

Goal: A good learning and teaching environment

Priority	Implementation strategies	Actions
Build knowledge and awareness of diversity and inclusion among faculty and staff	Training of faculty	<ul style="list-style-type: none"> • Review existing training on diversity and inclusive learning in Stockholm and Copenhagen • Draw on context paper about diversity in the U.S. and Scandinavia • Draw on lived experiences in local minority communities)
	Train the trainers	<ul style="list-style-type: none"> • Find sparring partners in US higher ed. Institutions for Academic Directors
	Research on diversity and inclusion	<ul style="list-style-type: none"> • Explore options for research project on topic related to diversity in study abroad

Goal: Inclusive culture

Priority	Implementation strategies	Actions
Build awareness and skills among care team (and other Housing and Student Affairs staff)	Provide sensitivity and bias training through e.g. role play and tools to inform conversations with students of diverse backgrounds	<ul style="list-style-type: none"> • Identify training needs and develop training and / or identify provider and plan the training (SP19) • Carry out (FA19)
Mindful language and balanced representation	Syllabus review and revision	<ul style="list-style-type: none"> • Pilot syllabus review (SP19) • Set up working group to plan (SP19)
	Awareness of gender-diverse students and their identities	<ul style="list-style-type: none"> • Make student gender and pronouns mandatory in online reg. starting SU19 • Share student gender and pronoun in relevant lists, incl. class rosters and study tours and send message to faculty about expectations • Ensure gender neutral restroom signs across the organization • Make email signature template with gender pronoun option
	Review of website and other communication materials	<ul style="list-style-type: none"> • Review diversity pages and institutional commitment and come up with concept • Assess representation and language on website re. diversity and inclusion • Review descriptions of DIS as a workplace to support more inclusive recruitment efforts

Diversity and Inclusion project: Actions overview SP19 – FA19

Provide DIS community for students of diverse backgrounds	Make a plan for community building among students of diverse backgrounds at DIS that considers balance between internal and external community building	<ul style="list-style-type: none"> • Review DIS driven social clubs in STO and CPH • Consider students' suggestion of special space / event for students of color
	Employ paid minority student blogger (TBD)	<ul style="list-style-type: none"> • Establish expectations and employment terms (SP19)
Focus on diversity and inclusion in Housing and Student support	Continue to focus on diversity in the housing opportunities available to students, and create awareness of diversity and inclusion efforts at DIS among students, hosts and Community Advisors	<ul style="list-style-type: none"> • Improve messaging to hosts and students to set expectations on both parts (SP19) • In CA training, develop messaging about diversity and inclusion efforts at DIS, and how Community Advisors can help create an inclusive environment (SP19)
Utilize HR in the work of increasing diversity and building an inclusive culture	Increase diversity in job application pools by expanding recruitment base	<ul style="list-style-type: none"> • Review existing recruitment channels and identify new networks for staff and faculty recruitment • Review access to internship program and consider program for local interns from e.g. Metropol or other institutions with a diverse student body as pipeline to more diverse recruitment • Create catalogue of ideas to inspire more inclusive recruitment processes throughout the organization (e.g. testing of job postings with diverse focus group)
	Establish the role of HR in building an inclusive culture	<ul style="list-style-type: none"> • Explore how Well-being and Engagement survey can serve as indicator of (progress re.) inclusive culture • Add component about inclusive culture to onboarding program

Goal: More Knowledge and Collaboration

Priority	Implementation strategies	Actions
Have a long term commitment in connecting with diversity stakeholders in the field of study	Engage in the ongoing work and conversations on diversity and inclusion issues with the intention of learning,	<ul style="list-style-type: none"> • Make action plan for relations with Fund for Education Abroad, Diversity Abroad and The National Association of Diversity Officers in Higher Education

Diversity and Inclusion project: Actions overview SP19 – FA19

abroad as well as on U.S. campuses as an active collaborator	sharing, and contributing.	
	Connect with US partner schools to learn about best practices	<ul style="list-style-type: none"> • Invite Visiting Faculty with Diversity and Inclusion insights
	Engage in collaborative research on issues of diversity and inclusion	<ul style="list-style-type: none"> • Promote research funding at DIS (and among partners)
Engage locally to learn about diversity and inclusion issues in a Scandinavian context	Build relationships with local minority communities and organizations around particular projects or events, e.g. learning series	<ul style="list-style-type: none"> • Identify and prioritize relevant minority communities and make outreach plan for STO and CPH (apply long term view and base on principles of reciprocity and/or payment) (SP19) • Draw on Context paper about diversity in Scandinavia and US • Develop and plan learning series for staff and PT faculty (define audience, format, topics etc.) • Draw on expertise and lived experience in local minority communities
Sophisticate data collection and analysis to know/understand student body and to track progress going forward	Revise Student Affairs' documentation of cases / student experiences in order to get overview and track project impact going forward	<ul style="list-style-type: none"> • Review existing processes and make recommendation for documentation going forward (SP19)
	Student focus groups with recipients of diversity scholarships	<ul style="list-style-type: none"> • Carry out FA18 (CPH) and SP19 (CPH and STO)
	Collect diversity data about students identities and backgrounds, starting SU19	<ul style="list-style-type: none"> • Make plan for how to manage and utilize data • Plan and carry out evaluation of data collection and make needed revisions • Review the interplay of diversity data and existing data collection, e.g. General Program Evaluations
	Solicit feedback from students of diverse backgrounds on an ongoing basis	<ul style="list-style-type: none"> • Asses options and make recommendation of format and process

Goal: Better Access to DIS for underrepresented students

Priority	Implementation strategies	Actions
<p>Reduce financial barriers, and focus recruitment efforts, to increase access to DIS for underrepresented students</p>	<p>Create a 'Holistic funding model' that takes into account all financial barriers, also while students are on site</p>	<ul style="list-style-type: none"> • Map student journey re. financial barriers and review existing funding and scholarship model • Develop new model and assess fit with institutional agreements • Conceptualize what opportunities to fund onsite, including work option
	<p>Focused recruitment of underrepresented students from existing and new partner institutions, with a focus on MSIs, HBCUs and FLPs</p>	<ul style="list-style-type: none"> • Make a recruitment plan with focus on 5-10 institutions and define the specific student populations to target • Craft messaging to partners and new institutions and explore venues and opportunities to connect beyond usual school visits