

MAY 20, 2022

WCU'S STRATEGIC
INCLUSIVE EXCELLENCE
ACTION PLAN

Learn Forward

Dear Members of the Catamount Community,

After a thoughtful process that began last summer with the selection of the Blue-Ribbon Task Force members and Emeritus Consulting, LLC. as our partner, I am pleased to announce the completion of our first-ever inclusive excellence strategic action plan, Lean Forward. The plan is reinforced by the task force's hard work, which produced unique goals and built upon effective initiatives already in place at Western Carolina University.

Utilizing the inclusive excellence framework, the Blue-Ribbon Task Force affirmed five overarching priorities for the university: equity, access and success, institutional climate and belongingness, curriculum and scholarship, infrastructure and commitments, and community and partnerships, all of which are designed to drive change. Toward those priorities, the task force has identified concrete actions to create—or bolster—mechanisms to achieve a Western Carolina University that models diversity, equity, inclusion, and belonging (DEIB) across all organizational units and in service to the western North Carolina region.

A commitment to inclusive excellence is reflected throughout the plan. The document calls for professional development opportunities, improvements to the student recruitment processes and faculty support, enhanced approaches to community engagement, and efforts to establish metrics on progress. The report also documents preexisting activities, and in those cases, we will be strengthening or expanding a successful program and ensuring it is coordinated with any new efforts.

We launched the planning process with an honest examination of our campus and community, which involved thoughtful participation by our administration, numerous conversations, consultations, and committee meetings. It is a credit to the dedicated individuals from Western Carolina University and the local region. They have worked diligently to answer the challenge of redefining how and where we find excellence.

I invite you to read Lean Forward: Western Carolina University's Inclusive Excellence Strategic Action Plan. Successful implementation of the plan will require the efforts of everyone on campus. Inclusive excellence, much like student success, is a responsibility we each share.

I believe we can find excellence everywhere, but it must be nurtured and cultivated to flourish. This strategic plan is Western's declaration that we will commit to removing the barriers from the path of excellence so that it can be rewarded and celebrated throughout the university.

INTRODUCTION

Western Carolina University (WCU) recognizes the important role of diversity, equity, inclusion, and a sense of belonging in today's general society, and has long embraced those principles in our values. We are focused on creating a more diverse, equitable and inclusive community at every level, where all feel that they belong. One means to accomplish this vision is to align our institutional values and strategies. Establishing the Blue Ribbon Task Force (BRTF) is one of the commitments WCU has made to be transparent and intentional with respect to Inclusive Excellence (IE) as a strategic priority. This effort resulted in the development of an action plan with goals and activities that are original and unique to WCU and its community.

This Final Report outlines the steps the BRTF has taken to create recommended action items within an Inclusive Excellence framework. We have aligned this effort with the University's 2021 "Honoring Our Promise" Strategic Plan update. Through our collaborative work and recommendations, we hope to honor our promise by embracing our humanity and demonstrating respect, understanding, kindness, and acceptance of one another as our authentic selves. And, because all of our stakeholders are crucial to building a more diverse, equitable, and inclusive community, we solicited their engagement and input throughout our process of developing recommendations.

In addition to the Final Report providing context to all stakeholders, the BRTF also is afforded a culminating opportunity to engage the institution's leadership at all levels, including the Executive Council, as well as divisions, departments and units in our endeavor. This Inclusive Excellence Action Plan is a living dynamic document and as such we expect goals and activities to change upon achievement or as new situations arise. We view Executive Council's and Chief Diversity Officer's engagement as essential to ensure the constructive deployment, implementation, and accountability of the Inclusive Excellence Action Plan that ultimately will be approved by Chancellor Kelli R. Brown.



OVERVIEW

In Spring 2020, Chancellor Brown announced that WCU would empanel a Blue Ribbon Task Force on Inclusive Excellence. Over the course of the 2020-2021 academic year, a broad coalition of stakeholders (including faculty, staff, students, and community members) was solicited from across campus and through community agencies to participate in this process. After a rigorous and thoughtful selection process, in August 2021 the University invited 28 individuals, as representative of the campus and local community, to serve on the BRTF. Additionally, WCU engaged external consultants from Emeritus Consulting Group LLC (Emeritus) as the result of a competitive bidding process during Summer 2021, to assist with facilitating the BRTF's processes. On September 17, 2021 the inaugural meeting of the BRTF was convened and work has continued steadily to the present date.



Charge

In August 2021, Chancellor Brown charged our 28 invited stakeholders to actively participate as representatives on the BRTF, and to provide a roadmap for the next three to five years at WCU. From the time of the initial charge, our work was intended to create bold, innovative recommendations and key activities for an action plan that:

- **enhances Western’s welcoming environment for all;**
- **allows WCU to become an employer of choice and support a diverse workforce that is committed to excellence; and**
- **is measurable and achievable.**

The roadmap that the BRTF set out to develop also is interconnected with “Strategic Direction 3: Inclusive Excellence” within WCU’s updated and approved Strategic Plan. Throughout 2021-2022, the BRTF provided opportunities to engage constituents across our WCU community (including faculty, staff, students, alumni, and other stakeholders) to gather information and input before formulating our final recommendations.

BLUE RIBBON TASK FORCE ON INCLUSIVE EXCELLENCE MEMBERS

The BRTF is comprised of faculty, staff, students, community members, and ex-officio contributors who have served WCU through their participation and engagement in the work of the task force. The composition of the BRTF took into consideration the importance of building bridges across our various communities, both internal and external to WCU, and ensuring a balance in the multitude of voices and communities represented. In addition, Chancellor Brown reflected upon individual experiences, availability, demonstrated interest in the areas of focus, and the ability to work collaboratively in our setting. Ultimately, the appointed BRTF members represent every institutional division, and offered a strong balance across all considerations.

Co-Chairs

Dr. Kimberly Gorman

Director, Counseling and Psychological Services –
Counseling and Psychology Services (BRTF Co-Chair
and Climate and Belongingness Working Group)

Dr. Katerina Spasovska

Associate Professor, Journalism – Department of
Communication/Faculty Senate Representative (BRTF
Co-Chair and Equity, Access, and Success Working Group)

Equity, Access, and Success Working Group

Dr. Nelson Granda-Marulanda

Assistant Professor – College of Engineering and
Technology (Lead)

Jane Adams-Dunford

Associate Vice Chancellor for Administration –
Student Affairs

Dr. BaShaun Smith

Associate Vice Chancellor and Dean of Students –
Student Affairs

Benny Smith

Executive Director of Communications –
University Communications and Marketing

Jenn Lohse

Director, IT Project Management – IT/Staff
Senate Representative

Climate and Belongingness Working Group

Nancy Ford

Director, Employee Relations – Human Resources (Lead)

Dr. Mariano Garrido-López

Director of Graduate Programs – College of Business

Dr. Sur Ah Hahn

Associate Professor – College of Health and Human
Sciences/Social Work

Holli Stillman

Executive Assistant to the Vice Provost

Curriculum and Scholarship Working Group

Heather Mae Erickson, MFA

Associate Professor – College of Fine and Performing Arts/School of Art and Design (Lead)

Dr. Munene Mwaniki

Associate Professor – College of Arts and Sciences/ Anthropology and Sociology

Anita Puerto

Associate Director of Retention/MAPS
Coordinator – Office of Student Retention

Dr. Darius Stanley

Assistant Professor – College of Education and Allied Professions/Human Services

Infrastructure and Commitments Working Group

Alison Joseph

Business Intelligence Analyst – IT Applications & Systems (Lead)

Ben Kees

Director of Development, CEAP and CAS – Advancement

Steve Lillard

Chief of Police – Western Carolina University

Lance Nathaniel

Student, SGA Director Diversity and Inclusive Excellence – Student Government Association Representative

Community and Partnerships Working Group

Rich Price

Executive Director – Economic Development and Regional Partnerships (Lead)

Cameron Cooper

Member, Eastern Band of Cherokee Indians – Eastern Band Cherokee Indians

Savannah DeHart

Director of Institutional Research and Planning – Southwestern Community College

Lucretia F. Stargell

Vice President of Professional Services – Harris Regional Hospital

Gayle Woody

Commissioner – Jackson County

Ex-Officio Members

Lindsay Mathis

Administrative Support Associate – Communication Department

Dr. Dwayne Tutt

Associate Director Institutional Research and Predictive Analytics – Office of Institutional Planning and Effectiveness (Data and Metrics Advisor; Curriculum and Scholarship Working Group)

Lisa Gaetano

Internal Auditor – Chancellor's Division/Internal Audit (Advisor; Community and Partnerships Working Group)

Dr. Ricardo Nazario-Colón

Chief Diversity Officer – Chancellor's Division/ Office of Equal Opportunity and Diversity Programming



Recommended Inclusive Excellence Action Plan

EQUITY, ACCESS, AND SUCCESS

GOAL 1: Expand communication and collaboration of recruitment, retention, and persistence efforts among student-facing University offices to support belongingness and success within the WCU community.

To accomplish this goal, we recommend the following key activities:

1A Engage the Enrollment Strategies Committee to provide data-informed guidance regarding Student Success, utilizing WCU's adopted Inclusive Excellence principles to enhance diversity, equity, inclusion, and belonging efforts for all students' success.

Measurable Outcome(s)/Metric(s):

- i. At least 80% of Enrollment Strategies Committee members will participate in Inclusive Excellence professional development, by June 2023.
- ii. Increase enrollment of diverse, underserved, or underrepresented student populations by at least 2%, by August 2024.

1B Communicate with all admitted and enrolled students using culturally-affirming and culturally-sustaining processes (e.g., considering language, ability, cultural differences, etc.) regarding available support services offered by WCU.

Measurable Outcome(s)/Metric(s):

- i. Develop important service information (basic information on enrollment, financial aid, scholarships, and student success for the parents/guardians) in Spanish with engagement measures (promo codes, QR codes, URL, apps, and others), by February 2023.

- ii. Develop a communication strategy to keep students up-to-date with available resources, such as scholarships, financial aid, tutoring, and accessibility, by August 2024.

1C Coordinate academic advising and student success initiatives (e.g., Mentoring and Persistence to Success (MAPS), Project Care, Finish in Four, etc.) to equip all students to graduate in four years.

Measurable Outcome(s)/Metric(s):

- i. Increase the four-year graduation rate among all students by 2%, while closing the equity gaps that currently exist by 3%, by May 2025.
- ii. Increase support to hire staff and increase funding for WCU student-facing departments, such as Mentoring and Persistence to Success (MAPS) and Office of Accessibility Resources (OAR).

1D Create an integrated calendar system of activities with mobile capabilities, used by and for students, faculty, staff, and our local community (that is prominent on WCU's main website and easy to navigate) to increase visibility of and to promote engagement at WCU.

Measurable Outcome(s)/Metric(s):

- i. Complete the calendar system, by July 2023.



GOAL 2: Ensure that our student-centered approach extends to recruitment, admission, and pre-enrollment activities in ways that welcome, affirm, and sustain prospective student identities.

To accomplish this goal, we recommend the following key activities:

- 2A** Contact and assist prospective students who submit incomplete admissions packets to reduce the number of partial applications.

Measurable Outcome(s)/Metric(s):

- i. Admissions will communicate and follow up with at least 80% of prospective students who have incomplete applications within 30 days of application submission.

- 2B** Increase recruitment frequency and duration directed toward WCU's underserved or underrepresented areas of North Carolina, including urban centers and rural communities, to reach a broadly diverse pool of prospective students.

Measurable Outcome(s)/Metric(s):

- i. Increase WCU's presence in strategic areas (e.g., Buncombe/Henderson, Metro Charlotte, The Triad, the Research Triangle, Fayetteville, and rural counties in western North Carolina) by visiting these areas (e.g., college fairs, regional recruitment events, high schools, community colleges, community organizations, and events) at least twice annually.

- 2C** Communicate with prospective students and families in culturally-affirming ways (e.g., considering language, ability, first-generation status, etc.) to heighten their sense of belonging and potential success at WCU.

Measurable Outcome(s)/Metric(s):

- i. Create a WCU inclusive marketing campaign in Spanish language media across North Carolina, by August 2024. (Spanish is the second most-spoken language in North Carolina.)

CLIMATE AND BELONGINGNESS

GOAL 1: Seek the perspectives and experiences of students, faculty, and staff intentionally to create a workplace and learning environment that enables everyone to thrive and contribute to a culture of belongingness.

To accomplish this goal, we recommend the following key activities:

1A Establish regularly scheduled forums (e.g., quarterly focus groups or symposia hosted by each division on a rotating basis) to foster dialogue around the lived experiences, belonging, and civic engagement of campus community members.

Measurable Outcome(s)/Metric(s):

- i. Conduct a minimum of four forums annually, beginning Fall 2022.
- ii. Collect feedback from forum participants; data is collected through newly developed survey instruments and analyzed to reflect the DEIB climate and perspectives on belongingness, beginning with the first forum in Fall 2022 and ongoing.

1B Revise/Develop and implement exit interview processes for all departing students, faculty, and staff to understand (e.g., through data analysis) their experiences with diversity, equity, inclusion, and belonging during their time at WCU.

Measurable Outcome(s)/Metric(s):

- i. Review and revise the staff exit interview tool to include DEIB experiences ; collect and analyze data through the revised tool to reflect the DEIB climate and perspectives, by December 2022.

- ii. Develop a student exit interview process and tool; collect and analyze data through newly developed survey instruments to reflect the DEIB climate and perspectives, by May 2023.
- iii. Develop a faculty exit interview process and tool; collect and analyze data through newly developed tool to reflect the DEIB climate and perspectives, by May 2023.
- iv. Produce an annual summary report of exit interviews, outlining specific data related to DEIB, beginning December 2023 and annually thereafter.



GOAL 2: Strengthen our culture of belongingness by building trusting relationships, encouraging open interpersonal communication, and recognizing the different perspectives and experiences of our broadly diverse community so that all members feel valued and accepted in their work and learning.

To accomplish this goal, we recommend the following key activities:

- 2A** Provide/Increase personal and professional development for individuals and groups to build interpersonal communication and reconciliation skills at all institutional levels (including students, faculty, and staff).

Measurable Outcome(s)/Metric(s):

- i. Collect data on the number of participants in the Process Communication Model (PCM) and Leading Out of Drama (LOD) professional development modules, beginning in August 2022, and measure the number of staff and faculty members who have completed those modules in the following year.
- ii. Increase the number of staff and faculty members educated in the PCM and LOD modules from the current 16% to 25%, by August 2023.
- iii. Develop new or support current cultures of belonging, such as Cat Camp, New Student Leadership Program and others by August 2023.

- 2B** Strengthen activities and programs that help build community members' intercultural competence through learning effective culturally-affirming practices, while nurturing shared interests (e.g., communities of practice, living-learning communities, diversity research).

Measurable Outcome(s)/Metric(s):

- i. Assess current activities and programs to determine effectiveness in building

community members' intercultural competence ; data collected will be based on the number of current activities and programs that help build community members' intercultural competence and on the number of new activities and programs launched to help build community members' intercultural competence, by March 2023 and annually thereafter.

- 2C** Create a process to support existing and new affinity groups on campus that affirms the varied experiences of our students, faculty, staff, and alumni (e.g., groups for Asian-Americans and Pacific Islanders, Veterans, LGBTQI+).

Measurable Outcome(s)/Metric(s):

- i. Develop and communicate a clear path for the support and/or creation of new affinity groups, by December 2022.
- ii. Collect feedback from current and new affinity group participants; collect and analyze data through newly developed survey instruments to reflect the DEIB climate and perspectives, with current and new affinity groups, beginning in August 2022 and ongoing thereafter.

- 2D** Coordinate and enhance heritage and recognition programs that acknowledge contributions made to advance diversity, equity, inclusion, and belonging.

Measurable Outcome(s)/Metric(s):

- i. Assess current number and topics of heritage and recognition programs, beginning June 2023 and annually thereafter.
- ii. Collect feedback from program directors and participants; collect and analyze data through newly developed survey instruments to reflect the DEIB climate and perspectives, beginning in August 2022 and ongoing thereafter.



CURRICULUM AND SCHOLARSHIP

GOAL 1: Establish systems of support for faculty and staff professionals to identify, review, and enact effective pedagogical practices and equitable student engagement for the purpose of ensuring student success.

To accomplish this goal, we recommend the following key activities:

1A Provide faculty and staff diversity, equity, inclusion, and belonging professional development that is clearly linked to their areas of teaching, scholarship, and professional responsibilities.

Measurable Outcome(s)/Metric(s):

- i. Establish a baseline using grow.wcu.edu (Talent Management) by surveying previous DEIB professional development work, by June 2023 and annually thereafter.

1B Work within existing governance structures to establish student DEIB learning outcomes across the curriculum.

Measurable Outcome(s)/Metric(s):

- i. Faculty Senate examines structure of this activity, by August 2023.



- 1C** Identify and distribute research that supports DEIB professional development offered to existing and new faculty/staff on students' learning outcomes.

Measurable Outcome(s)/Metric(s):

- i. Relevant research provided to faculty and staff, by August 2024 and annually thereafter.

- 1D** Establish straightforward mechanisms of support for faculty and staff professionals who implement effective strategies (e.g., Anchored Instruction, case-based learning, project-based learning) that improve student learning outcomes and broadly share their knowledge across campus and beyond.

Measurable Outcome(s)/Metric(s):

- i. Establish a baseline by surveying faculty and staff regarding support for student learning strategies, by July 2023 and annually thereafter.
- ii. Revise Faculty Activity Database to include options for self-reporting DEIB scholarship, teaching, and service, by August 2023.

- 1E** Ensure that students have access to academic support that is aligned with effective learning strategies used by faculty and staff (e.g., Supplemental Instruction, internships).

Measurable Outcome(s)/Metric(s):

- i. Establish baseline of academic support services for students and their impact on student success by August 2023.



GOAL 2: Establish reward mechanisms, for participation on a voluntary basis, that provide incentives (e.g., departmental grants, DCRD enhancement³, research support, university recognition), for faculty and staff professionals to infuse DEIB as an intentional element of their scholarship, creative activities, and pedagogy, in ways that contribute to improved student learning outcomes and to teaching and learning.

To accomplish this goal, we recommend the following key activities:

2A Establish a mechanism to track DEIB efforts that are underway/being considered.

Measurable Outcome(s)/Metric(s):

- i. Revise Faculty Activity Database to include options for self-reporting DEIB scholarship, teaching, and service, by August 2023.
- ii. Develop method of measuring and recognizing staff contributions to DEIB work, by August 2023 and with annual recognition thereafter.

2B Examine the efficacy of DEIB efforts, implementation, the outcomes for students, faculty, and staff, and means to reward those who engage in the endeavor .

Measurable Outcome(s)/Metric(s):

- i. Existing groups, such as Diversity, Equity, and Inclusion Community of Practice (CoP), Office of Institutional Planning and Effectiveness (OIPE), Staff Senate and Faculty Senate, are utilized to collaborate and examine the efficacy of DEIB efforts listed above, beginning no later than August 2023.

2C Define DEIB scholarship and creative activities by each unit/division within the Departmental Collegial Review Document (DCRD) and Tenure Promotion and

Reappointment (TPR) process to provide a baseline to address equity across WCU schools and colleges.

Measurable Outcome(s)/Metric(s):

- i. Existing school/departmental structures are utilized to examine the definitions within the DCRD and TPR processes and begin to revise as necessary no later than August 2023, and review annually thereafter.

2D Offer incentives for faculty and staff to engage in intra- and inter- departmental/ disciplinary boundaries to explore effective methods of attending to DEIB in their work (e.g., teaching/learning practices, research endeavors, creative activities, and community engagement).

Measurable Outcome(s)/Metric(s):

- i. Existing governance structures (e.g., Faculty and Staff Senate) are utilized to develop and recommend incentives, beginning no later than August 2023, and finalizing recommendations no later than May 2024.

2E Expand recognition of faculty and staff professionals who are effective in helping historically underserved students who navigate difficult subject matter successfully.

Measurable Outcome(s)/Metric(s):

- i. Double the number of faculty focusing on DEIB pedagogy from one to two who receive the distinguished honor of becoming a Faculty Fellow for Coulter Faculty Commons by August 2024.
- ii. Develop a similar fellowship program to annually recognize staff contribution to DEIB work on campus and in the community, by August 2025.



INFRASTRUCTURE AND COMMITMENTS

GOAL 1: Operationalize WCU's commitment to the concepts/principles of Diversity, Equity, Inclusion, Belonging, and Inclusive Excellence through its systems, policies, and practices.

To accomplish this goal, we recommend the following key activities:

1A Distribute a biannual (fall and spring semester) communication from the Chancellor compiling Inclusive Excellence efforts and publishing a report to the WCU community to close communication gaps and promote engagement in these efforts.

Measurable Outcome(s)/Metric(s):

- i. Reports are distributed twice annually, beginning December 2022 and verified annually thereafter.
- ii. Data is collected through an annual survey of senior leadership and

general campus stakeholders about the usefulness of this report, by June 2023 and annually thereafter.

1B Emphasize DEIB as an element of fiscal planning and budget requests, specifically by listing DEIB as a “quantifiable benefit” in the budget request process.

Measurable Outcome(s)/Metric(s):

- i. DEIB is incorporated into the budget request process as a quantifiable benefit, by Fall 2022 (when budget request process is launched) and annually thereafter.
- ii. Record the number and percent of requests where DEIB is listed as a quantifiable benefit, by Spring 2023 (when budget request cycle is closed and data analyzed) and annually thereafter.

1C Improve alignment of offices that specifically are charged with supporting DEIB efforts (such as Office of the Chief Diversity Officer, Intercultural Affairs, Cherokee Center, Office of Accessibility Resources, etc.), through organizational realignment, enhanced coordination, and cross-unit collaboration to improve efficiency and impact of current staffing levels and operational expenditures. Utilize this opportunity to unify messaging from units supporting DEIB, for example with a consolidated calendar and web presence.

Measurable Outcome(s)/Metric(s):

- i. Directors of DEIB units will consolidate their communication efforts through common outlets like email, newsletters, social media, etc., by June 2023 and annually thereafter.
- ii. WCU's web presence is unified, by June 2023 and reviewed annually thereafter. Further, a DEIB event calendar is unified as a component of larger integrated

calendar system, as outlined in section A.: Equity, Access, and Success, Goal 1 and Activity 1.d.

- iii. An organizational realignment has been implemented, by June 2023 and reviewed annually thereafter.
- iv. Data is collected through an annual survey of senior leadership and general campus stakeholders about the degree to which messaging is consolidated or ability of people to find and engage with events/programs, by June 2023 and annually thereafter.

1D Examine the staffing (including levels and retention) and the operational budgets of units that are highly linked to institutional DEIB commitments to ensure necessary funding, relative to peer institutions and institutional need.

Measurable Outcome(s)/Metric(s):

- i. An analysis of staff level, retention, and budgets is conducted, by June 2024.



- 1E** Expand the full array of opportunities to enhance timely communication and education (e.g., legal precedents in reporting transparency, limits in reporting of incident proceeding and/or case dispositions) regarding WCU's commitment to DEIB, including responses to incidences of bias, harassment, and/or discrimination occurring within the campus community.

Measurable Outcome(s)/Metric(s):

- i. Senior leadership provides information and education about incidences of bias, harassment, and/or discrimination occurring within the campus community (to the extent possible by law).
- ii. Data is collected from campus stakeholders and analyzed regarding stakeholder perceptions about education on responses to incidences of bias, harassment, and/or discrimination occurring within the campus community, by Spring 2023 and annually thereafter.
- iii. Data is collected from campus stakeholders and analyzed about their satisfaction with WCU's messaging, by Spring 2023 and annually thereafter.

- 1F** Elevate the Chief Diversity Officer (CDO) position to the Executive Council (EC) level to ensure communication and collaboration across key operational units.

Measurable Outcome(s)/Metric(s):

- ii. The CDO position is added to the EC, by June 2023 and confirmed annually thereafter.

- 1G** Ensure institutional recommendations for Board of Trustees (BOT) membership mirrors the diversity of our student body.

Measurable Outcome(s)/Metric(s):

- i. Information about race/ethnicity and gender characteristics of the BOT and the



student body is provided in a transparent, accessible location, by June 2023 and annually thereafter.

- ii. When requested by the Legislature or Board of Governors, recommendations for BOT members will include a focus on racial/ethnic and gender composition of the BOT relative to demographic composition of the student body, by July 2023 and annually thereafter.



GOAL 2: Ensure accessibility, inclusion, and belongingness are aspects that are considered in managing our physical spaces (facilities and grounds) for all stakeholders to use without barriers.

To accomplish this goal, we recommend the following key activities:

- 2A** Develop processes to purchase University furniture for classrooms, conference rooms and other meeting spaces, so that diversity in sizes, shapes, and mobility are considered.

Measurable Outcome(s)/Metric(s):

- i. Develop a standard furniture purchasing process that considers diversity in sizes, shapes, and mobility, by December 2022.
- ii. Ensure that 100% of new furniture purchases for common spaces utilizes

this process, starting January 2023 and reviewed annually thereafter.

- 2B** Ensure adequate square footage per student station in classrooms as a mechanism for making these spaces more accommodating for all people. Consider a range of options including furniture modification, removal of outdated fixtures/equipment, and classroom remodeling.

Measurable Outcome(s)/Metric(s):

- i. Establish an institutional threshold for square footage per student work station, by December 2022.
- ii. Reduce the number of classrooms where square footage per student station is below the established threshold, by June 2023 and annually thereafter.

- 2C** Provide a mobility map of campus to the public; identify mobility barriers and include plans to improve campus mobility in Repair & Renovation (R&R) schedules.

Measurable Outcome(s)/Metric(s):

- i. A mobility map is created, by June 2023.
- ii. The mobility map and associated campus signage is updated annually and/or after major campus modifications, by July 2024 and biennially thereafter.
- iii. A feedback mechanism is established for people who experience mobility issues to report problem areas, by June 2023.
- iv. Reduction in number/frequency of reports of mobility problem areas, by June 2026 and annually thereafter.

- 2D** Designate and transparently publish the location of both gender-neutral and family/caregiver restrooms in each major campus building; identify needs for family restrooms to accommodate parents with young children or campus community members who travel with a caregiver or attendant/companion; incorporate restroom renovations in Repair & Renovation (R&R) schedules; require all new construction to include such facilities.

Measurable Outcome(s)/Metric(s):

- i. A restroom map is created, by June 2023.
- ii. The restroom map and associated campus signage is updated annually and/or after major campus modifications, by July 2024 and annually thereafter.
- iii. A feedback mechanism is established for people who experience restroom accessibility issues to report problem areas, by June 2023.
- iv. Establish a baseline and reduce the number/frequency of reports of restroom accessibility problem areas, by June 2026 and annually thereafter.

GOAL 3: Expand accreditation and professional development experiences for WCU law enforcement officers to enhance culturally-responsive policing.

To accomplish this goal, we recommend the following key activities:

- 3A** Pursue accreditation by the Commission on Accreditation for Law Enforcement Agencies (CALEA).

Measurable Outcome(s)/Metric(s):

- i. WCU conducts the internal assessment needed to pursue CALEA accreditation, by June 2023.
- ii. WCU formally enrolls in the CALEA accreditation process, by June 2024.
- iii. WCU undergoes web-based assessments in pursuit of CALEA accreditation, by June 2025.
- iv. WCU engages in the CALEA site visit, by June 2026

- 3B** Provide professional development focused on culturally responsive policing, crisis and de-escalation techniques, and engaging diverse populations/University stakeholders.

Measurable Outcome(s)/Metric(s):

- i. Increase the percent of law enforcement officers participating in training on culturally-responsive policing, crisis and de-escalation techniques, and engaging diverse populations/University stakeholders, by June 2023 and annually thereafter.



COMMUNITY AND PARTNERSHIPS

GOAL 1: Identify new and leverage existing engagement points between WCU and local childcare and public-school systems to return benefit to the diverse and underserved communities that work with the University.

To accomplish this goal, we recommend the following key activities:

1A Survey education and community program directors and elected officials who serve diverse and underserved communities to identify the most pressing DEIB needs.

Measurable Outcome(s)/Metric(s):

- i. Collect and analyze data (e.g., through existing and newly developed survey instruments) reflecting the DEIB needs of diverse and underserved communities, by September 2023 and annually thereafter.
- ii. A comprehensive annual data collection process is used to gather and report all metrics defined within Goal 1.

1B Identify and increase capacity of existing institutional structures to connect campus stakeholders (students, faculty, and staff) with community engagement efforts to address identified DEIB needs.

Measurable Outcome(s)/Metric(s):

- i. Collect baseline data to determine scope of existing community engagement, by December 2023.
- ii. Identify additional opportunities or gaps in community engagement and link them to institutional structures, by June 2024.

- iii. Increase the number of WCU participants engaged with community partners, or the number of community partners served, or both, by June 2024.
- iv. Participants and community stakeholders (i.e., public education leaders, counselors, etc.) report, in the aggregate, at least an eight (8) on a Likert scale of 1-10 in terms of satisfaction with WCU's community engagement efforts in meeting their DEIB needs. Collect and analyze data, by June 2025 and annually thereafter.





- 1C** Facilitate internship placements and scholarship opportunities for students seeking to further their educational and vocational interests and to broaden exposure, knowledge and understanding of diverse cultural experiences.

Measurable Outcome(s)/Metric(s):

- i. Increase the number of WCU students engaged in internships with community partners, by June 2024.
- ii. Participants report, in the aggregate, at least an eight (8) on a Likert scale of 1-10 in terms of satisfaction with internships contributing to personal growth in educational, vocational, and cultural experiences. Collect and analyze data, by June 2025 and annually thereafter.

- iii. Identify, and communicate to students regarding, scholarship opportunities that broaden exposure, knowledge and understanding of diverse cultural experiences, by June 2024.

- 1D** Identify underserved areas and develop opportunities for students, alumni, faculty, and staff to participate in immersion programs in various settings (e.g., education, industry, public policy) that promote career awareness.

Measurable Outcome(s)/Metric(s):

- i. Collect and analyze data regarding underserved workforce areas (as determined by the institution), by June 2024 and annually thereafter.
- ii. Identify/Establish immersion programs that promote career awareness, by June 2024 and annually thereafter.



GOAL 2: Identify new and strengthen existing engagement opportunities between WCU and diverse and underserved communities to provide evidence-based resources that improve health and well-being.

To accomplish this goal, we recommend the following key activities:

2A Identify local communities most in need of support, determining the degree of need of WCU's existing community partnerships, and prioritize them in offering access to WCU's community engagement initiatives and services.

Measurable Outcome(s)/Metric(s):

- i. Establish a baseline of the needs served by existing WCU community partnerships or outreach via analysis of available data, by June 2023 and annually thereafter.

- ii. Compare the baseline data against annually/ongoing compiled data from expansion efforts to regularly determine increases in service to the target population, and/or comparative increase in awareness/ knowledge/understanding of high-need communities gained by students, faculty, and staff.
- iii. Measure the expansion of service delivery using data comparing the existing engagement with high-need communities with an increase in the number of services provided in these areas (e.g., measures of outcomes such as increased access to, and outcomes for those who access the education and health services provided, as well as WCU affiliates who engage with these communities).

- 2B** Expand internship opportunities through the Colleges of Health and Human Sciences and Education and Allied Professions and others that serve the needs of diverse and underserved populations.

Measurable Outcome(s)/Metric(s):

- i. Establish a baseline of the number of WCU students engaged with community partners, or the number of community partners, or both, by June 2024.
- iii. Identify the number and type of internships that are targeted to, or provide services to, diverse and underserved communities as of September 2022. Expand the number of internships, the number of student intern participants, and number of partnerships annually thereafter.

- 2C** Promote engagement through increased communication with and recruitment of WCU stakeholders for volunteer opportunities with regional community service partners (e.g., United Christian Ministries, Community Table) who serve the health and well-being needs (e.g., emergency financial assistance, nutrition, etc.) of diverse and underserved populations.

Measurable Outcome(s)/Metric(s):

- i. Increase the number of communications distributed to WCU stakeholders highlighting the University's ongoing (and opportunities for future) work with regional community service partners (e.g., through programming, research, and student curricular and co-curricular activities).
- ii. Actively identify new community service partners for WCU outreach, utilizing established best practices as developed.

- 2D** Leverage existing opportunities for academic research/scholarship and creative activities at WCU (e.g., senior capstone projects) to enhance engagement with community service partners focused on health and well-being.

Measurable Outcome(s)/Metric(s):

- i. Establish current baseline data for occurrence of said activities/projects, relative to health and well-being, by June 2023 and annually thereafter.
- ii. Increase the number of topic-specific activities/projects throughout the academic year, by June 2024 and annually thereafter.







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