



It's Not Extra: Advancing Diversity and Inclusion in Campus Activities



- I** – **Invite** a colleague with a different identity to lunch to talk about their experiences.
- N** – **News:** use it to stay relevant on hot topics that may be affecting your students or team.
- C** – **Consider** environmental inclusion such as time & location of meetings, internal & external noise, or how temperature will affect people's ability to be present.
- L** – **Learn** from your mistakes and give yourself permission to mess-up when talking about diversity.
- U** – **Unite** your staff or student groups by asking members to share their individual stories & experiences during meetings. It can help you understand how they approach their work.
- S** – **Say** no to cliques! Create groups by talents or intention of cross-training instead.
- I** – **Intentionally** provide opportunities for all voices to be heard (journaling, think-pair-share, large group, surveys) to groups that don't typically attend your events.
- O** – **Reach out** to the D&I related offices on your campus for a workshop, facilitated discussion or collaboration.
- N** – **New** examples in your trainings or stories where multiple people can see themselves reflected.

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PAST HISTORY

- 1. Why does this event happen? Is it still relevant?*
- 2. Is there history of the event that will influence this year's event?*
- 3. What feedback did we receive from attendees, partners, etc.?*
- 4. What are your past experiences? How does that show up*

- 1. Why are we planning this event/program?*
- 2. Who is your intended audience?*
- 3. What are the outcomes for attendees? Ex: social, educational*
- 4. Do your attendees know your purpose? (In marketing, at the event)*



PURPOSE



LOGISTICS

- 1. Will our planned time overlap with religious or cultural holidays, other large events, or common class times?*
- 2. Will the planned time be convenient for both commuter and residential students?*
- 3. Will our space/activities be accessible for all attendees?*
- 4. Will our menu include options for multiple dietary needs?*

- 1. Who is (not) around the table?*
- 2. What problem are you solving? Who are the experts that can help you solve your "problem?"*
- 3. How are ideas and information communicated to each partner?*
- 4. What is the role of each partner?*



COLLABORATIONS



EVENT EXECUTION

- 1. Will this event be held virtually, in person, or a hybrid of the two?*
- 2. What is our risk management plan, and who helped create it?*
- 3. What is your back-up plan when things don't go as planned?*
- 4. How are we training the event staff and volunteers?*

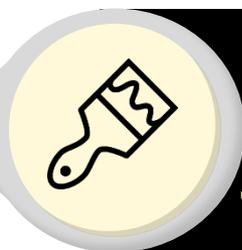
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1. Who is selecting the theme?

2. Does this theme (or series) reflect student identities and interests?

3. Will this theme create an inclusive environment for attendees?

4. What are other possible interpretations of your theme?



THEME

1. How are you selecting the vendors, speakers, etc. for the event?

2. What expectations and information about UH students are you providing for vendors?

3. Are your vendors culturally sensitive? How do you know?

4. What is your process to hold vendors accountable for their actions if something goes awry?



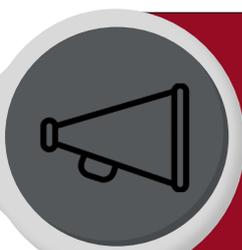
CONTRACTS/VENDORS

1. What does our marketing look like (accommodations statement, identities represented, fonts, etc.)?

2. What targeted marketing efforts (beyond standard marketing techniques) are being used to attract intended audience and bring in more attendees?

3. How is the style and structure of the event communicated?

4. How will the marketing be received by different communities?



MARKETING

1. Who (did not) attended?

2. When and how will the assessment be distributed to attendees?

3. Is there an opportunity for attendees to share that they were (not) comfortable at your event?

4. How will you use the assessment results to make adjustments/improvements to your event?



ASSESSMENT



DEBRIEF

1. Who is part of the debrief process?

2. How is information for the debrief collected?

3. How do we know what mistakes we made, or where we were successful?

4. Where can we adjust our process for next year based on the lessons we learned this year?