Office of Diversity and Inclusion Vice Presidential Area Priority Initiatives

For the

University Strategic Planning Report for 2014-15

Priority Area #1:

Goal #4: Ensure a diverse, inclusive, and healthy community: Strategies 4.1 Enhance diversity and promote a campus climate of inclusion. a. Promote student, staff, and faculty pride in the strengths of the University to both internal and external constituents b. Review, improve, and develop policies, procedures, and practices to promote access and remove barriers for the recruitment, retention, and participation of diverse groups and individuals c. Enact specific strategies and provide needed resources to improve campus diversity d. Support training, resources, and curricula changes such that the entire WMU community embraces global understanding and cross-cultural sensitivity 4.2 Enhance the health and wellness of the community. a. Support training, resources, and curricula changes to improve health and wellness of the campus community b. Explore ways to achieve health and wellness savings 4.3 Foster the University's reputation. a. Effectively engage alumni as advocates for the University b. Define a coherent and consistent brand identity that aligns with the University strategic plan c. Develop and execute an external and internal communication plan that reflects the mission of the University

<u>**Initiative**</u>
Increase professional development capacity related to diversity and inclusion
<u>**Success Measure**</u>
Professionally develop an increased number of University employees who can serve as a resource to our campus community

Results:

- Target met
- The Multicultural Mindedness Project Action Team (MM PAT) under the Campus Climate for Diversity, Equity, and Inclusion Tactical Action Community (CCDEI TAC)

trained approximately 30 core team members and facilitators in preparation for their three sessions of diversity curriculum facilitation roles in FYE 2100 in the fall of 2015.

- There were 26 participants in the Everyone Counts Diversity Learning Communities.
- Under the Diversity, Equity and Inclusion Implementation grant funded by resources through the W.K. Kellogg Racial Healing Planning grant in response to this recommendation in the climate study, a group led by the Office of Disability Services for Students submitted a proposal titled "Promoting Change in Attitudes: Inclusion, Access and Welcome for Students with Disabilities Project." As a piece of this work, they offered nine "Lunch and Learn" noon disability awareness sessions to faculty and advisors during spring 2015 semester. The 95 participants watched short video clips and TED Talks about different disabilities, including, Autism Spectrum Disorders, deafness and hard of hearing, mobility disorders, psychological and mental disorders, blindness and low vision, Attention Deficit Disorders, advising students with disabilities, universal design for instruction and a special session with Reid Davenport. A panel of students identifying with the particular disability for the session were able to present their challenges and experiences of functioning with a disability in academia and answered questions asked by the audience.
- The CCDEI TAC received funding to send three WMU community members to the National Conference on Race & Ethnicity in American Higher Education (NCORE). The three people plan to present what they learned at an open-invitation session for the campus community. In addition, they are scheduling time to meet with two different NCORE presenters either in-person or through video to learn ways for WMU to improve. The three NCORE participants are also considering joining the WMU Excellence in Diversity Awards Celebration committee to assist in enhancing this event.
- Under the Universal Information Technology Access Project Action Team (Universal IT Access PAT), a member of the Office of Information Technology staff attended the Association for Higher Education and Disability (AHEAD) Taking the Lead conference with the Director of Disability Services for Students. The information learned is already having an impact on the work of the Office of Information Technology. Arnold Taylor, Office of Information Technology, reported the information he learned from the conference regarding adaptive technology access to the PAT members, as well as, informing information technology staff at WMU. Jayne Fraley-Burgett, Disability Services for Students, reported the information she learned from the conference regarding disability management to the PAT members, as well as, informing Dr. Warfield and Disability Services staff members.
- Safe on Campus training is an educational program that describes the basics about being an ally to lesbian, bisexual, gay, and transgender (LBGT) students. Participants receive information on practical strategies to support LGBT people who are coming out, explore the complexities of sex, gender, and sexual orientation, and gain an understanding of respectful language use. Participants may choose to become members of the Safe On Campus (SOC) program by signing a pledge of support for LBGT people. SOC members are given a door sign to display in their campus living or work place. This indicates the

space is safe for LBGT persons to discuss their concerns. There were 31 participants trained during this reporting period.

- Disability Services for Students trained 16 Arts & Sciences academic advisors during this reporting period.

Priority Area #2:

Goal #4: Ensure a diverse, inclusive, and healthy community: Strategies 4.1 Enhance diversity and promote a campus climate of inclusion. a. Promote student, staff, and faculty pride in the strengths of the University to both internal and external constituents b. Review, improve, and develop policies, procedures, and practices to promote access and remove barriers for the recruitment, retention, and participation of diverse groups and individuals c. Enact specific strategies and provide needed resources to improve campus diversity d. Support training, resources, and curricula changes such that the entire WMU community embraces global understanding and cross-cultural sensitivity 4.2 Enhance the health and wellness of the community. a. Support training, resources, and curricula changes to improve health and wellness of the campus community b. Explore ways to achieve health and wellness savings 4.3 Foster the University's reputation. a. Effectively engage alumni as advocates for the University b. Define a coherent and consistent brand identity that aligns with the University strategic plan c. Develop and execute an external and internal communication plan that reflects the mission of the University

<u>Initiative</u>
Respond to the campus climate study recommendations
<u>Success Measure</u>
75% completion of the goals outlined on the CCDEI TAC PAT planning forms

Results:

- Overall completion rate is 77% so the target is met.
- The Campus Climate for Diversity, Equity, and Inclusion Tactical Action Community (CCDEI TAC)
  - The CCDEI TAC charter had a mission to implement the recommendations of the 2012-2013 Campus Climate Study, assuring alignment with the DMAP and the University Strategic Plan, and promote university-wide transformational change in regard to diversity, equity, and inclusion. Performance indicators were as follows: Form Project Action Teams (PATs) to address Campus Climate Study recommendations; Stimulate and create synergy and infuse ownership and responsibility for diversity work throughout campus community; Present funding opportunities for strategic change initiatives to campus community; Conduct one year assessment of campus climate progress with Dr. Roger L. Worthington (campus climate consultant); Revisit, revise, and reaffirm Diversity and Multiculturalism Action Plan; and Begin initial plan development to launch the

next campus climate study. Progress toward each of these indicators has been made with the exception of initial planning for the development to launch the next climate study.

- Multicultural Mindedness Project Action Team (MM PAT) / 100% Completion, target met
  - o The PAT's goal is infusion of multicultural mindedness into undergraduate education through first year experiences (New Student Orientation, Fall Welcome, Transfer Services and First-Year Seminar). The PAT determined appropriate curriculum, developed any supplemental materials and trained approximately 30 core team members and facilitators in preparation for their three sessions of diversity curriculum facilitation roles in FYE 2100 in the fall of 2015.
- Campus-wide Equity and Civility Initiative Project Action Team (CECI PAT)
  - o The PAT's goals are as follows: Cultivate a campus of Equity and Civility, with allies/champions in each academic and non-academic unit (e.g., ally/champion development/training program); Develop or improve processes for reporting inequitable treatment and incivility; Communicate processes so all members of the university know and understand them and are willing to use them; Re-survey campus community to determine success of initiatives; Develop a training module to incentivize becoming equity and civility allies/champions. The main focus of this PAT was the research and creation of an anti-bullying, which is awaiting implementation. The PAT members attended a training offered by PSSO regarding anti-bullying and began developing further relationships with employees in the units. They also began work toward addressing inequitable implementation of bereavement leave.
- Universal Information Technology Access Project Action Team (Universal IT Access PAT)
  - o This PAT's goals were: Conduct an internal environmental scan of available accessibility resources and services including a review of accessibility practices and standards; Generate a gap analysis (how to get where we need to be for compliance); Review peer institutions and institutions noted in the field for benchmarking purposes; Consider an external consultant for recommendations related to the above work. All goals were met with the exception of completion of the final report, which is in progress.
- Diversity and Multiculturalism Action Plan 2.0 Project Action Team (DMAP 2.0 PAT)
  - o This PAT's goals were: To develop a framework for proposals for unit-level assessments and strategic initiatives; To assess campus actions taken to meet the goals of the DMAP; To enlist key contributors, thereby fostering buy-in for the development and implementation of DMAP 2.0; To develop and present DMAP 2.0 to the vice president for diversity and inclusion for review and approval. This PAT continues its progress toward DMAP 2.0.
- Improving Campus Access Project Action Team

- o This PAT's goals were to Increase awareness of unmet needs and areas of opportunity regarding campus access; Identify, breakdown and eliminate institutional barriers; Create an advisory council to provide feedback to campus community; Research best-practices, legal precedents, and other existing models for improving campus access. The PAT increased awareness of unmet needs and areas of opportunity regarding campus access, they identified institutional barriers, research best-practices and legal precedents for improving campus access.

Priority Area #3:

Goal #1: Ensure a distinctive learning experience and foster the success of students: Strategies 1.1 Ensure distinctive local and global learning experiences for all learners. a. Engage entering students in a required, appropriate orientation focused on facilitating self-direction b. Integrate curricular and co-curricular learning experiences that include, but are not limited to, the arts, sports, recreation, student organizations, mentorship, service learning, and global awareness c. Offer opportunities for the application of knowledge through internships, research, cooperative education, and global experiences d. Require an interdisciplinary learning experience of students e. Cultivate cultural awareness through engagement with the arts and humanities. 1.2 Provide tools to foster the success of our students. a. Enhance career preparation services and professional engagement b. Identify the barriers to retention and graduation, and create services to meet the needs of our students c. Require each student to create a professional portfolio by the end of his/her first year at WMU and continue its development through to graduation

Initiative
Create an institutional culture of degree completion and success for addressing the needs of underrepresented students beginning with the Kalamazoo Promise student population
Success Measure
Implement initiatives in the First in the World Grant in partnership with the Center for Research on Instructional Change in Post-secondary Education

Results:

- Target not met as the work in progress
- Positions have been filled
- Letters are prepared for distribution to potential student participants
- Draft survey is in progress