WORCESTER STATE UNIVERSITY

Inclusive Excellence & Belonging

Strategic Plan
2024-2029

TABLE OF CONTENTS

PRESIDENT'S MESSAGE

The first seven years I served as Worcester State University president, the ALANA/BIPOC (African, Latine, Asian, Native American and/or Black, Indigenous, People of Color) percent of our student body doubled, and it has jumped significantly again the past three years. In Fall 2023, we enrolled the most diverse class of new students ever, with 43% of first-years identifying as ALANA/BIPOC. This statistic is particularly important to me and to Worcester State.

First, it speaks to our mission, as a public university located in the city of Worcester. As the University's 2020-2027 strategic plan states, we "champion academic excellence in a diverse, student-centered environment." A diverse student body is important, first, because we wish to provide equality of opportunity to historically underrepresented groups. And it is also important that all students learn from the different perspectives that are represented in our classrooms as a result. The future of our communities, and even our democracy, depends upon an understanding of "where others come from," in the broadest sense of that phrase. I am proud that Worcester State is providing that opportunity to students, and to see, as this report indicates, that we are also making strides on faculty and staff hiring. These are positive signs.

The strategic plan challenges us to go beyond the pursuit of diversity. We are zeroing in on measures of success and looking to ensure equity. We are measuring various groups' feelings of belongingness, so central for retaining students and employees. We must not only enroll students from historically underrepresented identities, we must do all that we can to set them up for success. As has been said at our annual Unity Day – which is now embedded in our academic calendar – we are "better together," and it is by working together that we will meet the goals of the Inclusive Excellence & Belonging Strategic Plan.

Sincerely,

Barry M. Maloney
President

STATEMENT FROM THE EXECUTIVE DIRECTOR FOR INCLUSIVE EXCELLENCE & BELONGING

It is an honor for me to serve as Worcester State University's Executive Director for Inclusive Excellence & Belonging, working closely in collaboration with university leaders who act as institutional inclusive excellence and belonging champions including administrators, faculty, and students. I am proud to present the 2024-2029 Inclusive Excellence & Belonging Strategic Plan which will ensure that inclusive excellence and belonging is infused through the existing structures at the institution.

The Office of Inclusive Excellence & Belonging is delighted to continue our work that increasingly demonstrates a strong commitment to inclusive excellence and belonging efforts at our campus and beyond. With that said, WSU has just reached the Emerging Hispanic Serving Institution (eHSI) status which is a great accomplishment. To be an eHSI, institutions must have 15 to 24.9 percent undergraduate full-time equivalent (FTE) Hispanic enrollment, which means WSU has the potential to become a Hispanic Serving Institution (HSI) in the next few years.

This document is intended to be a road map of where we have been and where we intend to go as we continue to focus on WSU's 2020-2027 Strategic Plan; The New Undergraduate Experience; and the Massachusetts Department of Higher Education Strategic Plan for Racial Equity 2023-2033.

Dr. Edgar Moros
Executive Director for Inclusive
Excellence & Belonging

OFFICE INCLUSIVE EXCELLENCE & BELONGING

The Office of Inclusive Excellence & Belonging is responsible for engaging and convening students, staff, and faculty with the purpose of implementing an inclusive excellence and belonging strategy, which moves the University towards a more inclusive climate by respecting and including the intellectual expertise and lived experiences of the Worcester State University community.

The office works with all departments and offices on campus and convenes the inclusive excellence & belonging committees each academic year and provides administrative and strategic support and leadership.

Stacey Luster, J.D.
General Counselor and
Assistant to the President for
Employment & Equal Opportunity

Edgar Moros, Ph.D.
Executive Director for Inclusive
Excellence & Belonging

Omarthan Clarke, M.A.
Assistant Director for Inclusive
Excellence & Belonging

Tenere Taylor
Executive Assistant

INCLUSIVE EXCELLENCE & BELONGING COMMITTEES

Campus Climate Committee (CCC)[1]	
Advisory Committee for Equal Opportunity, Diversity & Affirmative Action	Bias Incident Response Team (BIRT)
LGBTQIA+ Advisory Committee	Antiracism Subcommittee
Accessibility Committee	Military & Veteran Affairs Committee
Adult Learner Committee (Proposed)	

[1] Members appointed for AY 2024-2025

Campus Climate Committee (CCC)

This committee works collaboratively on a multi-stage approach to evaluating diversity, inclusion, and equity utilizing quantitative and qualitative data and proposes, designs and assesses short and long-term systemic initiatives consistent with the University's Strategic Plan. This committee is charged with effectuating the University's mission and implementing the President's Five Point+ Plan of Action.

Advisory Committee for Equal Opportunity, Diversity & Affirmative Action

This committee is explicitly derived from the state-wide Equal Opportunity, Diversity, and Affirmative Action Plan and it is charged with evaluating institutional compliance with respect to all equal opportunity, diversity, and affirmative action programs. The committee keeps informed as to federal and state laws and regulations as well as institutional policies impacting equal opportunity, diversity, and affirmative action and makes recommendations of appropriate strategies annually to the President and respective campus and governance committees.

Bias Incident Response Team (BIRT)

BIRT is responsible for providing a comprehensive approach to addressing incidents of bias that challenge the University's mission, core values, civility policies, policy against discrimination, discriminatory harassment, retaliation, and efforts toward improving campus climate. This committee is charged with promoting a safe and welcoming climate that is open to all, funneling reported incidents to the appropriate office for investigation and/or discipline, recommending programs that are both preventative and responsive to bias incidents, documenting and monitoring reported incidents of bias, and advising on the provision of care, support, resources, and education to individuals or groups who are the targets of bias incidents and to the campus community concerning the resulting impact.

LGBTQIA+ Advisory Group

This advisory group advocates for the needs of the LGBTQIA+ community and works towards a campus culture where members of the LGBTQIA+ community are welcomed and respected. This committee's charge is to identify and provide educational resources and programs supporting and celebrating the LGBTQIA+ community and to collaborate with Worcester State offices, programs, and groups to address the needs of the LGBTQIA+ community.

Antiracism Subcommittee

This committee serves as a bridge between students, faculty, and administration regarding student service and support with intentionality around transparency, visibility, communication and giving voice to students' ideas and thoughts around cross racial and cultural topics for programming and workshops, with an explicit focus on issues of race.

Accessibility Committee

New in Academic Year 2024-2025. This committee advocates for the needs of disabled students, faculty, and staff. It proposes and oversees progress on issues related to accessibility on campus.

Military & Veteran Affairs Committee

New in Academic Year 2024-2025. This committee advocates for the needs of Military and Veteran students. It oversees the progress and compliance of VISTA projects and gives feedback on these projects and their viability for the future.

Adult Learner Advisory Committee

Proposed. This committee advocates for the needs of post-traditional students, also known as adult learners.

INCLUSIVE EXCELLENCE & BELONGING PARTNERS

While all departments and offices at Worcester State are engaged in promoting inclusive excellence and belonging, several partners work closely with the Office of Inclusive Excellence & Belonging to engage the campus community while implementing an inclusive excellence and belonging strategy.

Office of Multicultural Affairs (OMA)
OMA's mission is to increase the access, retention, and graduation of first generation, low-income, and/or ALANA/BIPOC current and future college students by enhancing students' current knowledge and skills with a focus in academic, career, personal, social, and financial adjustment.

Latino Education Institute (LEI)
LEI's mission is to improve the academic achievement and well-being of Latino students (K-16) and their families from the City of Worcester. The institute was created in response to a call to action by the Worcester Working Coalition for Latino Students, a grassroots group representing community and elected leaders, concerned parents, and educators.

Urban Action Institute
The institute is the outreach and community action arm of Worcester State University's Urban Studies department. The Institute collaborates with students, faculty, and community partners to address social, political, and economic injustices through field-based learning and advocacy for a more equitable city. The Institute aims to contribute to a world where the collaborative approach it embraces becomes mainstream.

John K. Binienda Center for Civic Engagement
The center is dedicated to collaboration, academic support, guidance, and student-centered projects for our students, while connecting with volunteers and engaging in other experiential opportunities with community partners.

Center for Teaching and Learning (CTL)
The CTL provides faculty professional development opportunities related to inclusive excellence and belonging teaching, learning and assessment. The Faculty Fellow for Equity resides within the CTL and provides support to individual faculty, departments, and programs in the multiple aspects of inclusive excellence and belonging, intersectionality, and social justice efforts.

DEFINITIONS

Anti-racist
Actively identifying and eliminating racism in all its forms. This term acknowledges that simply being "not racist" or not participating in racism is not enough to eliminate racial discrimination; rather, antiracism is rooted in actively challenging the policies, practices, systems of belief, and norms that allow racism to thrive.

ALANA/BIPOC
African, Latine, Asian, Native American and/or Black, Indigenous, People of Color.

Cultural Humility
Cultural humility is a practice of self-reflection on how one's own background and the background of others impact teaching, learning, research, creative activity, engagement, leadership, etc. It involves an ongoing process of self-exploration and self-critique combined with a willingness to learn from others. It means entering a relationship with another person with the intention of honoring their beliefs, customs, and values. It means acknowledging differences and accepting that person for who they are.

Diversity
Diversity includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. While diversity is often used in reference to race, ethnicity, sex, and gender, we embrace a broader definition of diversity that also includes age, national origin, religion, disability, sexual orientation, gender identity, socioeconomic status, first-generation status, education, marital status, veteran status, language, and physical appearance. Our definition also includes diversity of thought: ideas, perspectives, and values. We also recognize that individuals affiliate with multiple identities.

Equity
Equity is the fair treatment, access, opportunity, and advancement of all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.

Historically Marginalized Identities
We prefer "historically marginalized identities" as opposed to "people of color" or "minorities" to include all communities who have been historically marginalized. This preference reflects an understanding of "minority" status as socially constructed in specific societal contexts. We recognize that minoritization is continued and ongoing, rather than located in the past.

Inclusion
Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. It is important to note that while an inclusive group is by definition diverse, a diverse group isn't always inclusive. Increasingly, recognition of unconscious or 'implicit bias' helps organizations to be deliberate about addressing issues of inclusivity.

Justice
The systematic and proactive reinforcement of the policies, practices, and norms needed to achieve and sustain diversity, inclusion, and equity. Justice is not simply addressing individual acts of wrongdoing; rather, it is working proactively to change campus climate and culture such that fewer acts of wrongdoing are likely to occur.

LGBTQIA+
An acronym for lesbian, gay, bisexual, transgender, queer, intersex, and asexual with a "+" sign to recognize the limitless sexual orientations and gender identities used by members of the community.

Equity-Minded
The perspective or mode of thinking that calls attention to patterns of inequity. This includes critically reassesses one's own practices and being aware of the social and historical context of exclusionary practices in American Higher Education.

Culturally Responsive Pedagogy
An approach to teaching and learning that facilitates the achievement of all students by recognizing that culture is a powerful force in shaping how we see ourselves and the world around us. In culturally responsive pedagogy, reflective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring are identified, nurtured, and utilized to promote student achievement.

INCLUSIVE EXCELLENCE & BELONGING AT WORCESTER STATE

Points of Action Toward a More Inclusive Campus Climate

During the Fall 2015 semester, President Barry Maloney convened campus community members to discuss how the institution could build upon its existing programs and services to ensure that the university championed academic excellence in a diverse, student-centered environment while fostering scholarship, creativity, and global awareness.

In the Spring 2016 semester, the President announced his Five Point Plan of Action Toward a More Inclusive Campus Climate (renamed Points of Action moving forward) and stated that he would like to pursue a data-driven approach to evaluating WSU's campus climate. To that end, WSU partnered with NERCHE (New England Resource Center for Higher Education) at UMass Boston and the National Institute for Transformation and Equity (NITE) at Indiana University.

- **Classroom Context** to incorporate diverse perspectives and abilities to the classroom and Diversity as its own content area.

- **Student Engagement** to elicit student experiences and gauge the level of concern through student surveys and forums, as well as through formal and informal direct interactions.

- **Cross-Racial Interaction** with campus programming designed to enhance the experiences of all.

- **Cultural Humility Training** for all campus community members.

- **Diversity In all Hiring Processes**, focused on best practices and AA/EO goals.

- **Communications** for incident response.

- **Accountability** for all initiatives related to inclusive excellence and belonging.

Comprehensive Institutional Assessment

Following the Points of Action, the University embarked in a two-year multifaceted approach toward an institutional culture climate assessment, which included multiple campus interviews, presentations from NERCHE and the Campus Climate Committee, nearly 200 undergraduate student interviews, a survey with nearly a 25% response rate from full-time undergraduate students. Recommendations were compiled and presented to the community.

Board of Higher Education Equity Agenda

As a public higher education institution, Worcester State is also responsible for contributing to initiatives developed by the Massachusetts Board of Higher Education.

In 2018 the Massachusetts Board of Higher Education developed The Equity Agenda with an aim of raising the enrollment, attainment, and long-term success outcomes among Students of Color. The Equity Agenda outlined an action plan that covers five key areas: Policy Audit; Student Experience; Data and Evidence; Community of Practice; and Sustained Transformation. One of the major goals of Sustained Transformation was to develop state-wide strategic plan to advance racial equity.

Two additional projects, the New Undergraduate Experience Report that outlined a new Student Bill of Rights and the Support Services for Student Success Framework, which offers innovative strategies for achieving student success for Students of Color, informed the Strategic Plan for Racial Equity. The plan details the responsibilities of both the Department of Higher Education and the Massachusetts public institutions of higher education.

University Strategic Plan

The Worcester State Strategic Plan (Beyond 150: Lead, Succeed Engage) was developed during the 2019-2020 academic year.

A major change to this plan from prior plans is that equity is the overarching lens through which all goals, strategies and initiatives were developed. Rather than relegating inclusive excellence and belonging to one goal or strategy, the Strategic Planning Steering Committee infused equity throughout the entire plan. All metrics and initiatives relating to inclusive excellence and belonging are tagged so that the progress of inclusive excellence and belonging within the strategic plan can be assessed on a yearly basis.

CURRENT STATE - FALL 2023

Degree-Seeking Students

ALANA/BIPOC

36.9% Undergraduate	**43.2%** New First-Year	**38.4%** New Transfer	**15.6%** Graduate
↑ **16%**	↑ **38%**	↑ **11%**	↑ **3%**
Over 5 Years	Over 5 Years	Over 5 Years	Over 5 Years

Latine (Any Race)

18.2% Undergraduate	**24.5%** New First-Year	**20.6%** New Transfer	**8.7%** Graduate
↑ **34%**	↑ **78%**	↑ **48%**	↑ **87%**
Over 5 Years	Over 5 Years	Over 5 Years	Over 5 Years
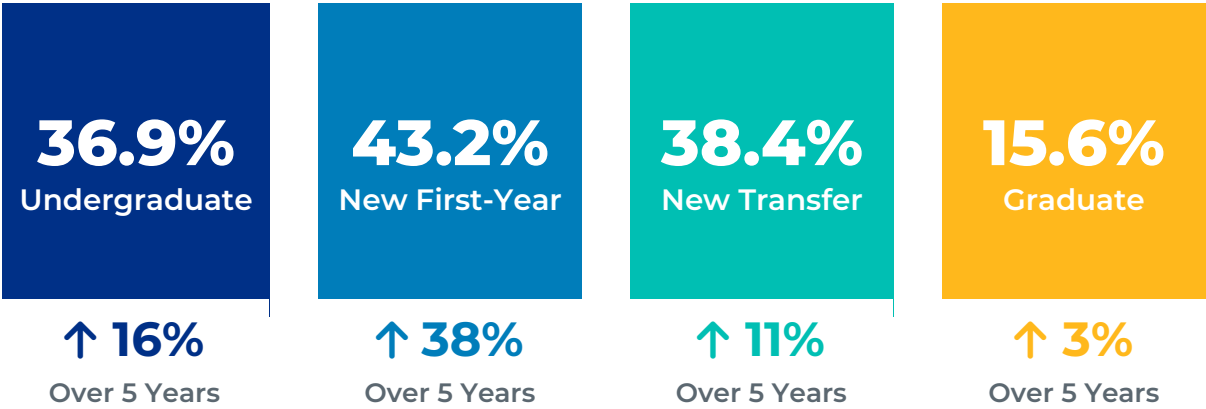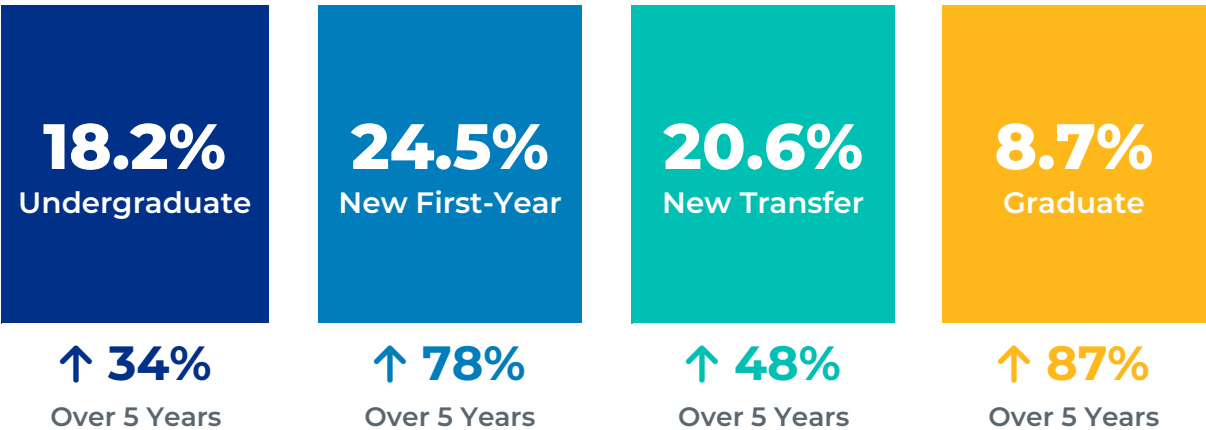
Note: Data in this document may not match other reports as US non-residents were grouped by race/ethnicity rather than citizenship status for these analyses.

Undergraduate Race/Ethnicity

	Asian	Black or African American	Indigenous Peoples	Latine	Multiracial	White	Unknown
%	6.0%	9.3%	0.4%	18.2%	2.9%	61.2%	1.9%
5 Years	↑ 9%	↑ 3%	0%	↑ 34%	↓ 9%	↓ 6%	↓ 41%
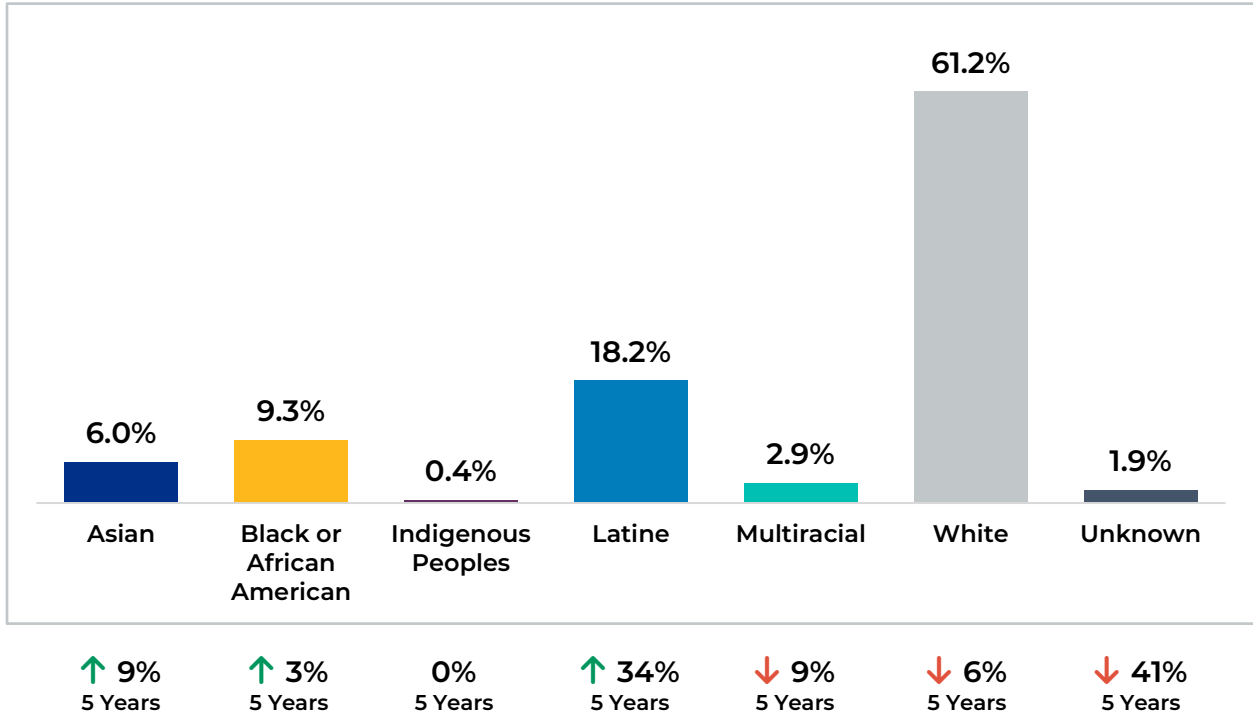
New First-Year Race/Ethnicity

	Asian	Black or African American	Indigenous Peoples	Latine	Multiracial	White	Unknown
%	6.2%	9.8%	0.3%	24.5%	2.4%	55.8%	1.0%
5 Years	↑ 9%	↑ 31%	0%	↑ 78%	↓ 37%	↓ 16%	↓ 58%
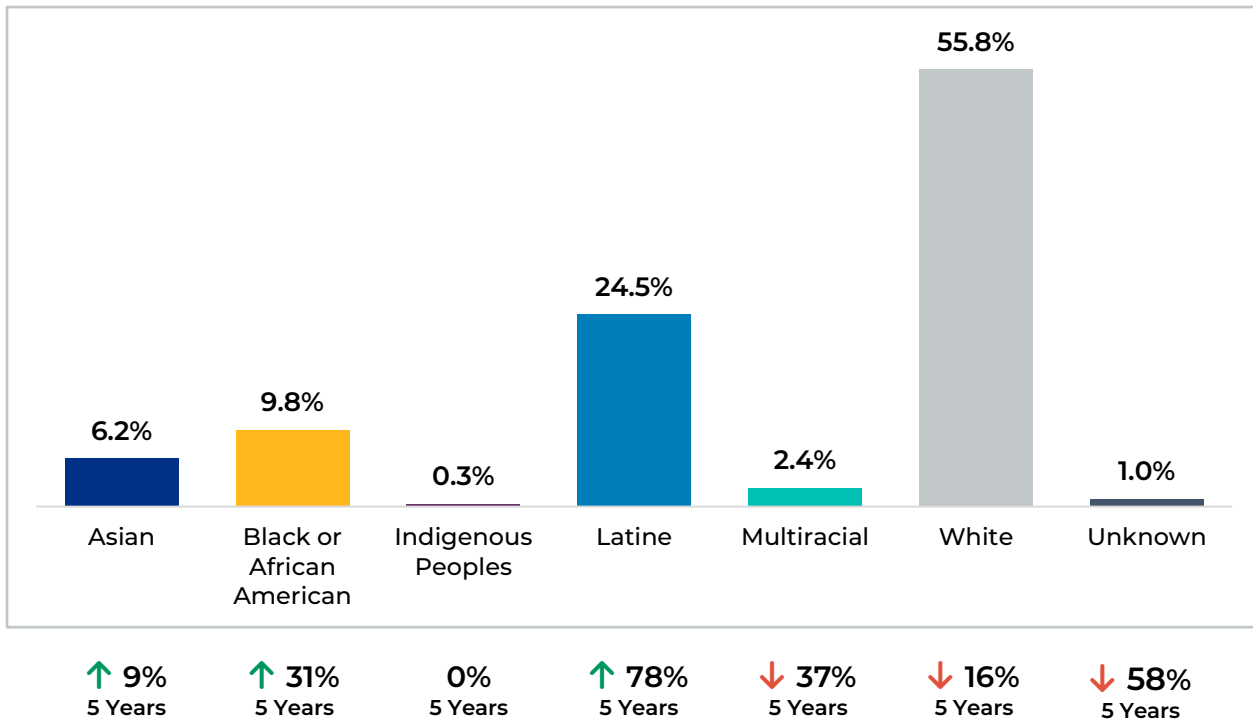
New Transfer Race/Ethnicity

Asian	Black or African American	Indigenous Peoples	Latine	Multiracial	White	Unknown
6.5%	9.4%	0.6%	20.6%	1.3%	58.7%	2.9%
↑ 57% 5 Years	↓ 32% 5 Years	↑ 5% 5 Years	↑ 48% 5 Years	↓ 43% 5 Years	↓ 6% 5 Years	↑ 9% 5 Years

Graduate Race/Ethnicity

Asian	Black or African American	Indigenous Peoples	Latine	Multiracial	White	Unknown
2.1%	3.2%	0.4%	8.7%	1.1%	77.5%	6.9%
↓ 39% 5 Years	↓ 35% 5 Years	0% 5 Years	↑ 87% 5 Years	↓ 46% 5 Years	↓ 2% 5 Years	↑ 11% 5 Years
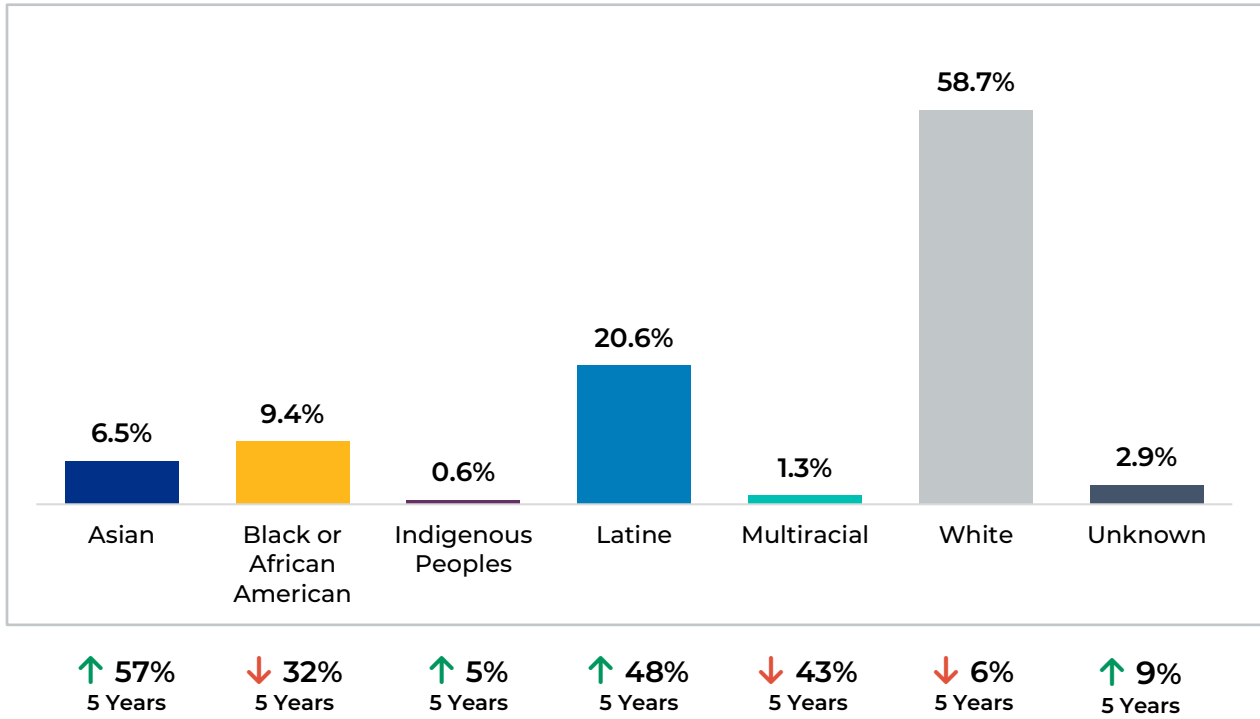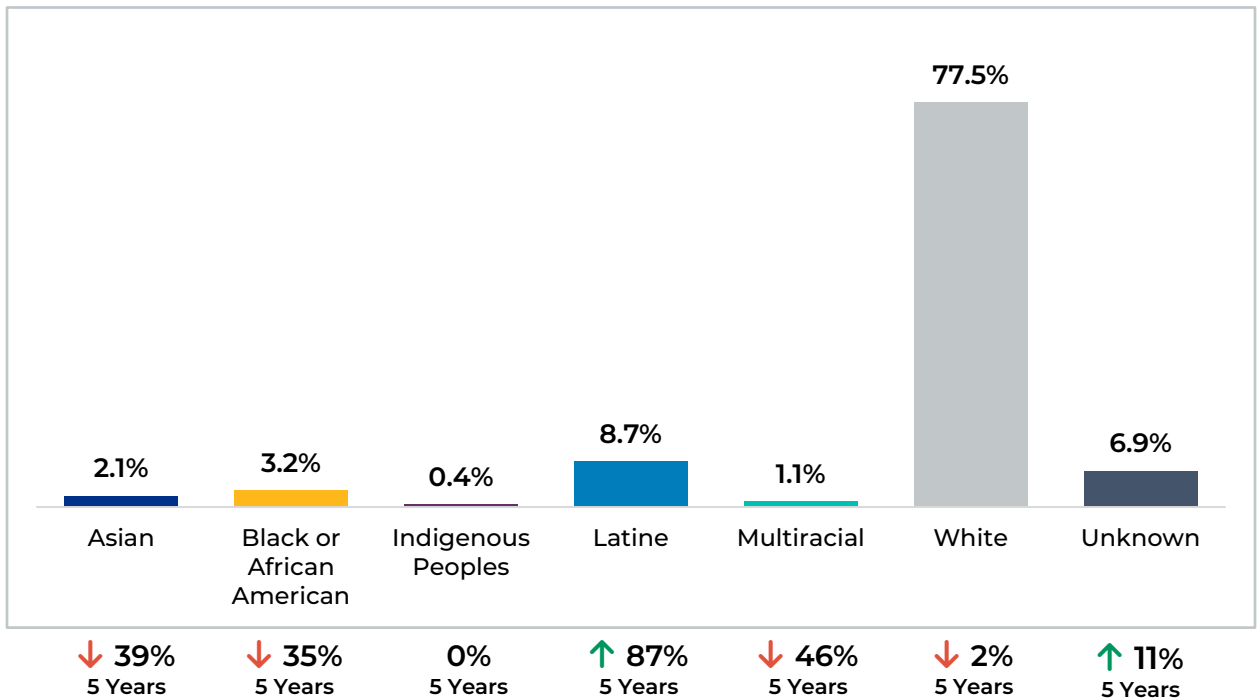
Full-Time Employees

ALANA/BIPOC
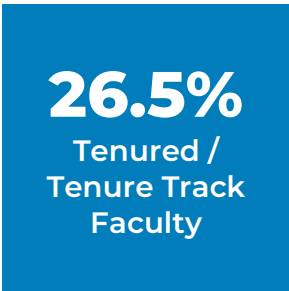
25.9%
Faculty

↑ **12%**
Over 5 Years

26.5%
Tenured /
Tenure Track
Faculty

↑ **14%**
Over 5 Years

25.2%
Staff

↑ **31%**
Over 5 Years

Latine (Any Race)

9.6%
Faculty

↑ **18%**
Over 5 Years

9.9%
Tenured /
Tenure Track
Faculty

↑ **20%**
Over 5 Years

10.6%
Staff
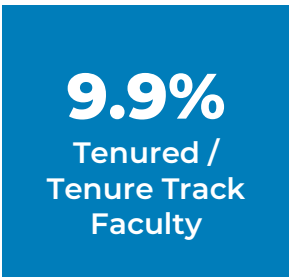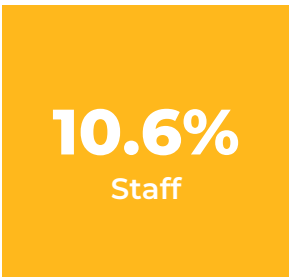
↓ **6%**
Over 5 Years

Full-Time Faculty Race/Ethnicity

10.7%	**2.5%**	**2.0%**	**9.6%**	**1.0%**	**74.1%**
Asian	Black or African American	Indigenous Peoples	Latine	Multiracial	White
↑ **18%** 5 Years	↓ **42%** 5 Years	↑ **43%** 5 Years	↑ **17%** 5 Years	**0%** 5 Years	↓ **4%** 5 Years
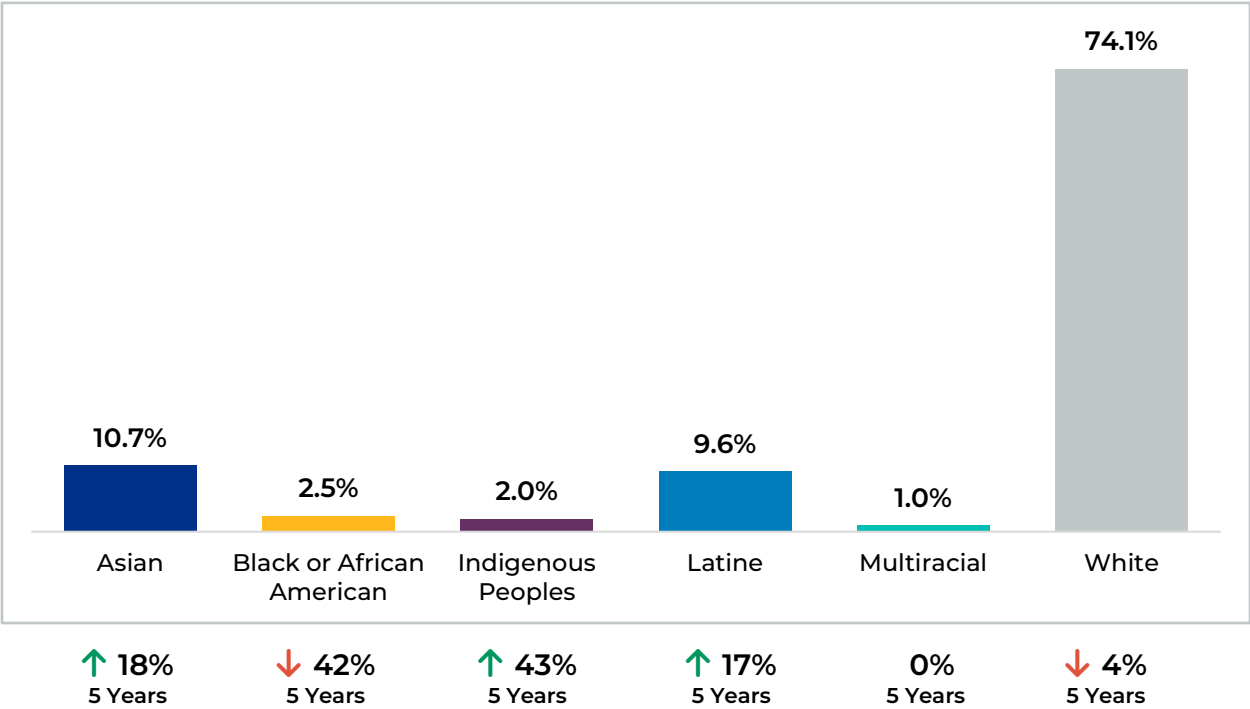
Full-Time Staff Race/Ethnicity

3.1%	**7.8%**	**0.0%**	**10.6%**	**3.6%**	**73.7%**	**1.1%**
Asian	Black or African American	Indigenous Peoples	Latine	Multiracial	White	Unknown
↑ **55%** 5 Years	↑ **53%** 5 Years	**0%** 5 Years	↓ **6%** 5 Years	↑ **500%** 5 Years	↓ **9%** 5 Years	**0%** 5 Years
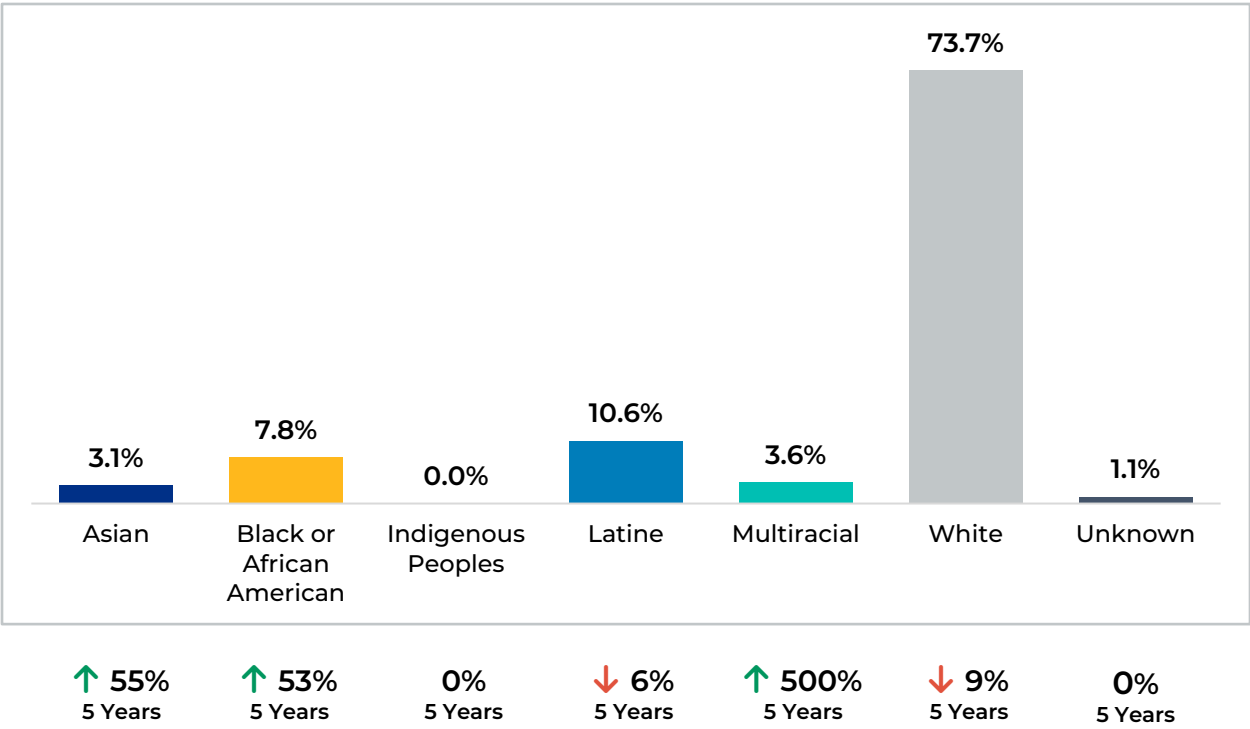
Campus Climate Assessments

Campus Climate Survey

As a result of many of the above efforts, and with active participation and leadership of the Campus Climate Committee, the University has conducted two comprehensive campus climate surveys to the entire campus community in spring 2021 and spring 2023. As a result of the pandemic, efforts were channeled and optimized by implementing a single survey instrument that incorporates quantitative as well as qualitative data to address climate at the institution.

Results from 2021 were re-coded into themes to compare with the new coding used in 2023. The questions used a 5-point Likert-type agreement scale. The themes compared here include:

Diversity & Inclusion
- Inclusion, diversity of community, commitment to diversity

Belonging
- Belonging, positive reflected appraisals, found community, and in-group identification.

Equity
- Student equity based on treatment in and out of classrooms.
- Faculty and staff equity based on promotion, resources, work distribution, compensation, and expectations.

Results *(see Appendix C for more detail)*

- In both years students tended to have higher ratings than faculty and staff.
- While ratings increased from 2021 to 2023, students, faculty, and staff from historically marginalized identities have lower average ratings than their counterparts.
- White, heterosexual, cisgender, abled, and Christian students, faculty, and staff had higher average ratings for all three themes.

Greatest Increases from 2021 to 2023

Theme	Group	Type	2021	2023
Belonging	Asian	Faculty	3.1	3.6
Belonging	Black/African American	Faculty	2.3	2.9
Belonging	Disability	Staff	3.5	3.9
Belonging	Underrepresented Religions	Staff	3.3	3.9
Belonging	Latine	Faculty	3.1	3.8
Belonging	Latine	Staff	3.5	3.9
Diversity	Asian	Students	3.5	3.8
Diversity	Black/African American	Faculty	2.5	3.3
Diversity	Latine	Faculty	2.4	3.8
Diversity	Latine	Students	3.4	4.0
Diversity	Multiracial	Faculty	2.7	3.6
Equity	Black/African American	Staff	2.5	3.5
Equity	Disability	Staff	2.6	3.8
Equity	Underrepresented Religions	Staff	2.8	3.4
Equity	Latine	Faculty	2.7	3.4
Equity	Multiracial	Faculty	3.0	3.8

Greatest Decreases from 2021 to 2023

| Theme	Group	Type	2021	2023
Belonging	Disability	Faculty	3.8	3.4
Diversity	Asian	Staff	4.8	3.5
Diversity	Underrepresented Religions	Staff	3.7	3.3
Equity	Disability	Faculty	3.7	2.6
Equity	Underrepresented Religions	Faculty	3.8	3.1
Equity	Latine	Staff	3.5	2.6
Equity	LGBTQIA+	Faculty	3.5	3.1

Notes:
- Respondents self-identified demographic information.
- Underrepresented religions include Judaism, Islam, Sikhism, Buddhism, Taoism, Pagan, and Wiccan. Not Religious includes Atheist, Agnostic, and Spiritual but not religious.
- In 2021, 450 responses were submitted (263 students, 77 faculty, 110 staff).
- In 2023, 710 responses were submitted (512 students, 82 faculty, 116 staff).

Equity Audit

A campus-wide Equity Task Force was convened in fall 2021 and led by Dr. Akuoma Nwadike of Inclusivity Education to analyze and develop an action plan to close equity gaps on campus and to conduct an equity audit.

The following areas were highlighted as the Highest Priority Inclusive Excellence & Belonging Gaps/Growth Areas:

- Disproportionately high hiring gaps within departments compared to overall faculty/staff demographics and student body demographics.

- Inclusive excellence and belonging-related documents/artifacts focus more on "what" the University wants to do/wants outcomes to be without proper detailing of "how" changes will be implemented, which can result in performative action.

- Lack of measurement/KPI data to track inclusive excellence and belonging and anti-racism progress.

- Curriculum in theory focuses on culturally relevant pedagogy but in practice may be limited to just diversity/multiculturalism.

- Statistically different academic outcomes for Black and Latine students, particularly in STEM where they are increasingly enrolling (at a proportion greater than their white peers).
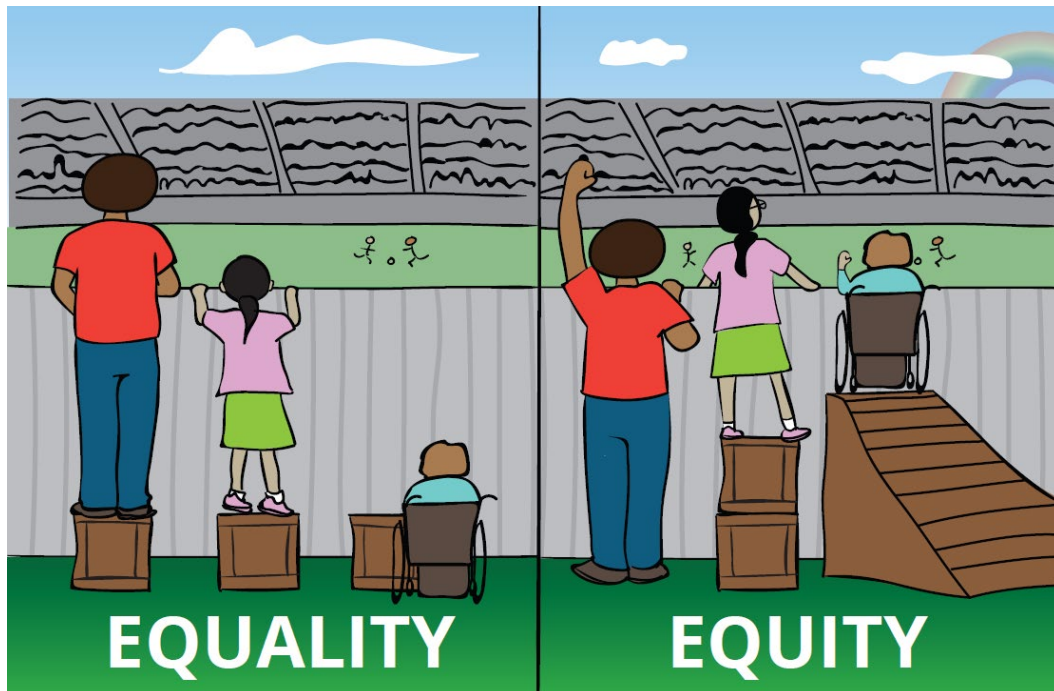
Campus Pride Index LGTBQ+ Audit

The Campus Pride Index is a national assessment tool assisting campuses in improving safety and campus climate for people who are LGBTQIA+ and shaping the educational experience to be more inclusive, welcoming and respectful of LGBTQIA+ and allies.

Worcester State received a rating of 4.5 out of 5 Stars. According to the Campus Pride Index, this score indicates that our campus has already made a significant commitment to LGBTQIA+ & ally people on campus. It is recommended that we focus on the following remaining areas of improvement:

- Full-time staff to support LGBTQIA+ students and increase campus awareness of LGBTQIA+ concerns as 50% or more of the job description.
- Option to self-identify sexual orientation on housing and alumni forms.
- Option to self-identify gender identity on housing and alumni forms.
- LGBTQIA+ alumni group supported by the institution's alumni office.
- Concerted effort to incorporate LGBTQIA+ issues into existing or new courses.
- Academically focused LGBTQIA+ student organizations (e.g., LGBTQIA+ Medical Association, oSTEM, Out Lawyers Association).
- Visible, active LGBTQIA+ representation in major student organizations.
- Visible, active LGBTQIA+ representation in student support offices through volunteer and/or paid student positions.
- University-recognized organization for LGBTQIA+ graduate students.
- University-recognized student organization that serves the needs of LGBTQIA+ people of color, LGBTQIA+ people of faith and LGBTQIA+ international students.
- LGBTQIA+ living space, theme floor, and/or living-learning community program.
- Easily accessible, visible, and known procedure for reporting LGBTQIA+ related bias incidents and hate crimes distinct from generic reporting procedures.
- Annual scholarships and/or awards specifically for LGBTQIA+ students.
- Annual Lavender or Rainbow Graduation
- LGBTQIA+ mentoring program to assist LGBTQIA+ students in transitioning to college life.
- Participate in at least one admissions event targeted toward LGBTQIA+ prospective students annually.

UPD Equity Audit

In February 2021, Renz Consulting spent roughly four months assessing, evaluating, and conducting a holistic equity audit of the Worcester State University Campus Police Department (UPD). This audit process involved significant participation from the Worcester State University (WSU) community and UPD members equally.

Recommendations from the audit include:

- Codify the department's policing philosophy.
- Create a Differential Response Policy.
- Create a Community Service Officer (CSO) Program.
- Move from the traditional paramilitary uniform to a softer, more approachable uniform of polo shirts and khakis.
- Increase cultural humility, community-oriented policing, and leadership training of all UPD officers and staff.
- Invest adequate resources to make UPD more campus-friendly such as reinstituting the bicycle patrol.
- Reestablish regular training with Counseling Services and UPD on assisting students in distress and/or with mental health needs.
- Establish regular joint training sessions regarding the standards of liability of counselors, police, and the University.
- Counseling Services and UPD should meet regularly to discuss ongoing issues regarding the mental health needs of the students.
- Rotate Counseling Services staff so that more staff are on duty during off-hours when UPD is more likely to be involved in mental health calls.
- Create General Orders for traffic enforcement that focus on safety violations that affect the campus community and not minor equipment violations.
- Evaluate parking enforcement practices through the lens of racial equity.
- Develop a Bias-Free Policing Policy to formalize the requirement that UPD members perform their duties in a bias-free manner.
- Implement a fair and impartial policing and cultural humility training program to comply with current standards and practices in law enforcement.
- Adopt a policy that prohibits any emblems, signage, or symbols on UPD uniforms or face coverings that are not appropriate apparel.
- The large thin blue line flag in the UPD office should be replaced by signage that has less offensive meanings to members of the WSU community.

STRATEGIC PLANNING PROCESS

To develop the goals of the Inclusive Excellence & Belonging plan, we used a backwards design, utilizing the recommendations and initiatives brought forth by campus community through the Equity Audit, recommendations from the inclusive excellence and belonging committees, University Data, and Campus Climate assessments.

These recommendations and initiatives became our Action Items. From there, action items were organized by theme, to create the strategies. Strategies were then examined for themes to inform the goals of the plan.

Categories were created from the 5 Points of Action and the BHE's New Undergraduate Experience and the goals, strategies and action items were mapped to those categories.

Categories:
1. Student Recruitment, Retention & Support
2. Employee Recruitment, Retention & Support
3. Curriculum, Teaching & Assessment
4. Programming
5. Professional Development
6. Institutional Commitment and Resources
7. Accountability and Communication

Lastly, the goals, strategies, and action items were aligned with the University Strategic Plan goals and strategies. The mapping of the plan to the Action Categories and University Strategic Plan can be found in the Progress Table (Appendix A).

While many action items contribute to multiple goals and strategies, we assigned each action item to one primary goal/strategy to enable easier assessment of progress.

In addition, while we created action items based on the past recommendations of committees and assessments, we plan to add additional action items on a yearly basis as they arise.

Goal 1: Recruitment, Retention & Success

Improve the recruitment, retention, and success of students and employees from historically marginalized identities.

A. **Develop outreach and recruitment processes to attract diverse student populations.**

- Invest in a plan to recruit ALANA/BIPOC students, with an emphasis on becoming a Hispanic Serving Institution (HSI) (25% Hispanic students).

B. **Improve support (academic, financial, social, emotional) for students from historically marginalized identities.**

- Create a mentoring program for student members of the BIRT committee and ambassadors.
- Pursue donors to establish a dedicated scholarship and/or achievement award for LGBTQIA+ students.
- Encourage the hiring of diverse counselors or counselors with expertise in engaging with marginalized populations.

C. **Identify and reduce equity gaps in retention, graduation, and other measures of student success.**

- Collect and analyze disaggregated data related to student withdrawal from classes, majors, and the institution.
- Develop a microphone policy for the deaf and hard of hearing.
- Expand student awareness of Student Accessibility Services.

D. Attract and retain diverse employees through intentional recruitment, offering non-traditional employment benefits, and providing comprehensive support.

- Create an Adjunct to Tenure pipeline.
- Evaluate our Employee Services customer service model with an emphasis on onboarding, supporting, and service to ALANA/BIPOC staff/faculty.
- Use language to attract and retain a diverse workforce.
- Conduct new staff and faculty searches with an emphasis on diversifying the University.
- Support broad and targeted advertising of positions, moving beyond an over-reliance on personal networks for recruiting candidates.
- Fund incentive programs that make new positions attractive and demonstrate a commitment to diverse candidates, such as startup funds, covering relocation costs, course releases/APRs in first two years, and/or partner hires.
- Hire historically minoritized faculty in the Interdisciplinary Studies Department.

Goal 2: Curriculum, Assessment & Pedagogy

Promote and support inclusive, equity-minded, anti-racist, and culturally responsive curriculum, assessment, and pedagogy.

A. Review and expand inclusive excellence and belonging curricular offerings.

- Investigate the feasibility of offering discipline specific coursework on Intercultural Communication.
- Work with faculty to increase the number of diversity content courses or courses that support the diversity education goals of the University.
- Conduct an analysis of courses to identify where diversity is taught, and what is identified as diversity.
- Develop diversity SLOs and draft a new diversity content area proposal.

B. Increase support and recognition for the inclusion of inclusive excellence and belonging in curriculum.

- Create an instructional design position in the CTL to develop best practices for universal design and including diverse experiences and cultural inclusivity in courses.
- Increase student awareness of diversity content courses.
- Develop a curated set of library resources that support D inclusive excellence and belonging goals.
- Develop a year-long series on anti-racist teaching, learning, and community engagement including WSU faculty expertise.
- Create a diversity support navigator and faculty fellow.
- Ensure resources allocated to the CTL are adequate to support excellence in teaching with specific reference to the University's diversity goals in instruction.
- Ensure the Interdisciplinary Studies Department is provided with adequate funding and staffing.

C. Provide professional development opportunities and resources related to culturally responsive curriculum, assessment, and pedagogical methods.

- Offer professional development on how to include ALANA/BIPOC experiences across all courses.
- Support Membership to the National Center for Faculty Development and Diversity.
- Support Membership to the North Star Collective.

Goal 3: Campus Climate

Advance a campus climate that respects and empowers employees and students from historically marginalized identities.

A. **Develop and implement programs, services, and spaces that cultivate a climate of inclusiveness, equity, and respect.**

- Develop a list of diversity speakers.
- Encourage faculty and staff acceptance of the externally created and internally maintained disparity in academic outcomes between ALANA/BIPOC students and their white counterparts, and the responsibility of faculty and staff to change these disparities.
- Establish and fully support a Women's Center, including allocating space for students to congregate on campus as well as hiring a full-time coordinator.
- Enhance support toward dedicated awareness month activities that celebrate the histories and contributions of women, people of color, persons with disabilities, and LGBTQIA+.
- Establish a more regular series of LGBTQIA+ programming and events throughout the year.
- Offer a Lavender Graduation ceremony for LGBTQIA+ students.
- Offer book clubs and guided monthly meetings/conversations around race in Student Affairs retreats.
- Offer multicultural common spaces that promote innovation, difficult dialogues, and foster a welcoming visible identity.
- Re-launch the Hate Has No Home Here campaign.
- Support LGBTQIA+ community through the purchase of an LGBTQIA+ Flag and a flag raising ceremony.
- Launch the LGBTQIA+ Resources web page highlighting services, policies, offices, curriculum, local and national resources of interest to the LGBTQIA+ community and allies.
- Highlight LGBTQIA+ concerns through a one-day conference on transgender issues and anti-transgender legislation.

D. Provide professional development opportunities and training to improve cultural humility and empower campus members to incorporate inclusive excellence and belonging principles into daily life.

- Design and implement an in-house inclusive excellence and belonging certificate open to the public.
- Offer a series of intercultural communication workshops through CTL and OMA, especially on difficult topics.
- Provide University Police training on student rights under the code of conduct as well as their intersection with state and local law.
- Implement a yearlong Student Affairs training series and develop a statement of inclusivity, which includes language expressing Student Affairs commitment to BIPOC/ALANA students.
- Require University Police to participate in cultural awareness and competency training, which may be provided by WSU faculty.
- Update Everfi student inclusive excellence and belonging training module to link to additional resources, including BIRT.
- Offer a Diversity & Inclusion focused tiered training through DICP (Clark U certificate).
- Offer LGBTQIA+ Awareness training for academic departments.
- Conduct regular training for BIRT committee members.
- Redesign the Safe Space train the trainer model.
- Offer training for Resident Assistants on supporting LGBTQIA+ students.

E. Foster collaboration between curricular and co-curricular inclusive excellence and belonging efforts.

- Formalize the relationship between the Interdisciplinary Studies Department and inclusive excellence and belonging work and secure funding through earmarked and foundation resources.

- The Urban Action Institute, in collaboration with the Binienda Center, the LEI, and other departments, will identify resources for students interested in doing social justice and/or antiracist work in the community.

- Explore collaborations with local mental health and advocacy organizations with expertise in serving marginalized populations.

- Improve the communication and connection between the LGBTQIA+ Advisory Group, the WSU LGBTQ+ Alliance, and other interested parties on campus.

- The Counseling Center's Multicultural Outreach Counselor will participate in OMA's Brotherhood and Sisterhood affinity groups and co-host co-curricular programs within spaces occupied by BIPOC/ALANA students.

F. Value, support, and promote scholarly activities, service, and leadership that advance inclusive excellence and belonging.

- Create APRs and/or course releases to support inclusive excellence and belonging work done by ALANA/BIPOC faculty and/or faculty who co-chair inclusive excellence and belonging committees.

- Implement a Diversity Advocates Initiative.

- Provide financial incentives for students to participate in inclusive excellence and belonging committees, focus groups, and/or other equity work on campus.

- Increase diversity within all levels of leadership across the institution, particularly historically minoritized individuals (race, age, language etc.).

- All university wide committees will strive to represent, in their composition, the diversity of the campus community and employee groups (classified/non classified).

- Expand, develop and implement a calendar of workshops/trainings for employees to address cultural humility including but not limited to unconscious bias, racial trauma, racial healing, understanding race, and building & evaluating inclusive policies.

- Establish and fully support an LGBTQIA+ Center including allocating space for students to congregate on campus and hiring a full-time coordinator.

Goal 4: Commitment, Transparency & Accountability

Strengthen institutional commitment, transparency, and accountability of inclusive excellence and belonging efforts.

G. Regularly assess the impact of inclusive excellence and belonging initiatives.

- Broaden the campus climate survey to include students, faculty, and staff.
- Improve survey response by engaging with participants in multiple ways (i.e., emails, raffles, personal reminders).
- Identify and define the administration of faculty/staff focus groups.
- Create a single instrument for the Campus Climate Survey for faculty, staff, and students to be employed every two years.
- Retain a vendor to design and conduct focus groups, in person and/or remotely.

A. Examine policies and practices to identify and remove barriers and increase access.

- Assess the impact of the Major+ requirement of the RASE plan on students from historically marginalized identities.
- Implement the recommendations from the UPD equity audit.
- Develop a progress report detailing advancement towards the UPD equity audit recommendations.
- Assess the efficacy of wraparound student services and make recommendations for more culturally aware wraparound services.
- Review BIRT recommendations for practices to better capture and addresses bias incidents occurring on our campus.
- Utilize the Campus Pride Index to audit policies relating to LGBTQIA+ students and employees.
- Implement the Chosen Name and Pronoun Policy for students, faculty, and staff.
- Conduct an equity audit with a similar level of funding and support as the RASE plan.

H. Regularly communicate inclusive excellence and belonging opportunities, initiatives, and outcomes.

- Administration & Finance should provide a detailed presentation of the university's budget and how financial decisions are made to faculty, staff, and students.
- University administration should provide presentations describing the scope and power of the newly formed oversight committee and ensure it includes adequate campus representation.
- Inclusive excellence and belonging committees will report annual recommendations to the different bodies on campus, including SGA, Deans/Chairs, Cabinet, AUC, and the University President.
- Share data and analyses related to inclusive excellence and belonging provided by Institutional Research with the campus community.
- Create a visual representation campaign.
- Create new communication methods for continuously engaging the campus community around incident reporting.
- Disseminate the purpose of BIRT.
- Include a module in FYS explaining student rights under the Student Code of Conduct as well as a module on student rights under the law.
- Communicate progress on the inclusive excellence and belonging strategic plan annually.
- Routinely update the campus community on BIRT actions.
- Share BIRT (and other cases) dashboard on the WSU website.
- Create definitions of diversity, equity, and inclusion for campus-wide usage.
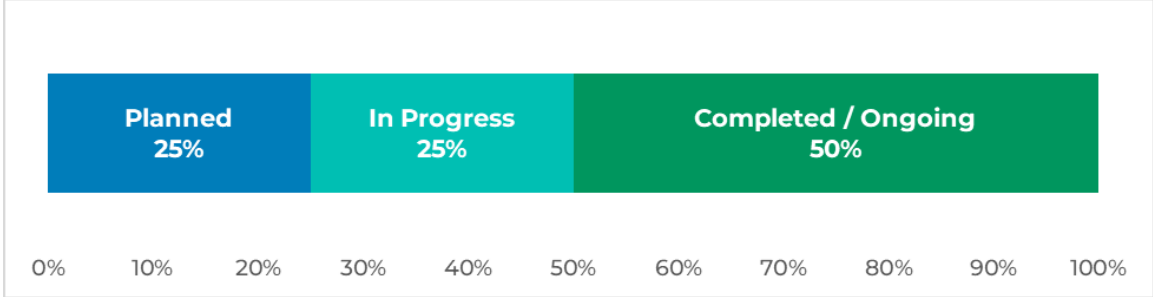
I. **Review the university structure, financial support, and personnel support for inclusive excellence and belonging work.**
- Recommend a Dean of Diversity and Inclusion position to centralize student inclusive excellence and belonging within Academic Affairs.
- Decentralize and secure funding at the beginning of the fiscal year to expand antiracist and multicultural programming.
- Increase mini-grant maximums from $500- $1,000.
- Explore a Graduate Assistantship and/or Faculty APR to support the LGBTQIA+ Resource Center and advocate for LGBTQIA+ student needs and initiatives.
- Recommend minimum terms, staggered membership, and/or multi-year terms, to ensure continuity of the work of the inclusive excellence and belonging committees.
- Create a budget line for initiatives that impact inclusive excellence and belonging.
- Rebrand BIRT.
- Ensure that inclusive excellence and belonging are prioritized in Financial Sustainability Task Force recommendations.
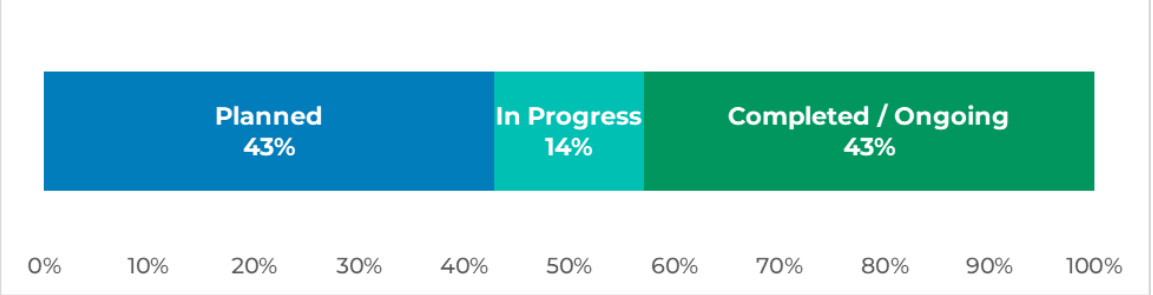
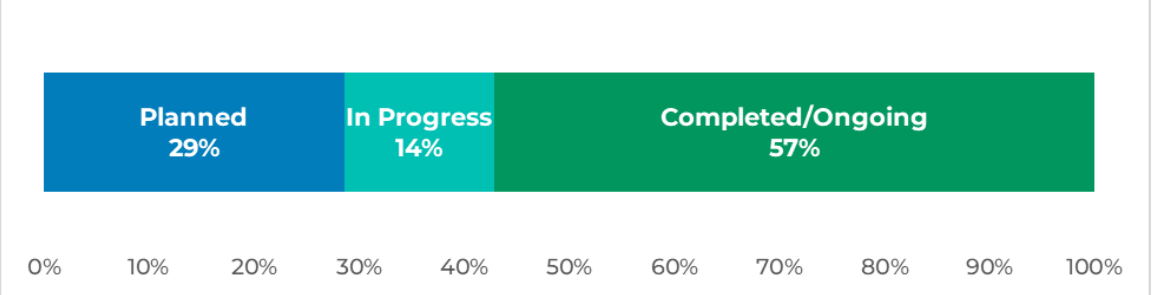# INCLUSIVE EXCELLENCE & BELONGING STRATEGIC PLAN PROGRESS

Goal 1: Recruitment, Retention & Success

Planned 25%	In Progress 25%	Completed / Ongoing 50%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Goal 2: Curriculum, Assessment & Pedagogy

Planned 43%	In Progress 14%	Completed / Ongoing 43%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Goal 3: Campus Climate

Planned 29%	In Progress 14%	Completed/Ongoing 57%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Goal 4: Commitment, Transparency & Accountability

Planned 31%	In Progress 14%	Completed/Ongoing 56%

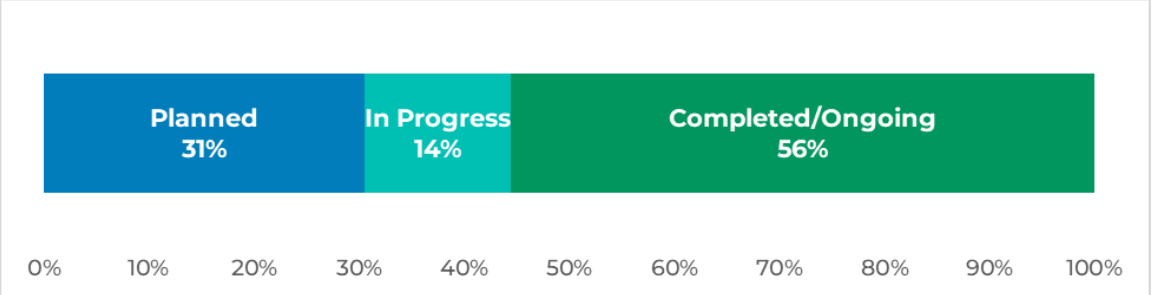0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

TABLE KEY

Mapping

Action items are grouped by goal and strategy and mapped with the categories from the Points of Action and New Undergraduate Experience and the University Strategic Plan goals and strategies.

Categories

1. Student Recruitment, Retention & Support
2. Employee Recruitment, Retention & Support
3. Curriculum, Teaching & Assessment
4. Programming
5. Professional Development
6. Institutional Commitment and Resources
7. Accountability and Communication

Status

Planned: Initiatives that have been recommended but not yet implemented.

In Progress: Initiatives that have been started.

Ongoing: Initiatives that have been implemented and will continue in the future. Note that many inclusive excellence and belonging initiatives will never be "complete" as they are continuous improvements.

Completed: Initiatives that had a finished product that has been completed and will be monitored and revised as necessary.

APPENDIX A
Inclusive Excellence & Belonging Strategic Plan Mapping & Progress

GOAL 1: Recruitment, Retention, and Success				
Strategy	**Action Item**	**Status**	**Category**	**Strategic Plan**
A	Invest in a plan to recruit ALANA/BIPOC students, with an emphasis on becoming a Hispanic Serving Institution (HSI) (25% Hispanic students).	In Progress	1	3.4, 3.5, 3.6
B	Create a mentoring program for student members of the BIRT committee/ambassadors.	Planned	1	2.1, 2.2
B	Pursue donors to establish a dedicated scholarship and/or achievement award for LGBTQIA+ students.	In Progress	1	5.1, 6.1, 6.2
D	Encourage hiring diverse counselors or counselors with expertise in engaging with marginalized populations.	Ongoing	2	3.3, 5.2, 5.3
C	Collect and analyze disaggregated data related to student withdrawal from classes, majors, and the institution.	Ongoing	1	5.1, 5.5
C	Develop a microphone policy for the deaf and hard of hearing.	In Progress	1	2.3, 2.4, 5.1
C	Expand student awareness of Student Accessibility Services.	In Progress	1	2.3, 2.4, 5.1
D	Create an Adjunct to Tenure pipeline.	Planned	2	5.2
D	Evaluate our Employee Services customer service model with an emphasis on onboarding, supporting, and service to ALANA/BIPOC staff/faculty.	Planned	2	5.4, 5.5, 5.6
D	Use language to attract and retain a diverse workforce.	In Progress	2	3.3, 5.2
D	Conduct new staff and faculty searches with an emphasis on diversifying the university.	Ongoing	2	3.3, 5.2
D	Support broad and targeted advertising of positions, moving beyond an over-reliance on personal networks for recruiting candidates.	Ongoing	2	3.3, 5.2
D	Fund incentive programs that make new positions attractive and demonstrate a commitment to diverse candidates such as: Startup funds for research and/or creative practice; Covering relocation costs; Course releases or alternative assignments in first two years; Partner hires where applicable; Opportunity hires.	Ongoing	2	3.3, 5.3
D	Hire historically minoritized faculty in the Interdisciplinary Studies Department.	Ongoing	2	3.3, 5.2

Goal 2: Curriculum, Assessment & Pedagogy				
Strategy	Action Item	Status	Category	Strategic Plan
A	Investigate the feasibility of offering discipline specific coursework on Intercultural Communication.	Planned	3	1.2
A	Work with faculty to increase the number of diversity content courses or courses that support the diversity education goals of the University.	In Progress	3	1.4, 1.5
A	Conduct an analysis of courses to identify where diversity is taught, and what is identified as diversity.	Ongoing	3	1.4
A	Develop diversity SLOs and draft a new diversity content area proposal.	Completed	3	1.4, 1.6
B	Create an instructional design position in the CTL to develop best practices for universal design and including diverse experiences and cultural inclusivity in courses.	Planned	3	1.2
B	Increase student awareness of diversity content courses.	Planned	3	1.4, 5.3
B	Develop a curated set of library resources that support inclusive excellence and belonging goals.	Planned	3	1.7
B	Develop a year-long series on anti-racist teaching, learning, and community engagement including WSU faculty expertise.	Planned	3	1.2, 5.1, 5.3
B	Create a diversity support navigator and faculty fellow.	Planned	3	5.2
B	Ensure resources allocated to the CTL are adequate to support excellence in teaching with specific reference to the University's diversity goals in instruction.	Ongoing	3	1.2, 5.2
B	Ensure the Interdisciplinary Studies Department is provided with adequate funding and staffing.	Ongoing	3	3.3, 5.2
C	Offer professional development on how to include ALANA/BIPOC experiences across all courses.	In Progress	3	5.1,
C	Support Membership to the National Center for Faculty Development and Diversity.	Ongoing	3	1.2, 5.2
C	Support Membership to the North Star Collective.	Ongoing	3	3.3, 5.2

Goal 3: Campus Climate				
Strategy	**Action Item**	**Status**	**Category**	**Strategic Plan**
A	Develop a list of diversity speakers.	Planned	4	5.1
A	Encourage faculty and staff acceptance of the externally created and internally maintained disparity in academic outcomes between ALANA/BIPOC students and their white counterparts, and the responsibility of faculty and staff to change these disparities.	Planned	4	2.1, 2.2, 2.3, 2.5
A	Establish and fully support a Women's Center, including allocating space for students to congregate on campus as well as hiring a full-time coordinator.	Planned	1	5.1
A	Enhance support toward dedicated awareness month activities that celebrate the histories and contributions of women, people of color, persons with disabilities, and LGBTQIA+.	Ongoing	4	5.4
A	Establish a more regular series of LGBTQIA+ programming and events throughout the year.	Ongoing	4	5.1
A	Offer a Lavender Graduation ceremony for LGBTQIA+ students.	Ongoing	4	5.1
A	Offer book clubs and guided monthly meetings/conversations around race in Student Affairs retreats.	Ongoing	4	5.3
A	Offer multicultural common spaces that promote innovation, difficult dialogues, safe and brave space, as well as foster a welcoming visible identity.	Ongoing	1	2.4, 6.3, 6.4
A	Re-launch the Hate Has No Home Here campaign.	Ongoing	4	5.1
A	Support LGBTQIA+ community through the purchase of an LGBTQIA+ Flag and a flag raising ceremony.	Ongoing	4	5.1
A	Launch the LGBTQIA+ Resources web page highlighting services, policies, offices, curriculum, local and national resources of interest to the LGBTQIA+ community and allies.	Completed	1	5.1
A	Highlight LGBTQIA+ concerns through a one-day conference on transgender issues and anti-transgender legislation.	Completed	4	5.3

Goal 3: Campus Climate, continued				
Strategy	Action Item	Status	Category	Strategic Plan
B	Design and implement an in-house diversity certificate open to public.	Planned	5	5.3
B	Offer a series of intercultural communication workshops through CTL and OMA, especially on difficult topics.	Planned	5	5.2, 5.3
B	Provide University Police training on student rights under the code of conduct as well as their intersection with state and local law.	Planned	5	5.3
B	Implement a yearlong Student Affairs training series and develop a statement of inclusivity, which includes language expressing Student Affairs commitment to BIPOC/ALANA students.	In Progress	5	2.2
B	Require University Police to participate in cultural awareness and competency training, which may be provided by WSU faculty.	In Progress	5	5.3
B	Update Everfi student training to link to additional resources, including BIRT.	In Progress	5	2.3, 2.4, 4.2
B	Offer Diversity & Inclusion Focused tiered training through Clark University.	Ongoing	5	5.3
B	Offer LGBTQIA+ Awareness training for academic departments.	Ongoing	5	5.3
B	Conduct regular training for BIRT committee members.	Ongoing	5	2.2, 5.3
B	Redesign the Safe Space train the trainer model.	Completed	5	5.2
B	Offer LGBTQ+ Awareness and Support training (previously Safe Space)	Ongoing	5	5.2
B	Offer training for Resident Assistants on supporting LGBTQIA+ students.	Ongoing	5	5.1, 5.3
C	Formalize the relationship between the Interdisciplinary Studies Department and inclusive excellence and belonging work and secure funding through earmarked and foundation resources.	Planned	6	1.5, 1.6
C	The Urban Action Institute, in collaboration with the Binienda Center, the LEI, and other departments, will identify resources for students interested in doing social justice and/or antiracist work in the community.	Planned	1	1.6, 5.3
C	Explore collaborations with local mental health and advocacy organizations with expertise in serving marginalized populations.	Ongoing	4	4.2
C	Improve the communication and connection between the LGBTQIA+ Advisory Group, the WSU LGBTQ+ Alliance, and other interested parties on campus.	Ongoing	7	4.1, 4.2
C	The Counseling Center's Multicultural Outreach Counselor will participate in OMA's Brotherhood and Sisterhood affinity groups and co-host co-curricular programs within spaces occupied by BIPOC/ALANA students	Ongoing	4	2.3

Goal 3: Campus Climate, continued				
Strategy	Action Item	Status	Category	Strategic Plan
D	Create APRs and/or course releases to support inclusive excellence and belonging work done by ALANA/BIPOC faculty and/or faculty who co-chair inclusive excellence and belonging committees.	Planned	2	5.2
D	Implement a Diversity Advocates Initiative.	Planned	2	5.3
D	Provide financial incentives for students to participate in inclusive excellence and belonging committees, focus groups, and/or other equity work on campus.	In Progress	6	2.2
D	Increase diversity within all levels of leadership across the institution, particularly historically minoritized individuals (race, age, language etc.).	In Progress	6	5.1, 5.2, 5.3
D	All university-wide committees will strive to represent, in their composition, the diversity of the campus community and employee groups (classified/non classified).	Ongoing	6	5.1, 5.3
D	Expand, develop and implement a calendar of workshops/trainings for employees to address cultural humility including but not limited to unconscious bias, racial trauma, racial healing, understanding race, and building & evaluating inclusive policies.	Ongoing	5	5.1, 5.2, 5.3
D	Establish and fully support an LGBTQIA+ Center including allocating space for students to congregate on campus and hiring a full-time coordinator.	Ongoing	6	5.1

Goal 4: Commitment, Transparency & Accountability				
Strategy	Action Item	Status	Category	Strategic Plan
A	Broaden the campus climate survey to include students, faculty, and staff.	Ongoing	7	5.1, 5.5
A	Improve survey response by engaging with participants in multiple ways (i.e., emails, reminders in listservs, personalized reminders to directors, department chairs, as well as raffles).	Ongoing	7	5.1, 5.5
A	Identify and define the administration of faculty and staff focus groups.	Completed	7	5.1, 5.5
A	Create a single instrument for the Campus Climate Survey for faculty, staff and students to be employed every two years.	Completed	7	5.1, 5.5
A	The Campus Climate Committee will retain a vendor to design and conduct focus groups, in person and/or remotely.	Completed	7	5.1, 5.5
B	Assess the impact of the Major+ requirement of the RASE plan on students from historically marginalized identities.	Planned	7	5.1, 5.5
B	Implement the recommendations from the UPD equity audit, including expanding police data to include incidences beyond parking enforcement.	Planned	7	5.1, 5.4, 5.5
B	Develop a progress report detailing advancement towards the UPD equity audit recommendations.	Planned	7	5.1, 5.4, 5.5
B	Assess the efficacy of wraparound student services and make recommendations for more culturally aware wraparound services.	Planned	7	2.2
B	Develop policies and services focused on cultural sensitivity and competency for student support offices.	Planned	7	2.2
B	Review BIRT recommendations for practices to better capture and addresses bias incidents occurring on our campus.	Ongoing	7	5.1, 5.3
B	Utilize the Campus Pride Index to audit policies relating to LGBTQ+ students and employees.	Ongoing	7	5.2
B	Implement the Chosen Name and Pronoun Policy for students, faculty, and staff.	Completed	7	5.1, 5.3
B	The Executive Director for Inclusive Excellence & Belonging will oversee and propose policies for diversity across the University.	Ongoing	7	5.2, 5.3
B	Conduct an equity audit with a similar level of funding and support as the RASE plan.	Completed	7	5.5

Goal 4: Commitment, Transparency & Accountability, continued				
Strategy	**Action Item**	**Status**	**Category**	**Strategic Plan**
C	Create a marketing position that primarily focuses on designing, disseminating, and communicating the university's diversity-related efforts.	Planned	7	5.2, 5.3
C	Administration & Finance should provide a detailed presentation of the university's budget and how financial decisions are made to faculty, staff, and students.	Planned	7	6.4
C	University administration should provide presentations describing the scope and power of the newly formed oversight committee and ensure it includes adequate campus representation.	Planned	7	5.4
C	Communicate progress on the Inclusive Excellence & Belonging Strategic Plan annually.	Planned	7	5.4
C	Inclusive excellence and belonging committees will report annual recommendations to the different bodies on campus, including SGA, Deans/Chairs, Cabinet, AUC, and the University President.	In Progress	7	5.4
C	Share data and analyses related to inclusive excellence and belonging provided by Institutional Research with the campus community.	In Progress	7	5.1, 5.5
C	Create a visual representation campaign.	Ongoing	7	5.4
C	Create new communication methods for continuously engaging the campus community around incident reporting.	Ongoing	7	4.2
C	Disseminate the purpose of BIRT.	Ongoing	7	2.1, 2.2, 4.2, 5.1, 5.4
C	Include a module in FYS explaining student rights under the Student Code of Conduct as well as a module on student rights under the law.	Ongoing	7	2.2
C	Routinely update the campus community on BIRT actions.	Ongoing	7	4.2
C	Share BIRT (and other cases) dashboard on the WSU website.	Ongoing	7	2.3, 2.4, 4.2
C	Create definitions of diversity, equity and inclusion for campus-wide usage.	Completed	7	5.4, 5.5

Strategy	Action Item	Status	Category	Strategic Plan
D	Recommend a Dean of Diversity and Inclusion position to centralize student diversity and inclusion within Academic Affairs.	Planned	7	5.2, 5.3
D	Decentralize and secure funding at the beginning of the fiscal year to expand antiracist and multicultural programming.	Planned	7	5.3, 6.4
D	Increase mini-grant maximums from $500 to $1,000.	In Progress	6	6.4
D	Explore a Graduate Assistantship and/or Faculty APR to support the LGBTQIA+ Resource Center and advocate for LGBTQIA+ student needs and initiatives.	In Progress	6	5.1
D	Recommend minimum terms, staggered membership, and/or multi-year terms, to ensure continuity of the work of the inclusive excellence and belonging committees.	In Progress	7	5.4
D	Create of a budget line for initiatives that impact inclusive excellence and belonging.	Ongoing	7	6.4
C	Rebrand BIRT.	Completed	7	2.4, 4.2
D	Ensure that inclusive excellence and belonging is prioritized in Financial Sustainability Task Force recommendations.	Completed	6	6.4

The table above is titled: **Goal 4: Commitment, Transparency & Accountability, continued**

APPENDIX B
Campus Climate Survey Comparison

Diversity & Inclusion

Student	2021	2023
African American/Black	3.7	3.6
Asian	3.4	3.8
Latine	3.4	4.0
Multiracial	3.5	3.6
White	3.9	4.1

Faculty	2021	2023
African American/Black	2.5	3.3
Asian	3.0	3.7
Latine	2.4	3.8
Multiracial	2.7	3.6
White	3.6	3.8

Staff	2021	2023
African American/Black	2.8	3.0
Asian	4.8	3.5
Latine	3.0	3.1
Multiracial	3.2	3.4
White	3.6	3.9

Student	2021	2023
LGBTQIA+	3.6	3.8
Not LGBTQIA+	3.9	4.1

Faculty	2021	2023
LGBTQIA+	3.4	3.4
Not LGBTQIA+	3.5	3.9

Staff	2021	2023
LGBTQIA+	3.2	3.5
Not LGBTQIA+	3.5	3.8

Student	2021	2023
Disability	3.5	3.8
No Disability	3.9	4.1

Faculty	2021	2023
Disability	3.3	3.1
No Disability	3.5	3.8

Staff	2021	2023
Disability	3.1	3.3
No Disability	3.5	3.8

Belonging

Student	2021	2023
African American/Black	3.7	3.6
Asian	3.4	3.7
Latine	3.4	3.7
Multiracial	3.5	3.6
White	4.0	4.0

Faculty	2021	2023
African American/Black	2.3	2.9
Asian	3.1	3.6
Latine	3.1	3.8
Multiracial	3.7	3.6
White	4.0	3.9

Staff	2021	2023
African American/Black	3.7	3.8
Asian	3.8	3.7
Latine	3.5	3.9
Multiracial	3.8	3.7
White	3.9	4.0

Student	2021	2023
LGBTQIA+	3.7	3.7
Not LGBTQIA+	3.9	4.0

Faculty	2021	2023
LGBTQIA+	3.9	3.6
Not LGBTQIA+	3.9	3.9

Staff	2021	2023
LGBTQIA+	3.8	3.6
Not LGBTQIA+	3.8	4.0

Student	2021	2023
Disability	3.6	3.8
No Disability	3.9	4.0

Faculty	2021	2023
Disability	3.8	3.4
No Disability	3.9	3.9

Staff	2021	2023
Disability	3.5	3.9
No Disability	3.8	4.0

Equity

Student	2021	2023
African American/Black	3.5	3.7
Asian	3.7	3.8
Latine	3.8	3.9
Multiracial	3.6	3.7
White	4.2	4.2

Faculty	2021	2023
African American/Black	3.3	2.9
Asian	3.4	3.7
Latine	2.7	3.4
Multiracial	3.0	3.8
White	3.6	3.1

Staff	2021	2023
African American/Black	2.5	3.5
Asian	4.5	4.2
Latine	3.5	2.6
Multiracial	2.5	2.8
White	3.1	3.2

Student	2021	2023
LGBTQIA+	3.9	3.9
Not LGBTQIA+	4.1	4.2

Faculty	2021	2023
LGBTQIA+	3.5	3.1
Not LGBTQIA+	3.5	3.3

Staff	2021	2023
LGBTQIA+	2.9	3.2
Not LGBTQIA+	3.1	3.1

Student	2021	2023
Disability	3.7	3.8
No Disability	4.1	4.1

Faculty	2021	2023
Disability	3.7	2.6
No Disability	3.4	3.3

Staff	2021	2023
Disability	2.6	3.8
No Disability	3.2	4.1

Diversity & Inclusion

Student	2021	2023
Underrepresented Religions	3.4	3.7
Not Religious	3.8	4.0
Christian	3.9	4.1

Faculty	2021	2023
Underrepresented Religions	3.1	3.4
Not Religious	3.2	3.4
Christian	3.8	4.0

Staff	2021	2023
Underrepresented Religions	3.7	3.3
Not Religious	3.3	3.6
Christian	3.4	3.8

Belonging

Student	2021	2023
Underrepresented Religions	3.5	3.8
Not Religious	3.7	3.8
Christian	4.0	4.0

Faculty	2021	2023
Underrepresented Religions	4.0	3.7
Not Religious	3.5	3.8
Christian	4.2	3.8

Staff	2021	2023
Underrepresented Religions	3.3	3.9
Not Religious	3.8	3.7
Christian	3.8	4.1

Equity

Student	2021	2023
Underrepresented Religions	3.7	3.6
Not Religious	4.0	4.1
Christian	4.1	4.1

Faculty	2021	2023
Underrepresented Religions	3.8	3.1
Not Religious	3.0	3.5
Christian	3.6	3.0

Staff	2021	2023
Underrepresented Religions	2.8	3.4
Not Religious	2.9	3.0
Christian	3.2	3.2

Notes:

Underrepresented religions include Judiasm, Islam, Sikhism, Buddism, Taoism, Pagan, and Wiccan.

Not Religious includes Atheist, Agnostic, and Spiritual but not religious.