**Integrating Diversity/Civil Rights Goals into Personal Plans of Work**

* **Work with work team members to ensure that diversity/civil rights markers are included in overall work team logic model –** Since your personal plan of work is directly connected to your work team logic model, it is important that explicit diversity/civil rights goals are included as part of the team logic model planning process. It may be helpful for you to encourage work team leaders to access the diversity/civil rights logic model example or the guiding questions document located at <http://www.msue.msu.edu/portal/default.cfm?pageset_id=196505>to assist in their yearly planning process.
* **Be intentional about integrating diversity/civil rights goals into your personal plans of work** – It is important to intentionally included diversity/civil rights goals as part of your personal plan of work. These goals should not be seen as “add-ons” but rather written as an integral part of your overall plan with defined and measurable outcomes. Remember that diversity/civil rights goals can/should include planning and programming goals related to race, gender, disabilities, sexual orientation, class and other differences with the goal of increasing participation, access and sustainability.
* **Apply goals locally**  - As you build your diversity/civil rights goals, keep in mind that they should reflect how you will implement the goals or curriculum initiatives of your work team at the local level. For example, if your institute goal is to provide entrepreneurial education using a particular curriculum, then a possible diversity/civil rights goal may be that 5% of participants for all trainings will be Latino/Hispanic because Latino/Hispanics constitute 12% of the population in your county/service area. This may be both an ambitious goal and hopefully attainable and could be a great start to build on for the future.
* **Include realistic and measureable diversity/ civil rights goals in your personal plans of work** – Your diversity/civil rights goals do not have to be overwhelmingly substantial, however they should be realistic in relationship to how they support your overall personal plan of work and your history/relationship with the diverse audiences you desire to work with. For example, it might be unrealistic to set a high number for new participants in a program you are offering for the first time within a diverse community, however, it may be more realistic (and helpful) to devote a segment of your personal plan of work time to get to know this segment of your community and community leaders. Intentionally setting aside this time may help you to identify a realistic goal to set in subsequent plans of work, orient you to the community and establish needed connections to support your future success. Whatever your goals, they should be measurable to help answer the question, “How will I know that I reached my goal,” and also to share with a federal auditor wanting to know how you came to the end results of your engagement with this audience.
* **See your diversity/civil rights goals as “stepping stones” – building on each other from year to year** – One realistic way to approach your diversity/civil rights goals is to see each one as a “stepping stone” toward building a solid and sustainable presence in this segment of your community. You may need to invest a significant amount of time upfront building an awareness of the audience, building and nurturing diverse networks or learning about institutional barriers that may cause problems for your success even before you provide a program. This time however, may be what is needed to build trust, gain respect or credibility with this new audience or help you refine your curriculum or approach to achieve success later. The “stepping stone” approach may allow you to advance your diversity/civil rights goals, slow down and be reflected of what you are learning, while being deliberate to work in partnership to meet the specific needs of this constituent.
* **Seek guidance and feedback on your goals from co-workers and community partners** – You should feel encouraged to seek guidance and feedback from more seasoned co-workers who may have or are currently working with the diverse audiences that you desire to work with. They should be able to provide you with meaningful thoughts on what you are proposing to accomplish or how it may need to be modified. Sharing your plans with community members, especially with individuals from the communities you wish to serve, can also provide insight into whether or not you are on the right track or need to consider other options. You do not need to work through this process alone and know that there are resource people within MSUE and in the community that can assist you.
* **Document your successes and challenges for continued learning** – The diversity/civil rights narrative box in MI PRS is an excellent place to record your programming success with diverse audiences, while also documenting challenges that you run across during your process. Documenting this information provides you (and the organization) with easy access to your information to use in Partner reports, federal audits or other opportunities to share our work with diverse audiences. In addition, your information may provide valuable insight for co-workers wanting to work with similar populations or a great “place holder” for future use in Step II or Step III processes of employment. Be sure to include information on how you overcame or addressed challenges to help provide guidance for others with similar programming or audience interests.

Need additional assistance with your Personal Plans of Work Diversity and Civil Rights goals? Feel free to contact any of the following MSU Extension Diversity Committee members for support.

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