

0	Code	Expectation/Demand	Responsible Person	Last Updates / Outstanding Questions	August 1, 2022 Update
1	FS IA	Implement an annual, formal, anonymous supervisor feedback/evaluation process – required for all Adler supervisors that have more than two direct reports	Matt Floyd	Last year, a staff and faculty committee developed a survey for supervisees to rate supervisors. Surveys were completed in conjunction with the mid-year review process in Spring 2021; Reports were delivered to senior managers for disbursement. This year, the process will continue as designed. A 360 process is being considered for supervisors for the following year.	The new VPPC is exploring the use of a 360 evaluation process.
2	FS IB	Incorporate concrete diversity and social justice performance goals into faculty, staff, and administration evaluations/performance reviews: 1. Add documentation lines for the Adler Retreat and required diversity and inclusion trainings 2. Add a section for employee reflections on the Adler Retreat and required diversity and inclusion trainings	Matt Floyd	The performance review process was revised last year. Performance outcomes are documented for goals and competencies. Faculty and staff are required to set 4 goals. These 4 newly implemented categories for goals are aligned with mission: 1.) Supporting students (Graduating Socially Responsible Practitioners). Description: Socially responsible practitioners are educated to be effective personal and social change agents in the pursuit of justice; 2.) Building Relationships (Community Engagement). Description: Community engagement is a collaborative partnership that strengthens communities, provides service and prepares students; 3.) Living the Mission (Social Justice). Description: Social justice refers to equitable distribution of economic, political, civil, cultural, social and other resources and opportunities in society to promote optimal development of persons and communities; and 4.) Professional Development. Competencies include ratings for work aligned with mission and attention to diversity, equity, and inclusion. Performance review now also documents attendance at the annual Social Justice Summit and required diversity training, as well as asking employees to reflect on those experiences.	The VPPC will review the implemented changes and make adjustments as needed.
3	FS IC	Academic department chairs complete an Inclusive Excellence Leadership Training Series with the requirement to produce a departmental plan that demonstrates a timeline for implementing tools, strategies and activities learned during the series	Executive Deans/VPAA	Inclusive Excellence Leadership Training was completed for all academic supervisors. Sessions occurred in September 2021 and October 2021 through RGW Consulting. Make up sessions have been scheduled for November 2021. Departmental plans will be completed next year.	Inclusive Excellence Leadership Training completed by all supervisors. Departmental plans will be completed during 2022-2023 under the supervision and oversight of the Campus Executive Deans.
4	FS ID	Clarify the specific ways that the President and senior leadership will “lead differently,” as indicated in the email sent by President Crossman on June 25, 2020	Brad O’Hara Elena Quintana	Following inputs since June 2020 (including a Restorative Justice Circle series completed by the Senior Team, a year-long curriculum on anti-racism completed by the Senior Team and continuing this year with the Cabinet, and conversations with the Black Caucus and Councils), Dr. Crossman worked with the Senior Team to develop a statement sharing reflections and directions for moving forward on April 27, 2021. He then discussed the statement and commitments with the Black Caucus, University Cabinet, Board of Trustees, and in a University Update with all staff and faculty. https://www.adler.edu/2021/04/27/president-crossman-shares-reflections-after-a-year-of-learning-and-work/	Nothing to further update on this item at this time.
5	FS IIA	Increase the percentage of Black faculty and staff, particularly Black male faculty across all three campuses	Matt Floyd	Of last year’s 63 staff and faculty hires, 59% were BIPOC and 35% were Black – increasing the proportion of BIPOC and Black faculty and staff at the University. This year, with these gains, across the 3 campuses, 23% of staff and 18% of core faculty are Black. (Prior year, this was 21% of staff and 15% of core faculty.) This year, in Chicago, 28% of staff and 27% of core faculty are Black. Black male staff were hired last year, Black male faculty candidates were sourced and interviewed but not hired. Efforts will continue. This year, we have set a goal of 40% BIPOC candidates for every hiring slate – our new Talent Acquisition Manager will track and report on this goal. This year, with new hires, the majority of the Senior Team of the University is BIPOC, and 3 members are Black.	There has been intentional focus on recruiting diverse candidates through focused job postings on diversity job boards and through screenings for commitment to DEI. Black males are in a particularly competitive talent pool, as the numbers of individuals in the discipline are limited (i.e., Black male psychologists). This increases competition, as the need for the same demographic of individuals to practice in the community is also great. The University will continue efforts in this area.
6	FS IIB	Increase the Academic Affairs Black leadership on the Chicago and Vancouver Campuses	Marina Bluvshstein Brad O’Hara	Last year, for the two academic leadership positions which were hired, neither was Black. This year, one Black academic leadership hire has been secured (ACHS Chicago Training Director); sourcing for other openings continues.	Academic Affairs in Chicago has three academic affairs leadership positions open at this time: CMHC Program Director - ground, CMHC Program Director online, and DCES Program Director. The positions for CMHC PD positions have been posted and review of candidates is underway which includes individuals who are Black. Posting for DCES PD will occur in the fall and hiring manager will work with P&C to source diverse candidates. No leadership positions are currently vacant on the Vancouver campus.
7	FS IIC	Increase the personnel for the Center for Diversity and Inclusion with at least two full time positions	Kahan Sablo	Two positions were hired for the Center: Director of Inclusive Teaching Excellence and Program Manager. A third hire, Black Student Outreach Coordinator, will be pursued after our new VP for Diversity and Inclusion arrives in April.	The search for an Associate Director failed. In response to a departmental reorganization, the position will be readvertised with a May 2023 start date.
8	FS IID	Implement processes to increase the representation of Black-owned businesses in external contracts	Elena Quintana	Cabinet approved policy to increase vendors representing historically disadvantage communities in Summer 2019. This year, the VP Finance and Operations will begin to set procedures to further operationalize and monitor this policy.	Guidelines were established that promote diversity on our campuses, including investing in vendors and suppliers that are owned by and/or support historically marginalized populations. This guideline defines historically marginalized broadly to include many historically-oppressed groups including women racial minorities LGBTQI disabled formerly incarcerated military
9	FS IIE	Develop more clear disciplinary protocols and actions to address racist comments and behaviors towards Black faculty/staff	Matt Floyd Brad O’Hara Elena Quintana	Last year, student policies / handbooks / orientations were revised and a single place for students to post complaints was implemented, and employee policy revisions were underway. This year, we heard through the May 2020 Diversity Climate Survey results that students and employees do not know how to identify and report microaggressions, discrimination, and harassment. We are pursuing revisions to policies and how we communicate them. In addition, last year, restorative justice training was funded to increase our institutional and workforce competence in restorative ways to address harm. This year, the training is being offered to employees each month. A process will be developed this year to allow the choice for students or employees to engage in restorative justice resolutions.	Work is being done to create alternative sanctions and complaint processes for people who have experienced harm at the University. PC has a contract with the Community Justice for Youth Institute to train Chicago & some online Adler staff and faculty to go through a restorative justice training. They are also coordinating with a Restorative Justice organization in Vancouver to increase Restorative Justice capacity in Vancouver.
10	FS IIF	Offer additional professional development funds for racially underrepresented faculty and staff	Irfan Merrani	In Chicago, over the past 2 years, additional professional development funds were disbursed to BIPOC faculty. This year, we will establish a fund for next year’s budget, with applications invited by BIPOC faculty and staff. A staff / faculty group will set criteria and review applications.	There is \$25K layered in FY23 budget specifically for BIPOC faculty and staff professional development.

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11	FS IIG	Designate additional library funding for Black-specific resources and materials	Jeannine Uzzi	In 2021, the Library received additional funds and created a Black-specific resources collection with the purchase of 116 new titles. We published an online guide to the collection and shared it with the University in September of that year. The Library requested and received additional funds for this budget year to keep growing the collection and have completed the first half of this year's purchases, adding an additional 15 titles. The updated guide was sent to the University this month and people have taken advantage of the guide's suggest-a-title form, generating a list of purchases and collection areas for the rest of the year. Future plans include additional request for continued funding of this collection, and the addition of titles already owned by the Library into the online guide.	Nothing to further update on this item at this time.
12	FS IIIA	Complete an external salary audit that analyzes the data by race and gender with the University creating a plan to adjust salaries accordingly	Matt Floyd	A compensation equity review was completed over the past year by Dew HR Consulting. Analyses were completed by race, gender, age, and years of experience. Results were presented to the Board of Trustees in August 2021 and to all faculty and staff in September 2021. 15 compensation adjustments were made across the 3 campuses. Ongoing, we will set a regular cadence for internally- and externally- completed equity reviews.	The VPPC will oversee the cadence of future equity reviews.
13	FS IIIB	Present results from the staff workload assessment and implement the appropriate adjustments	Matt Floyd Brad O'Hara Elena Quintana	This demand refers to a staff workload survey that was completed in 2018 – 2019. Last year, COVID and an 18% increase in workforce changed the context for understanding results from the survey. Annual and midyear budget reviews for staff hires, and a new backfill assessment process, is a new remedy for staff workload concerns. VPs worked with supervisors in the fall 2021 performance review period to further assess this issue - and will continue to do so moving forward.	This issue will be further explored by the new VPPC.
14	FS IIIC	Create a transparent promotion pathways system that clearly outlines requirements for each position level	Matt Floyd	The new VP People and Culture will work with Cabinet in Summer 2022 to review position controls, promotions, and professional development. A program to develop our internal pipeline for leaders from current employees from historically underrepresented groups is expected to be developed for 2022 - 2023.	The VPPC, VPDEI, and the Chief of Staff will collaborate to pilot a program in the Spring of 2023.
15	FS IIID	Develop formal flex-time and remote work policies	Matt Floyd	Flex time and remote work policies were drafted by the Office of People and Culture, reviewed by Cabinet, vetted / revised through open staff and faculty comment process (per Decision Matrix), and implemented in Summer 2021.	Remote work practices have been implemented. Employees can make annual requests for remote work options with supervisor approval.
16	FS IVA	Implement a curriculum audit of all Adler courses for content on social justice, diversity and inclusion with the requirement that adjustments are made to the syllabi to comply with the audit results	Executive Deans/VPAA	All 2020 – 2021 courses in the Online, Vancouver, and Chicago campuses were reviewed by external expert auditors. Faculty attended a mandatory training completed by the auditors in September 2021 to review findings and hear specific recommendations for syllabi revision. Program Directors and Chairs are continuing to review findings and recommendations in program and department meetings this year. Course review will continue in the continuing Curriculum Transformation Initiative.	The curriculum audit has been completed and the Transforming the Curriculum Initiative Steering Committee will work closely with academic administration and faculty to assess the need for a follow up syllabus audit to assess changes based on 2020-2021 audit and feedback, as well as targeted trainings since that time.
17	FS IVB	Design a double review process for new classes/curricula to ensure the inclusion of diversity, inclusion, social justice, etc.	Executive Deans	This syllabi review is scheduled to be completed in year 2 of the Curriculum Transformation Initiative (2022 – 2023).	This initiative will be led by the incoming VPAA.
18	FS IVC	Create a formal system to hold students accountable for overtly racist/inappropriate conduct	Kahan Sablo Executive Deans	See BCDE9	During the 2022-2023 academic year, the VPDEI and the VPAA will review how the current Student Development Committee (SDC) and Student Comprehensive Evaluation Committee (SCEC) process addresses DEI concerns, and determine changes for these processes to effectively address these issues.
19	FS IVD	Restructure student course evaluations to address bias	Executive Deans	A faculty work group began meeting in spring 2021 to address this item. They have submitted a proposal to all three Faculty Councils which resulted in agreement to continue to administer the current end of course feedback forms while a small task works to collaborate and restructure the existing questions based on a number of items: inclusive teaching and engagement, focus on assessing diversity and culture and existing research on best practices in End of Term feedback. After the survey items are finalized by the working team, they will be presented to the three faculty councils for input and necessary updates. The roll out of the updated items will occur in Fall 1 of 2022.	The committee continues to develop revised items for presentation to each Faculty Council during the Fall term.
20	FS VA	Add the requirement that faculty have some content expertise/competency in diversity, social justice, etc. in job descriptions	Executive Deans Matt Floyd	The new job description template specifies knowledge and competence regarding diversity and social justice. The new Talent Acquisition Manager will ensure these elements are specified in new job descriptions. We expect to review and revise current job descriptions in 2022.	The VPPC will oversee the job description review process.
21	FS VB	Integrate diversity and social justice expectations into job application materials	Matt Floyd	Knowledge and competence regarding diversity and social justice is part of job postings. The new Talent Acquisition Manager ensures consistency across postings.	This is consistently occurring across recruitment and selection processes.
22	FS VC	Include questions related to faculty candidates' ability to practically manage classroom diversity issues	Executive Deans Matt Floyd	See BCDE 23	These questions have been integrated into the faculty review and selection process in Chicago as part of the pilot program in 2021-2022.

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23	FS VD	Develop a set of standard diversity and social justice questions that all departments are expected to include in their interview processes: 1. Request that chairs of the campus diversity committees develop the standard questions, derived from the institutional mission statement and the socially responsible practice document 2. Review of candidate responses to diversity questions by People & Culture and Diversity and Inclusion to provide consultation	Executive Deans Matt Floyd	Across last year, the campus Diversity Committees discussed and developed interview questions and procedures for screening of all staff and faculty candidates for hire. This year, People and Culture reviewed those recommendations from the Diversity Committees. From many recommended questions, 3 common or standard questions will be finalized for all staff and faculty interviews. Two additional questions will be finalized for faculty interviews. These questions will be included in a new university-wide Recruitment Guide, to be released and implemented Spring 2022.	This process is in place and has been implemented for Chicago Campus Faculty during 2021-2022 to pilot these changes. Questions were shared with hiring managers in Vancouver to use when interviewing candidates.
24	FS VE	Require candidates to incorporate diversity and social justice into interview question responses, presentations and job talks	Matt Floyd	See BCDE23	See BCDE23
25	FS VIA	Establish a formal body that shall be known as the Black Caucus that will represent the interests of the Adler Black community across all three campuses	Black Caucus to consult on decision	Last year, the Black Caucus was established and was supported by the University.	The VPDEI is meeting bi-weekly with the leadership of the Black Caucus.
26	FS VIB	Designate a seat on the President's Cabinet for the chairperson	President Crossman	Last year and this year, the Chair of the Black Caucus was seated as a member of the University Cabinet.	The Chair of the Black Caucus will again hold a seat on the University Cabinet.
27	FS VIC	Provide the chairperson a course release for the fall and spring terms to serve in this capacity	VPAA/Executive Deans	Since last year, the Black Caucus Chair has received compensation in the amount of course release and / or stipend equivalent. Two Vice Chairs receive course release or stipend equivalent.	The Black Caucus leadership was extended the same compensation package for the 2022/2023 academic year
28	FS VID	Request an annual Cabinet update that the President will also include in materials to share with the Board	President Crossman	This report was requested but not received from the Caucus last year. The Caucus Chair gives reports about the Caucus to the University Cabinet.	The Caucus Chair delivered two formal reports to the Cabinet this year, delivered a proposal to the ARI Committee of the Board regarding the power analysis, and participated in the ARI Committee of the Board.
29	SB IA	Require faculty training to directly address racism in the classroom, including effective responses to inappropriate comments during classroom discussions and approaches to holding students accountable.	VPAA/Executive Deans	Last year, in March 2021, all faculty were required to complete the training "Promoting Difficult Conversations." Mandatory faculty trainings continue this year, as well an optional series this fall that includes the session "Mitigating Bias and Addressing Aggressions." The Center's Director of Inclusive Teaching Excellence will continue to steward these trainings, and the Curriculum Transformation Initiative will develop related pedagogy. Dr. Richardson will offer a faculty professional development training, "Understanding and addressing racism in the classroom" in summer 2022 (this will be on-going training). Dr. Richardson is also developing an inclusive teaching piece that will be required for all new hires beginning October 2022.	Dr. Richardson will work closely with the VPAA and Campus Executive Deans to map out on-going faculty trainings to address racism in the classroom. On 6/7/22 a training called "Understanding and Addressing Classroom Racism" was offered to all Adler core and adjunct faculty.
30	SB IB	Revise the student handbook to include overtly egregious behaviors and outline disciplinary protocols and actions	Brad O'Hara	See BCDE9. Student handbooks were revised.	See BCDE9.
31	SB IC	Develop a restorative justice approach that addresses racism in student conduct, beyond a simple conversation 1. After completing the restorative justice process, students that continue to demonstrate such conduct would then move to the next step of disciplinary action and with continued conduct issues – dismissal from the University.	Brad O'Hara Elena Quintana	See BCDE9.	See BCDE9.
32	SB ID	Integrate diversity and social justice throughout each course at Adler according to Adler's mission statement.	VPAA/Executive Deans	The Curriculum Transformation Initiative is scheduled to finalize such course revision in year 3 (2023 – 2024).	Leadership changes in Academic Affairs present an opportunity to reeboot/reenergize/reaffirm the priority of this work in partnership with the Curriculum Transformation Committee.
33	SB IIA	Hire Black faculty members for the Vancouver campus	Brad O'Hara	See BCDE5. For this Vancouver demand, across the past year, consultants were engaged to pursue Black candidates and hires. Recruitment has been a challenge: Black people represent 1% of the population of British Columbia, our peers in British Columbia employ few or none Black faculty, and nationally there are few Black psychologists. The latter facts here underscore the importance of our need to recruit Black faculty. Recruitment continues, and we are planning to establish a Black post-doc faculty position (most likely an alum US import) in the coming year.	Nothing additional to add at this time.

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34	SB IIB	Hire Black male faculty for the Chicago and Online campuses	Marina Bluvshstein Maleka Ingram	See BCDES. Last year, Black male candidates were sourced and interviewed. Efforts will continue this year.	Executive Deans will work with People and Culture and VP of DEI to require bias training for all faculty search committees starting in fall 2022.
35	SB IIC	Increase the percentage of Black students on all three campuses, particularly males	Craig Hines Mark Branson	See BCDE36. Goals within the Diversity and Inclusion Student Recruitment Plan are currently formulated for BIPOC recruitment, to yield an increase in BIPOC students, rather than in terms of more specific groups such as Black students, because our reporting of ethnicities by students includes a high percentage of students who report ethnicity as "undeclared." Last year, the Office of Institutional Effectiveness worked with the Center for Diversity and Inclusion to improve our ethnicity categories. This year, the Finance and Operations team is working together to address this reporting problem, both in arrears and moving forward. We expect to have substantially addressed this concern, with a cleaner report of student composition, by August 2022. Once reporting is improved, we will be better able to consider more specific recruiting goals in the 2022 – 2023 year. Currently, as of Fall 2021, our student body is 41% BIPOC, 12% Black.	See BCDE36. Goals within the Diversity and Inclusion Student Recruitment Plan are currently formulated for BIPOC recruitment, to yield an increase in BIPOC students, rather than in terms of more specific groups such as Black students, because our reporting of ethnicities by students includes a high percentage of students who report ethnicity as "undeclared." Last year, the Office of Institutional Effectiveness worked with the Center for Diversity and Inclusion to improve our ethnicity categories. This year, the Finance and Operations team is working together to address this reporting problem, both in arrears and moving forward. We expect to have substantially addressed this concern, with a cleaner report of student composition, by August 2022. Once reporting is improved, we will be better able to consider more specific
36	SB IID	Produce an annual report that shares recruitment plans/strategies and goals for diversifying the student body across all three campuses (Admissions)	Craig Hines Mark Branson	Admissions, Communications, and the Center for Diversity and Inclusion last year authored a 3-year Diversity and Inclusion Student Recruitment Plan which was implemented this year. The plan is comprised of 6 strategies and more than 30 tactics, including the following : Test new advertising initiatives with media vendors that target predominantly Black/minority audiences; Create additional targeting within relevant marketing campaigns – i.e., HBCUs, Black fraternities, minority professional associations, etc.; Create a scholarship dashboard to assist in tracking the enrollment of BIPOC students as a result of scholarship efforts; Review required tests to ensure equity within the admissions review process by Spring 2023, and propose changes by Summer 2023 to implement changes for the 2024 academic year; Add a Master's level diversity assistantship by 2022. The plan contains goals to increase BIPOC student enrollment.	Admissions, Communications, and the Center for Diversity and Inclusion last year authored a 3-year Diversity and Inclusion Student Recruitment Plan which was implemented this year. The plan is comprised of 6 strategies and more than 30 tactics, including the following : Test new advertising initiatives with media vendors that target predominantly Black/minority audiences; Create additional targeting within relevant marketing campaigns – i.e., HBCUs, Black fraternities, minority professional associations, etc.; Create a scholarship dashboard to assist in tracking the enrollment of BIPOC students as a result of scholarship efforts; Review required tests to ensure equity within the admissions review process by Spring 2023, and propose changes by Summer 2023 to implement changes for the 2024 academic year; Add a Master's level
37	SB IIE	Develop new and creative ways to increase outreach to prospective Black students (Admissions)	Craig Hines Mark Branson	See BCDE36	See BCDE36
38	SB IIIA	Hire a Black Student Outreach Coordinator, reporting to the Center for Diversity and Inclusion to support the retention of Black students	Kahan Sablo	The position has been funded. Recruitment will begin following the start of the new VP for Diversity, Inclusion, and Equity in April.	The DEI team is being reorganized. The DEI Center will have a position of Director of Student Success that will focus on the retention of Black students. A DEI position will be hired in May 2023 to provide DEI support for the Vancouver and Online Campuses.
39	SB IIIB	Create a multi-disciplinary counseling center for the Chicago campus that employ Black therapists, social workers, etc. In the interim, contract with mental health agencies that have Black therapists (and therapists of color) that offer physical offices in Black geographical locations.	VPAA/ Brad O'Hara	Last year, for Chicago and Online students, the number of counseling sessions within our student mental health plan was doubled (from 6 to 12 sessions), and group and educational benefits were added. A resource guide to assist students in locating Black and BIPOC therapists was created. Last year, in Vancouver, our current plan of 12 sessions was augmented through participation in a new Provincial plan. In Vancouver, we also contracted for and funded additional counseling sessions for BIPOC students. This year, student health and wellness needs were surveyed in late fall 2021. The results of the Student Health & Wellness survey were shared with Cabinet at a recent meeting. Dr. Lucy Jdanova, who oversaw this research, presented high level results that suggested that many students were satisfied with current resources and wellness programming offered throughout the year. However, students indicated a decline, over this past year, in psychological and physical wellbeing and expressed difficulties in balancing academics and work. Over 85% of respondents had never used counselling services provided by the University. Many suggestions for strengthening Adler's mental health services were generated and will be shared with the Student Health & Wellness Committee at their upcoming meeting.	Results of survey were shared with committee members, brainstorming of implications for action occurred and further work on this goal will occur in fall 2023. Supplementary mental health services through existing carriers are being examined.
40	SB IIIC	Create specific events for Black History Month that do not exclusively rely on the leadership of Black students, staff and faculty (Student Affairs)	Brad O'Hara	The Office of Communications and the Center for Diversity and Inclusion have established a calendar of events and communication for heritage months and commemorative days, including Black History Month. Last year, Black History Month programming was initiated by offices across the University, and we expect continued collaborative stewardship.	The Staff of the Center for Diversity and Inclusion will coordinate institutional events for Black History Month.
41	SB IIID	Add courses that focus on centering Black students (i.e., classes that teach Black students how to navigate White systems as Black professionals)	Executive Deans	Last year, Chicago faculty launched two relevant courses that continue to be offered. Vancouver and Online Campus I/O program faculty are working together to create a course called, "Navigating Promotions: Advocating for Racial Justice in Leadership" that is planned to launch in spring 2023.	A Subject Matter Expert was selected in April of 2022 and course design for the new course is underway.
42	SB IVA	Implement the fundraising goal that Adler's President annually raises at least enough to cover his salary and work towards establishing an endowment	President Crossman	The president is responsible for the University's fundraising goal. Last year, the University raised \$7.7M. Prior year was \$2.0M. We have a quasi-endowment of \$3.4M, and endowment planning will be part of the next comprehensive campaign, which the Board will approve in May 2022.	In 2021 – 2022, we raised \$3.8M. The Board will approve in August 2022 the establishment of an endowment of \$5M and the start of a new comprehensive campaign of \$15M.
43	SB IVB	Hire a Certified Fundraising Expert to focus on raising additional funds specifically for scholarships	President Crossman	A new VP for Institutional Advancement joined us in March 2022 - Chris Toft is a senior and accomplished fundraising expert. The VP is evaluating the staff required to meet our goals – including a goal for giving to scholarships – and will be moving to hire new positions funded in this year's budget.	One OIA staff person is not designated for scholarships, rather all OIA staff have fundraising for scholarships as their primary goal. In recent years, through fiscal planning and fundraising, scholarships increased several-fold – from \$938,066 in AY2015, to \$6.3M last year and \$6.7M this year. Our proposed new Director of Advancement in Chicago holds the CFRE designation and is deeply experienced in scholarship campaigns.

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44	SB IVC	Require Adler Board members to raise minimally \$15,000 annually	President Crossman	Trustees have consistently given \$15,000 or more in recent years. Last year was affected by the pandemic and the average trustee raise was \$12K. Prior year was \$22K average trustee raise, and the year prior to that was \$15K.	The Trustee fundraising average is currently \$21,739.
45	SB IV D	Offer additional scholarship funds specifically for Black students across all three campuses named after Black Canadians and Americans (i.e., Lincoln Alexander Scholarship, Viola Desmond Davis Scholarship, Marsha P. Johnson Scholarship, James Baldwin Scholarship, Breanna Taylor Scholarship, etc.). 1. These scholarships should total no less than \$50,000 annually 2. These scholarships should include one-time only and continuing scholarships 3. These scholarships should range from \$1,000 (i.e., book scholarships) to \$10,000 (i.e., tuition scholarships) 4. The final names of these scholarships should be approved in consultation with Black students, faculty and staff	Craig Hines	This fall, 3 new scholarships specifically for Black students were offered in Vancouver. New more general diversity scholarships were offered in Chicago and Online, until we meet the legal due diligence requirements to offer Black scholarships. This diligence is proceeding and is expected to be completed in order to offer new scholarships specific for Black students in Fall 2023.	This fall, 3 new scholarships specifically for Black students were offered in Vancouver. New more general diversity scholarships were offered in Chicago and Online, until we meet the legal due diligence requirements to offer Black scholarships. This diligence is proceeding; however, it is yet to be determined if we will be able to offer scholarships specific for Black students.
46	SB VA	Move commencement to May/June to afford students the opportunity to enter the workforce and/or expand their careers on the same cycle as their peers	Brad O'Hara	Students were surveyed in Spring 2021 to understand preference for spring versus fall commencement. There was not a clear preference in the results for either season. Analysis by the Registrar found that 70% of degree conferrals occur in the season prior to fall commencement; a spring commencement would lead graduates to wait for 9 months for a ceremony, which we believe will greatly decrease participation in commencement. The decision has been made to leave commencement in the fall.	Students were surveyed in Spring 2021 to understand preference for spring versus fall commencement. There was not a clear preference in the results for either season. Analysis by the Registrar found that 70% of degree conferrals occur in the season prior to fall commencement; a spring commencement would lead graduates to wait for 9 months for a ceremony, which we believe will greatly decrease participation in commencement. The decision has been
47	SB VB	Offer the ceremony on a Saturday to allow students and family members attendance at religious services and rituals	Brad O'Hara	See BCDE46. Student survey results found a preference for Saturday over Sunday commencement. Such scheduling will be dependent upon availability of the venue. This fall, we were able to schedule Vancouver commencement on Saturday. The Chicago venue was only available on Sunday, but we will continue to make the shift to Saturday in future years.	Students were surveyed in Spring 2021 to understand preference for spring versus fall commencement. There was not a clear preference in the results for either season. Analysis by the Registrar found that 70% of degree conferrals occur in the season prior to fall commencement; a spring commencement would lead graduates to wait for 9 months for a ceremony, which we believe
48	SB VC	Align with a company that offers higher quality regalia to buy/rent for commencement ceremonies	Brad O'Hara	Such regalia has long been available for Vancouver. This year and moving forward, Chicago and Online graduates were offered the option to purchase higher quality regalia should they desire.	Such regalia has long been available for Vancouver. This year and moving forward, Chicago and Online graduates were offered the option to purchase higher quality regalia should they desire.
	Preamble	Power Analysis	President Crossman in collaboration with the Black Caucus	In March 2021, the Black Caucus informed the Senior Team that the reference in the preamble to the BCDE document -- "an analysis is required to help senior leadership acknowledge the current and past abuses of power" -- was to be understood as a request for an external consultant chosen by the Black Caucus to complete university-wide interviews. In May 2021, a proposal was received from the Caucus, and in June 2021, the president spoke with the Caucus' selected consultant who recommended that the Board of Trustees evaluate and monitor this request for a consultation. In August 2021, the Caucus was invited to present their proposal and answer questions for review by the Board's Anti-Racism and Inclusion Committee in November 2021, prior to the Board's receipt of the request. The Caucus did not answer all the Committee's questions in November 2021, so these questions were posed again before the next board meeting in February 2022. The Board decided to approve the power analysis requested by the Caucus, following an RFP for consultants, in fall 2023, in concert with the strategic planning process.	An RFP for a Power Analysis has been drafted. The VPDEI is meeting with stakeholders and the Board leadership to launch the Power Analysis in the Fall 2022.