>	<p>GOAL 3: Improve equity through policies, practices, and infrastructure that ensure members of our community have full and equitable access to resources, rewards, and opportunities.</p>
<p>PRIORITY 4: Increase diversity and representation</p>	<p>GOAL 4: Increase diversity and representation across the enterprise. Identify gaps and use insights to broaden the diversity of students, postdoctoral scholars, faculty, and staff.</p>

IDEAL GOALS, OBJECTIVES, AND STRATEGIES

Structure of the IDEAL Goals

Our institutional IDEAL goals serve as foundational cornerstones in this strategic plan. For each goal, we have identified several objectives that provide direction on what we want to achieve. These objectives, in turn, are supported by strategies that map out multiple approaches. Finally, at the tactical level, we will implement actionable initiatives to bring the strategies to fruition in Stanford's schools, units, and departments and at the institutional level. Collectively, the objectives and strategies in this plan form a framework through which to align IDEAL activities university-wide, but tailored to meet the unique contexts each of school, unit, and department.

Responsibility Levels for Strategies

Given the myriad available resources and operational approaches in the university's decentralized environment, there is no expectation that any single entity will be able or need to implement every strategy recommended. However, when a school, unit, or department adopts a strategy, there must be a framework for identifying which entity is accountable for executing that strategy. As such, each strategy outlined in this plan has an assigned **Responsibility Level (RL)**. Below is an outline of the responsibility levels.

- **Institutional (I):** Strategies listed as Institution will be facilitated at the university level and organizations may be given the opportunity to collaborate, if desired.
- **School, Unit, or Department (S, U, D):** Strategies listed as School, Unit, and/or Department responsibilities could be facilitated at local levels, as each organization has available resources and goals that align.
- **Individual (Ind.):** Strategies listed as Individual would be appropriate for individual community members to pursue.

As an example: RL: I, S, U, D would imply that a strategy is appropriate to be implemented at the institution, school, unit, and/or department levels, while a strategy with RL: I should be coordinated at the university-wide level only.

PRIORITY 1: REINFORCE INSTITUTIONAL COMMITMENT TO IDEAL

GOAL 1:

Reinforce Stanford's commitment to an inclusive, diverse, equitable, and accessible university environment while at all times upholding the fundamental principles of academic freedom, freedom of expression, and excellence.

OBJECTIVE 1.1:

Position IDEAL as an institutional priority to facilitate transformational change and achieve inclusive excellence.

Strategies:

1. Ensure sustained institutional focus on IDEAL, and in collaboration with school, unit, and department leaders, position IDEAL as the nexus that connects university-wide initiatives to institutional IDEAL goals. **RL: I**
2. Publish and keep an up-to-date inventory of IDEAL initiatives within schools, units, and departments so that members of the university community are aware of the progress being made university-wide. **RL: I**
3. Continue examination of the university's history of addressing exclusion of and discrimination against historically marginalized populations to leverage areas where there have been successes, and use lessons learned to shape an inclusive institution that people of all identities can access and thrive within. **RL: I**

OBJECTIVE 1.2:

Ensure adequate resourcing campus-wide to implement the IDEAL Strategic Plan.

Strategies:

1. Ensure the Office of the Vice Provost for Institutional Equity, Access, and Community is able to fulfill its obligation as steward of IDEAL in partnership with related university offices. **RL: I**
2. Ensure all units have the support they need to implement the IDEAL Strategic Plan and advance the goals, objectives, and strategies. **RL: I**
3. Support periodic reporting on institutional and unit progress against the IDEAL Strategic Plan. This includes expanding data collection and assessment methods to more accurately evaluate institutional progress. **RL: I**

OBJECTIVE 1.3:

Expand research and broaden collaborations on inclusion, diversity, equity, and access.

Strategies:

1. Expand research at Stanford to acquire deeper insights into gaps, areas for improvement, and practices that have a positive impact in support of IDEAL goals. **RL: I, S, D**
2. Create mechanisms for broad access to subject matter experts who provide guidance and feedback on local and campus-wide initiatives to ensure that the impact of IDEAL initiatives meets the desired purposes. **RL: I**
3. Sustain collaborations with peer institutions to operationalize inclusion, diversity, equity, and access in higher education, identify solutions for common challenges in the higher education space, and facilitate knowledge exchange. **RL: I, S, D**

OBJECTIVE 1.4:

Improve and streamline IDEAL communications at the institutional level to augment reach and impact.

Strategies:

1. Facilitate streamlined institutional communications for IDEAL with expanded communications channels including newsletter and social media, and redesign and maintain the IDEAL website to provide access to resources and progress reports on the IDEAL Strategic Plan implementation, and for IDEAL communication updates. **RL: I**
2. Implement a strategic communications campaign aimed at raising awareness of the university's reinforced commitment to make the changes necessary to achieve the goals of IDEAL. **RL: I**

PRIORITY 2: SHIFT THE CAMPUS CULTURE AND CLIMATE

GOAL 2:

Enhance the campus culture by facilitating an environment where members of the Stanford community have a voice, are actively engaged, and experience a sense of belonging while interacting with the university's living, learning, working, and research environments.

OBJECTIVE 2.1:

Create and sustain the conditions for an inclusive campus culture.

Strategies:

1. Conduct campus-wide IDEAL climate surveys at specified intervals to stay informed of the institutional climate and to measure progress toward a more inclusive and respectful culture. **RL: I**
2. Apply research on evidence-based interventions to create a more inclusive organizational culture in the university's learning, working, research, and living environments. **RL: I, U, S, D**
3. Incorporate organizational goals into annual goal-setting and strategic planning processes for schools and units with emphasis on creating and sustaining an inclusive climate and culture. **RL: I, S, U**
4. Recognize and reward individuals, groups, and departments that contribute to a culture of respect, inclusion, and belonging. **RL: I, S, U, D**
5. Expand opportunities for creating belonging, cross-cultural and inter-group interactions, and professional collaboration in the university's living, learning, research, and working environments. **RL: I, S, U, D**
6. Improve mental health and wellbeing services for all university populations. **RL: I**

OBJECTIVE 2.2:

Foster a culture of open inquiry and freedom of expression.

Strategies:

1. Ensure a culture of respect that upholds academic freedom and freedom of expression in the campus environment. **RL: I, S, U, D**
2. Support university efforts to create an environment where a diversity of opinions can flourish and where attempts to silence the speech of others are not tolerated. In a truly inclusive culture, people of diverse backgrounds and perspectives have a voice and feel empowered to participate in active, respectful, and civil discourse. **RL: I, S, U, D**
3. Provide educational opportunities for university community members to encounter a diversity of perspectives that expand critical thinking. **RL: I, S, U, D**
4. Provide educational opportunities for university community members — at all levels — to develop the skills needed for constructive and respectful dialogue when engaging in conversations with others who hold divergent perspectives. **RL: I, S, U, D**

OBJECTIVE 2.3:

Cultivate and sustain an inclusive classroom culture.

Strategies:

1. Encourage a classroom culture in which students of all identities and with all perspectives are supported to participate fully in the learning process. **RL: I, S, D**
2. Encourage course content where, as appropriate, the scholarship represented includes a multitude of voices, perspectives, and experiences that reflect the world we inhabit. **RL: S, D**

OBJECTIVE 2.4:

Improve reporting and informal conflict resolution mechanisms.

Strategies:

1. Inventory existing formal reporting and informal conflict resolution mechanisms to determine adequacy and effectiveness to bring about improved outcomes. **RL: I**
2. For concerns that do not rise to the level of a needed or desired formal complaint/ grievance process, offer alternative resources such as facilitated conversations and restorative justice to informally address harmful behaviors and conflict. **RL: I**
3. Take steps to ensure that formal and informal mechanisms for addressing conflict and concern are adequately known to and accessible by community members. **RL: I**

OBJECTIVE 2.5:

Improve inclusivity in physical and technological spaces.

Strategies:

1. Develop and implement a facilities framework that produces better physically and culturally inclusive buildings and facilities. **RL: I**
2. Continue the examination of the use of names, symbols, and representations that have been traditionally associated with or used by the university and replace them where there is strong evidence that they can prevent inclusion. **RL: I**

OBJECTIVE 2.6:

Cultivate inclusion through education.

Strategies:

1. Expand educational resources and opportunities for students, postdoctoral scholars, faculty, and staff to learn about and/or improve their skills in supporting and mentoring diverse populations in academic and professional settings. **RL: I, S, U, D**
2. Provide educational opportunities for individuals in evaluative relationships and incorporate topics such as inclusive leadership, coaching techniques, conflict management, and creating psychological safety. **RL: I, S, U, D**
3. Continue to assess effectiveness of educational resources available through Vice Provost for Undergraduate Education, Vice Provost for Graduate Education, Office of Postdoctoral Affairs, Faculty Affairs, Office of Faculty Development, Diversity and Engagement (OFDDE), and University Human Resources. **RL: I**

PRIORITY 3: ELEVATE EQUITY AND INCREASE ACCESS

GOAL 3:

Advance equity through policies, practices, and infrastructure that ensure all members of our community have full and equitable access to resources, rewards, and opportunities.

OBJECTIVE 3.1:

Adopt a systemic approach to identifying and, as needed, removing structural impediments to access, participation, and advancement for all populations.

Strategies:

1. Conduct periodic equity audits on reward systems and structures to ensure that all members of the university community have equitable access to university resources, rewards, and opportunities for development and advancement. **RL: I**
2. Expand pathways for professional development and career progression for underserved populations. **RL: I**
3. Ensure that inclusive practices are integrated into the employee life cycle with a focus on new employee integration, talent development, performance management, advancement, and retention. **RL: I**



“We must be intentional about cultivating a culture and underlying the policies, practices and systems that drive equity and inclusion, so that each of us feels empowered to realize our full potential.”

Ayodele Thomas, PhD
Associate Vice President, Diversity, Equity, Inclusion
& Belonging
University Human Resources

OBJECTIVE 3.2:

Improve accessibility in physical infrastructure, technology, and learning spaces across campus.

Strategies:

1. Inventory disability services and resources to assess the effectiveness and capacity of current programs to support campus needs, and provide the resources needed to ensure sufficiency for all community members. **RL: I, S**
2. Increase focus on accessibility needs in physical infrastructure, technology, and learning environments. **RL: I, S, U**



PRIORITY 4: INCREASE DIVERSITY AND REPRESENTATION

GOAL 4:

Increase diversity and representation across the enterprise. Identify gaps and use insights to broaden the diversity of students, postdoctoral scholars, faculty, and staff.

OBJECTIVE 4.1:

Adopt a systemic approach to identifying and, as needed, removing structural impediments to access, participation, and advancement for all populations.

Strategies for broadening faculty diversity:

1. Evaluate existing recruitment and selection processes for faculty and recommend methodologies that promote equitable opportunities and inclusion, and support such actions from schools and departments. **RL: I**
2. Ensure that outreach initiatives, policies, and funding models are conducive to recruiting, retaining, and advancing a more diverse faculty, and support such actions from schools and departments. **RL: I**

Strategies for broadening student and postdoctoral scholar diversity:

1. Expand ongoing outreach programs that increase access for high school and community college students from underrepresented populations and include programs that make Stanford more accessible to students from minority-serving organizations and institutions of learning. **RL: I, S, D**
2. Assess existing recruiting initiatives to identify gaps and/or new opportunities to reach potential students and postdoctoral scholars from underserved and underrepresented populations. **RL: I, S, D**
3. Expand ongoing programs that focus on retention for students and postdoctoral scholars from underserved populations. **RL: I, S, D**

Strategies for broadening staff diversity:

1. Assess Inclusive Talent Acquisition, a recruitment and selection program for staff that promotes equitable opportunities across all populations (currently in the initial implementation stage). **RL: I**
2. Provide education for all staff engaged with recruitment and selection activities with focus on equitable and inclusive recruitment and selection practices. **RL: I**
3. Create and implement recruitment campaigns that position Stanford as a destination for people of all identities. **RL: I**

¹ With an understanding of the importance of faculty governance for matters related to the hiring, retention, or advancement of faculty, all strategies that address these areas will be conducted under the leadership of the Office of Faculty Development, Diversity and Engagement, Faculty Affairs, or such other faculty lead group as deemed appropriate.

² With appropriate involvement from the Committee on Undergraduate Admission and Financial Aid.

OBJECTIVE 4.2:

Increase representation and retention of faculty and staff.

Strategies:

1. Identify barriers that might be contributing to disproportionate representation, retention, and turnover of underrepresented faculty and staff and provide solutions for addressing the problems identified. **RL: I**
2. Enhance new faculty and staff onboarding and integration processes by more intentionally incorporating core values and principles of IDEAL. **RL: I, S, U, D**
3. Ensure professional development opportunities are available for all faculty and staff and establish consistent promotion criteria throughout the university to create a pipeline for increased representation in leadership positions. **RL: I**



THE IDEAL GOAL-SETTING AND STRATEGIC PLANNING PROCESS

The Strategic Planning and Goal-Setting Process

The 2021 IDEAL Climate Survey and subsequent focus groups provided the quantitative and qualitative baseline data that facilitated the formation of priorities, goals, and objectives outlined in this strategic plan. Below is an overview of the strategic planning process:

1. IDEAL Climate Survey: In May 2021, the IDEAL Climate Survey was conducted establishing a baseline for campus diversity, equity, and inclusion climate and culture.
2. Synthesized survey findings: During the 2021-22 academic year, the university synthesized the data from the survey and released both the quantitative and qualitative results.
3. Engagement with the Stanford community: In the summer of 2022, the survey results were augmented through focus groups where community members provided input for the institutional IDEAL goal-setting process.
4. Identified institutional priorities and goals: The IDEAL Goal-Setting Committee, composed of IDEAL subject matter experts on inclusion, diversity, equity, and access from across the university, and including faculty, reviewed the findings from the survey and themes synthesized from focus groups to identify strategic priorities and goals along with key objectives and strategies for achieving each goal.
5. Drafted strategic plan: Office of the Vice Provost for Institutional Equity, Access, and Community; Senior Advisor to the Provost on Equity and Inclusion; Office of Diversity, Equity, Inclusion & Belonging in University Human Resources; and IDEAL subject matter experts drafted the strategic plan.
6. Sought strategic plan feedback, revisions, and approval: Feedback on the draft plan was solicited from faculty, students, postdoctoral scholars, and staff with a variety of perspectives on inclusion, diversity, equity, and access. Recommendations were evaluated and many were incorporated into the strategic plan before its review and approval by the President and Provost.

IMPLEMENTATION OVERVIEW

Strategic Plan | Implementation Period and Approach

When translating a long-term strategic plan into action, dividing the journey into smaller stages results in greater success. This is our rationale for beginning with a five-year strategic plan followed by subsequent five-year cycles that leverage insights gained from each prior implementation phase. This approach allows for dynamic and iterative implementation based on empirical data.

Implementation | Organizational Readiness Period

To address the multifaceted challenges highlighted in the 2021 IDEAL Climate Survey, it is essential to prioritize preparation time at the institutional and local levels, where needed. As such, year one (AY23-24) will be earmarked for institutional readiness, as needed. This will enable the university to conduct needs assessments and, where appropriate, acquire and/or allocate resources for implementation activities, and to develop or adjust local-level strategic plans to align with IDEAL goals.

Implementation | Challenges to Be Addressed

Community engagement revealed several fundamental institutional challenges that need to be addressed before the university can fully implement some of the objectives and/or strategies. These challenges are:

- Access to institutional data
- Uneven access to resources across organizations
- Lack of coordinated approaches informed by evidence-based research
- Inadequate institutional infrastructure to support transformational change

Implementation | Flexibility and Autonomy for Units

The goals, objectives, and strategies in this plan constitute a flexible framework for schools, units, and departments to guide their local-level implementation efforts in support of the university's overarching IDEAL goals. This means that there is the flexibility for each school, unit, and/or department to decide which of the objectives and strategies to prioritize for local implementation over the course of the first five-year cycle. This flexible approach allows for dynamic adaptation to local contexts, while maintaining alignment with institutional IDEAL goals.

IDEAL Strategic Plan | Implementation Oversight

The following teams will guide the overall implementation of this strategic plan.

1. IDEAL Leadership Team

The existing [IDEAL Leadership Team](#) will provide guidance to the Strategic Plan Implementation Working Group described below. This leadership team is composed of the Provost, Vice Provost for Institutional Equity, Access, and Community, Vice Provost for Academic Affairs, Vice Provost for Undergraduate Education, Vice Provost for Graduate Education, Vice Provost for Student Affairs, Vice Provost for Faculty Development, Diversity and Engagement, Vice President for Human Resources, Dean of the Graduate School of Education, and representatives from University Communications, and Institutional Research and Decision Support. The team will be provided with regular implementation updates from the Working Group and will be consulted on progress with the strategic plan implementation.

2. Organizations with responsibility for core populations

- a. Students and postdoctoral scholars: The Office of the Vice Provost for Graduate Education ([VPGE](#)), the Office of the Vice Provost for Undergraduate Education ([VPUE](#)), the Office of the Vice Provost for Student Affairs ([VPSA](#)), and the Office of Postdoctoral Affairs ([OPA](#)) will oversee elements of this strategic plan that relate to student and postdoctoral scholar populations.
- b. Faculty: The Office of Faculty Development, Diversity and Engagement ([OFDDE](#)) and Faculty Affairs ([FA](#)) will oversee elements of this strategic plan that relate to faculty.
- c. Staff: University Human Resources and its Office of Diversity, Equity, Inclusion & Belonging, and the Senior Advisor to the Provost on Equity and Inclusion will oversee elements of this strategic plan that relate to staff populations.

3. Strategic Plan Implementation Working Group

This working group is tasked with driving the implementation of strategies outlined in the strategic plan by coordinating with organizations responsible for implementation at the university level, defining and/or identifying practical and actionable tactics for local implementation, and documenting timelines for implementation and metrics and measures to drive accountability. This cross-functional working group will be composed primarily of staff including IDEAL professionals (subject matter experts in inclusion, diversity, equity, and access).

4. Stanford community engagement

Regular updates and opportunities for feedback will be provided to representative bodies (e.g., Faculty Senate, ASSU) as well as representatives from schools, units, and departments, and faculty, postdocs, and students to ensure a diversity of perspectives.

5. Office of the Vice Provost for Institutional Equity, Access, and Community (VP-IEAC)

VP-IEAC will facilitate the implementation of the IDEAL Strategic Plan in collaboration and consultation with each of the above groups. As the five-year strategic plan progresses, VP-IEAC will maintain ongoing communication with school, unit, and department leaders to stay informed about the progress, obstacles, and achievements throughout the implementation process.

MARKERS OF SUCCESS FRAMEWORK

A Framework for Analyzing Progress

In order to effectively gauge the impact and progress of the IDEAL Strategic Plan, it is crucial to establish clear markers of success. These markers will enable us to assess our achievements, identify areas for improvement, and ensure that the strategic plan translates into concrete and transformative outcomes. To advance this objective, in the coming months the Strategic Plan Implementation Working Group will develop process and outcome metrics and markers of success, for the strategies prioritized for implementation.

In the interim, at a high level, we will know we are succeeding when Stanford thrives as an inclusive, diverse, equitable, and accessible institution that embraces the core values of academic freedom, freedom of expression, and inclusive excellence. Our success will be evident by a community that reflects the diverse world we inhabit; a vibrant campus culture that empowers members of the community by ensuring their voices are heard; full and equitable access to resources, rewards, and opportunities; and a sense of belonging that becomes evident across all aspects of university life.

Below are some markers of success that will help us gauge the impact and progress of the IDEAL Strategic Plan.

- ◉ **Transparency and Communication:** Enhanced transparency and communication from university leadership around IDEAL initiatives, progress, and challenges.
- ◉ **Freedom of Expression:** The campus environment encourages respectful dialogue, dissenting opinions are valued, and differing perspectives can be shared without fear of retribution.
- ◉ **Partnerships and Collaborations:** Establishment of partnerships and collaborations with external organizations, community groups, and other academic institutions to foster collective efforts toward advancing inclusion, diversity, equity, and access.
- ◉ **Local Level Strategic Planning:** Units conduct local strategic planning — identifying context-specific objectives that align with the IDEAL Strategic Plan, and they partner closely with the Office of the Vice Provost for Institutional Equity, Access, and Community, the Office of Diversity, Equity, Inclusion & Belonging in University Human Resources, the Senior Adviser to the Provost on Equity and Inclusion, and subject matter experts on implementation.
- ◉ **Infrastructure Support Systems to Track and Assess Progress:** Implemented infrastructure to collect data and information on IDEAL initiatives and for tracking university-wide progress against the established markers of success.
- ◉ **Measure and Report on Institutional Progress:** Augmented accountability and periodic institutional progress updates are distributed to the university community during the strategic plan cycle.

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We would like to express our deepest gratitude to all Stanford constituents who contributed to this strategic plan through the many diagnostic and engagement mechanisms and countless conversations with IDEAL program administrators.

We thank our faculty, students, postdoctoral scholars, staff, and alumni who shared their experiences, ideas, and feedback throughout the baseline assessment period and throughout the strategic planning process. Your voices and perspectives have been invaluable in shaping this plan and ensuring that it reflects the community's aspirations for a more equitable and inclusive university.

Special thanks also to the many faculty members who contributed their time to review and advise on the contents of the plan, and to the Senior Advisor to the Provost on Equity and Inclusion, the Office of Diversity, Equity, Inclusion & Belonging in University Human Resources, and the Vice President for University Human Resources for your steadfast partnership. Your commitment has been critical in ensuring that this plan is comprehensive, actionable, and responsive to the needs of our community.

Finally, we thank the IDEAL leadership team for their support and commitment to advancing IDEAL and for their insights related to this strategic plan. Your vision and guidance have been instrumental in ensuring that this plan is aligned with the university's mission, Long-Range Vision, and institutional priorities. We look forward to working together to implement this plan and to further our shared goals of inclusion, diversity, equity, and access at Stanford.

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