

EDI Strategic Plan 2025

University of Wisconsin-Eau Claire

Preliminary Report of Trends & Findings – September 4, 2020

EDI Strategic Plan Development Committee

Vice Chancellor Warren Anderson with Committee Co-Chairs Dang Yang & Dr. Anjela Wong

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EXECUTIVE SUMMARY

Over the course of Summer 2020, the EDI Strategic Plan Development Committee requested any information, data, feedback, and reports from across campus that could inform the development of the EDI Strategic Plan. **This preliminary report serves as a starting point and should not be considered a complete representation of input from all campus stakeholders.** The following themes were generated from the work completed over Summer 2020.



People

1. Implement intentional efforts to **recruit & retain** diverse faculty, staff, and students to campuses.
2. **Community stakeholders and alumni** are vital to the success of UWEC's EDI priorities.
3. **Demographic changes** in the student body and among employees requires intentional EDI efforts to meet those changing needs.



Programming, Pedagogy & Curriculum

4. Investigate and integrate **EDI into classroom pedagogy, content, and curriculum** throughout UWEC Campuses.
5. Grow the current **EDI Training Programming** to increase its capacity and expand its opportunities available for faculty, staff, students, and community members.
6. Develop strategies to **increase the awareness of the wide variety of EDI initiatives** taking place across the UWEC campuses.
7. A wide variety of **EDI initiatives currently exist across the campuses** and there are opportunities to **strengthen these initiatives**.



Practices Across Campus

8. UWEC must continue to cultivate campus cultures where **EDI is integrated** into the everyday roles and responsibilities of every division, department, unit, and program.
9. Leaders across UWEC campuses must actively **role model EDI**.



Provide Support & Empower

10. Successful EDI efforts require **infrastructure, resources, budget, time, & financial investment to support, sustain, and increase its impact** throughout our campuses.

DEFINING EQUITY, DIVERSITY, & INCLUSION

Equity – The assurance that every member of our community has equal access to the opportunities presented across our broad spectrum of offerings at UW-Eau Claire, including recruitment, hiring, enrollment, academic and non-academic programs, etc.

Diversity – The recognition and appreciation for all of the differences represented within our culture and environment – i.e. – the percentages of minority students in the student body.

Inclusion – Characterized by intentionality. Intentional and ongoing efforts to ensure that individuals from diverse and targeted populations are fully able to participate in every aspect of the institution, including decision-making and leadership opportunities.

ABOUT THE COMMITTEE

Committee Charge

Dr. Warren Anderson, Vice Chancellor of Equity, Diversity, Inclusion & Student Affairs submitted to the **EDI Strategic Plan Development Committee** the following charge.

“It is my expectation that this strategic plan puts us on a path to be a regional and national leader in cultivating a truly equitable and inclusive university. This will be informed, in part, by a strong connection to the University Planning Committee. There will be opportunities for intermittent engagement and collaboration so that the work of each is well represented in both processes and documents.

This committee will provide clear insights into the following questions:

1. What does a truly inclusive educational environment look like?
2. What are the strategic EDI priorities that the campus will focus on in order to become a national leader in equity and inclusion?
3. What actions will we take to move us toward meeting the identified strategic EDI priorities? While the committee members will have broad latitude to evaluate numerous priorities, the priorities must include the following:
 - a. Diversity within the student and employee recruitment process
 - b. Retention and engagement of underrepresented or marginalized students and employees
 - c. Enhancement of EDI in the curricular and co-curricular aspects of the learning process
 - d. Enhancement of student and professional EDI development and implementation
 - e. Identifying and addressing any UW-Eau Claire cultural climate issues
4. How do we prioritize the resources, both human and capital, to achieve the desired outcomes?
5. In what ways will this EDI Strategic Implementation Plan align with the wider UW-Eau Claire Strategic Plan?
6. What existing policies and procedures should be amended, created, and/or eliminated as possible barriers to a completely inclusive community?

7. How can EDI be integrated into the everyday roles and responsibilities of every division, department, and program at the university?

While the charge above is meant to be expansive, members of the committee **will not** be expected to:

- **Start from scratch.** While we are charting a new course around EDI, there was tremendous work done prior to the arrival of the current Vice Chancellor. That work is to be respected, and we should build on the great work done under the previous EDI strategic direction
- **Call for new positions.** Members of this committee are charged with developing the strategic plan around EDI. However, that focus should not include operational aspects for any specific department or program or given the impending budget constraints, and we may or may not have the resources to add new positions.

Roles and Responsibilities

Committee members will be volunteers from across the entirety of UW-Eau Claire, including Barron County and Marshfield. Every committee member will be responsible for:

- Attending, and actively participate in scheduled committee meetings in an effort to remain on target for the established completion date of this plan.
- Develop necessary components of the EDI Strategic Implementation Plan, including mission, vision, values statements, goals, targets, assessment metrics, human and financial capital, etc.
- Engage stakeholder groups, which include students, faculty, staff, alumni, and community members, from across the university to garner support, feedback, and input.
- Promote and advocate for the implementation of the EDI Strategic Implementation Plan to internal and external stakeholders.
- Disseminate information about the planning process, the EDI Strategic Implementation Plan, and its implementation.

Expected Deliverables

The work of this committee will begin immediately (May 19, 2020), and will conclude with a report that highlights examples of the current state of EDI progress at UW-Eau Claire and identify EDI trends or vital points found during the preliminary phase taking place during summer 2020. The purpose of this preliminary report is to serve as a foundational document to inform the strategic plan development and its final recommendations. This preliminary report will be delivered to the Vice Chancellor of EDISA on or before September 4, 2020.

At the conclusion of this Summer 2020 “Preliminary Phase,” I am expecting the following deliverables:

- A summative report discussing trends and vital points that resulted from the summer’s preliminary phase
- A communication & promotion plan to roll out the Fall 2020 listening session to gather input from stakeholders

At the conclusion of the Fall 2020 “Plan Development Phase,” I am expecting the following deliverables:

- A fully vetted strategic plan with input from our stakeholders that is comprehensive in nature and is centered on the principles of equity, diversity, and inclusion.
- Identify and recommend metrics, from a campus level, division level, and department level, that measures progress toward achieving established benchmarks.

- Recommendations on short, mid, and long-range goals, strategies, and action items that will set us apart regionally and nationally.”

Committee Members

On May 19, 2020, Vice Chancellor Anderson sent an email to the campus calling for nominations of volunteers to serve as members of the *EDI Strategic Plan Development Committee*. A total of 40 faculty, staff, students, alumni, and community members submitted their names through a self-nomination process and 18 individuals were selected. From this list, Vice Chancellor Anderson selected Dang Yang, Director of the Office of Multicultural Affairs and Dr. Anjela Wong, Associate Professor in Education Studies to serve as the committee Co-Chairs. In addition to the Co-Chairs, the 18 individual selected to serve as members of the committee included the following individuals listed below, in alphabetical order by last name.

- **Sudeep Bhattacharyay, Ph.D.**, bhattas@uwec.edu; Associate Professor, Chemistry and Biochemistry
- **Jayne Blodgett**, jayne.blodgett@unco.edu; Associate Dean of University Libraries, University of Northern Colorado and UWEC Alumni
- **Linda Brunner**, brunnel@uwec.edu; Academic Department Associate, Education Studies and Special Education & Inclusive Practices
- **Karen Callaway, Ph.D.**, callawkl@uwec.edu; Human Resources Representative
- **Kallie Friede**, friedeka@uwec.edu; Associate Student Services Coordinator, Gender & Sexuality Resource Center
- **Elizabeth Glogowski, Ph.D.**, glogowem@uwec.edu; Associate Professor, Materials Science and Biomedical Engineering
- **Melissa Kozma, Ph.D.**, kozamm@uwec.edu; Senior Lecturer, Philosophy & Religious Studies; Women’s, Gender, & Sexuality Studies Affiliate, UW-Eau Claire - Barron County
- **Caitlin Lee**, leemai@uwec.edu; Equal Opportunity Program Specialist, Office of Affirmative Action
- **Pajyeeb Lo**, lops6766@uwec.edu; Undergraduate Nursing Student, UWEC Marshfield Site
- **Heather Ann Moody, Ed.D.**, moodyha@uwec.edu; Associate Professor, American Indian Studies
- **Kong Pheng Pha, Ph.D.**, phakp@uwec.edu; Assistant Professor, Women’s, Gender, and Sexuality Studies
- **Vincent Segovia**, segovivn5880@uwec.edu; Undergraduate Creative Writing Student, UWEC
- **Demetrius Smith, Ed.D.**, smithdem@uwec.edu; Program Director, Equity, Diversity, and Inclusion
- **Nikolaus Spittlemeister**, spittlsr2432@uwec.edu; Undergraduate Finance Student, UWEC
- **Susan Kajsiaab Vang**, vangsusa@uwec.edu; Multicultural Admissions Counselor, UWEC Admissions
- **Shanise Walker, Ph.D.**, walkersg@uwec.edu; Assistant Professor, Mathematics
- **Anjela Wong, Ph.D.**, wongna@uwec.edu; Co-Chair, Associate Professor, Education Studies
- **Dang Yang**, yangd@uwec.edu; Co-Chair, Director, Office of Multicultural Affairs

Committee Structure (list of subcommittees)

To carry out the preliminary phase of the committee charge throughout the Summer 2020 period, the committee was structured in alignment with the UWEC organizational structure. The subcommittees are listed below with the names of the subcommittee leads.

- Academic Affairs and Curriculum – Dr. Heather Ann Moody
- Alumni and Community – Dr. Demetrius Smith
- Enrollment Management – Dang Yang

- Equity, Diversity, Inclusion, and Student Affairs – Dr. Shanise Walker & Kallie Friede
- Finance and Administration – Nikolaus Spittlemeister & Caitlin Lee

Committee Timeline

Summer 2020

- July 6-31, 2020 – Subcommittees start collecting existing and/or additional data from each division/unit
- August 1-12, 2020 – Subcommittee analyze the data gathered and draft their summative trends and findings.
- August 12, 2020 – Subcommittee Lead Meeting. Submit subcommittee summative trends and findings for review.
- August 14, 2020 – Subcommittees submit final recommendations from our summer preliminary phase.
- August 19, 2020 – Full committee meeting with Dr. Warren Anderson – dissemination of the Summer 2020 Summative of Preliminary Phase.
- August 21, 2020 – Introductory email with the 2025 UWEC EDI Strategic Plan Qualtrics survey link sent out to all faculty and staff at Barron County Campus, Eau Claire Campus, and Marshfield Site
- September 4, 2020 – Submit Preliminary Trends & Findings Report to Vice Chancellor Anderson

Fall 2020 (subject to appropriate revisions)

- August 21, 2020 – Disseminate EDI Strategic Plan Qualtrics Survey to all UWEC Faculty & Staff
- September 4, 2020 – Coordinate with UPC and Task Force on Climate Action and Sustainability on the Fall campus engagement plan
- September 7, 2020 – Disseminate EDI Strategic Plan Qualtrics survey to all UWEC Students
- Mid-September 2020 – Initiate Fall “Take Action Forums” and other campus engagement plans in coordination with UPC and the Task Force on Climate Action and Sustainability
- October 16, 2020 – Close Qualtrics survey
- October 23, 2020 – Complete all data collection, begin data analysis, and complete the EDI Strategic Plan
- December 31, 2020 – Submit Final EDI Strategic Plan to Vice Chancellor Anderson

DATA COLLECTION METHODOLOGY & ANALYSIS

In order to gain insight from UWEC stakeholders from the Eau Claire campus, the Barron County campus, the Marshfield Site, alumni, and community members, the EDI Strategic Plan Development Committee gathered and analyzed existing data related to EDI to inform UW-Eau Claire’s development of an EDI Strategic Plan. The subcommittees reviewed all data, feedback, and reports using thematic analysis to highlight consistent themes and significant ideas.

Methodology Summary, by Subcommittee

Academic Affairs & Curriculum Subcommittee

The subcommittee collected information and feedback from multiple sources.

- Contacted 51 people representing colleges, departments, programs and/or centers within Academic Affairs through a Qualtrics survey, direct contact via email, and/or one-on-one interviews.
- Received 42 responses of varying detail (82.4% response rate) .
- Analysis of Liberal Education Responsibility Outcome 1 (R1): Equity, Diversity, and Inclusivity courses – began by looking at the departments/programs of where they reside and how many instructional FTE are responsible.

Alumni & Community Subcommittee

The subcommittee conducted one-hour virtual, in-depth structured & semi-structured interviews with the following stakeholders currently conducting EDI work in the community and in the alumni field. The questions asked were based on an understanding that the alumni and community member had a relationship with the university and knowledge on the prior and current relationship with EDI.

- Kimera Way, President, UW-Eau Claire Foundation & Executive Director of University Advancement
- Angela Pittman-Taylor, Alum & Chair of Alumni of Color Network
- Dr. Marquell Johnson, Eau Claire Area School Board
- Matt Rokus, Chief of Police, Eau Claire Police Department
- Kaylynn Stahlbusch, Eau Claire Area Chamber of Commerce

Equity, Diversity, Inclusion, & Student Affairs

The subcommittee collected information and feedback from stakeholders from the Equity, Diversity, Inclusion, & Student Affairs division.

- 29 responses were collected from a Qualtrics survey that was originally sent out via email to the EDISA division.
- Interviewed seven faculty and staff members
- Interviewed two students and two other students responded via social media
- Collected data from Blugold Beginnings

Enrollment Management Subcommittee

The subcommittee collected information and feedback from stakeholders from the Enrollment Management division. Three methods of data collection were used, including the following.

- **Existing data, reports, information.** All departments were invited to submit any existing data, reports, or information that would help inform UW-Eau Claire's development of an EDI Strategic Plan. 19 reports and pieces of information were submitted for review.
- **Qualtrics Survey.** This Qualtrics survey collected anonymous feedback from respondents about the progress of EDI on campus and in their respective areas. 21 responses were collected.
- **Interviews.** All stakeholders were invited to volunteer to participate in one-hour interviews, either in a small group or individually with a subcommittee member, to discuss any details regarding their thoughts and input related to the development of an EDI Strategic Plan for UWEC. Volunteers were given the opportunity to choose which method they preferred. Scheduled meetings were coordinated by a subcommittee member. 6 individuals were interviewed.

Finance and Administration Subcommittee

The subcommittee collected information and feedback from stakeholders from the Finance & Administration division. Two surveys were disseminated. The first survey was distributed to department/unit directors or leaders on July 8, 2020 and again on July 14, 2020. This initial survey had 9 respondents. The second survey was distributed to the staff within the division on August 11, 2020 and again on August 20, 2020. This survey had 6 respondents.

TRENDS & FINDINGS

The following trends and findings are reported here through different themes that combine the summative reports from each of the subcommittees. Each bullet point represents consistent themes, important data points, and/or key ideas generated from the various data sets. Some bullet points represent thematic subcommittee recommendations based on the trends and findings.

Implement intentional efforts to **recruit & retain** diverse faculty, staff, and students to campuses

It is a high priority to recruit & retain a diverse student body, as well as retaining & supporting a diverse group of faculty/staff across our campuses.

Recruiting a Diverse Student Body is a High Priority

- Data from respondents strongly suggest that campus wide efforts to recruit a representative, diverse faculty/staff and student population is a high priority.
- Develop community-based programs to encourage local students of color to attend and provide continued support from enrollment through graduation.
- Increase recruitment efforts from within our own local communities & surrounding Indigenous communities.
- Develop opportunities for recruiting with partners throughout campus (such as Admissions) to bring diverse student groups to campus (e.g. Multicultural Student Day).
- There is a need for more holistic practices for admission and retention of diverse students into the university and specific programs.
- Examine efforts to develop a more holistic admissions process, using anti-oppressive standards, rather than relying so heavily on a GPA-based admissions acceptance process to college and/or into major programs (e.g. incoming Social Work Majors could write an essay to the question “how have your values and experiences informed your decision to select social work as a major.” Other suggested factors to consider may include: life experiences, work/professional experiences, leadership experiences, community service activities, special talents, abilities, experiences, other achievements, academic performance, etc.).
- UWEC Honors Program has a nationally recognized holistic admission process that is designed to recruit a diverse range of students. Within program, they track data to ensure that holistically admitted students are receiving supports and are persisting in the program as much or even more than those students who were automatically admitted based on academic merit alone.

Retaining a Diverse Student Body is a High Priority

- Data from respondents strongly suggests that campus wide efforts to retain current diverse faculty/staff and students is a high priority.
- From 2014-2018, the proportion of White students graduating in 4-years has increased from 40.3% to 51.9% and over that time, has shown a very steady increase. During the same time, the proportion of students of color (SOC) graduating in 4-years has increased from 28.8% to 39.2%. Although, the increase for SOC has not been gradual and fluctuates over that period.
- There is a consistent gap in graduation rates when comparing SOC with non-SOC peers.
- Based on the High Impact Practices dashboard, when compared to White peers, SOC are more likely to engage in Immersions and Research but may not engage at the same rate in Study Abroad and Internship.

- There was interest among respondents to better increase the representation of the student employment staff in their respective departments. At the same time, there was feedback that suggested more intentional effort to do so was necessary to meet this goal.
- Departments vary in the methods they use to capture student feedback regarding their EDI efforts.
- Respondents suggested retooling university communication regarding COVID-19 to be inclusive towards students who are living in difficult circumstances. For instance, not all students can easily find a place to study or even to sleep when returning to crowded homes, they may be homeschooling younger siblings, and may have other responsibilities in the home due to changing circumstances.
- There is a trend of students of color completing 4 years at UWEC and walking in graduation, but not actually receiving degrees. Respondents suggested the need to explore this trend more intentionally and with research to better understand these circumstances.
- Increase access to UWEC for both multicultural and low-income students by making UWEC more affordable.
- Students are graduating with large amounts of college debt. Need to provide better opportunities for students to curb debt (scholarships aimed at diverse student groups).
- Need more support and contact with alumni for students. This could help current students succeed in their programs and potentially open opportunities for them after graduating.
- Ensure students from marginalized populations are being supported with adequate technology, and access to funding sources and coursework that enables them to continue in college, particularly under circumstances such as COVID-19 (e.g. some students at UWEC-BC do not have access to reliable internet at home).

Recruiting a Diverse Faculty & Staff Population is a High Priority

- Respondents report a need for the recruitment of faculty and staff in programs with only one or two people.
- Need recruitment plans for faculty and staff from diverse groups across all divisions and departments.
- Respondents reported that it was a challenge to hire diverse applicants. Some departments report trying to 'grow' their own, to grow diversity in the respective areas.
- Respondents reported an interest in hiring more student employees of color in their respective departments.
- In the spirit of 'growing' our own, the recommendation is to establish an apprenticeship/internship program for students as pathways towards employment with UW-Eau Claire, as well as an institutionalized Leadership/Management Program for faculty and staff to create additional pathways for promotion with our own diverse employees on campus.

Retaining and Supporting a Diverse Faculty & Staff Population is a High Priority

- Cultivate and sustain anti-racist and culturally relevant staff and faculty.
- Need retention plans for faculty and staff from diverse groups across all divisions and departments.
- Respondents reported general difficulty retaining employees. Respondents submitted comments indicating a high priority in focusing on the retention of faculty and staff of color.
- Consider cluster hires in AIS, CHS, LAS, WGSS, etc. Don't allow other departments to co-opt these hires.
- Evaluate interim appointments and engage in actual searches rather than going to a non-BIPOC (Black, Indigenous, People of Color) and male appointment.
- Provide leadership roles and opportunities for staff and faculty from marginalized communities/identities.
- There is a promotional brochure in development for recruiting diverse staff (in progress).
- Take racist, sexist behavior more seriously. Listen the first time to reports of bullying and other inappropriate behaviors.

- There is a need to have a well-defined avenue for promotion. Promotion can lead to more access to resources and opportunities to grow at UWEC, which aides in the retention of faculty and staff. Respondents indicated that currently, there is a lack of diversity (women, LGBTQIA+ people, people of color, etc.) in leadership roles.

Community stakeholders and alumni are vital to the success of UWEC's EDI priorities

Communication Can Strengthen EDI Efforts between UWEC and Alumni & Community Members

- When speaking with various stakeholders involved with Alumni in different capacities, the main point noted in various conversations was communication. Several individuals noted that communication will help in developing the overall relationship between alum and UWEC.
- Over time, communication is lost, and information is lost in translation and oftentimes not communicated to alumni.
- Lack of communication was a huge concern of the community members interviewed about the relationship between the community and the university.

Being more direct and specific regarding the needs from alumni will provide better results for UWEC

- A few of the individuals interviewed stated that alum are eager to work with the university but it's important to have specific requests and tasks needed from alum (Mentoring, networking, internship opportunities, etc.).
- Having a clear direction and someone to be a liaison between alumni and the university would be beneficial, as well.

Community Collaboration is Vital to Support a Welcoming Region for Faculty, Staff, and Students

- The creation of a joint Task Force comprised of university community (Executive Leadership, students, faculty, and staff) along with community members would be extremely beneficial.
- Intentional Programming created to assist the community and the university would be mutually beneficial. Through Training and development, the university as well as the community would have resources to offer.

Community Relationship Building is a Key Priority

- Public perception is great in the community.
 - Community members spoke highly of the university and a willingness to develop a strong relationship.
- Interested in improving relationship through training and development.
 - Community members stated that having training and development for EDI related initiatives would provide a few great outcomes. 1) Community members would become more knowledgeable about EDI. 2) University members and community members would develop a relationship through this partnership.

Student Involvement in the Community Can Support Regional EDI Needs

- One common theme through community member interviews would be the university providing additional Student involvement through internship opportunities and serving as a voice on community related committees.
- Hiring within university. Community members have stated that hiring diverse populations is a current initiative. Having university assistance would be extremely helpful.

Demographic changes in the student body and among employees requires intentional EDI efforts to meet those changing needs

EDI efforts must prepare to support the changing student demographics across our campuses. In addition, a deeper dive into the demographics of faculty and staff requires more scrutiny in order understand the current work force demographic trends and how that will inform EDI efforts.

Student Trends to Consider

The following are highlighted data points from available data sets through [Institutional Research](#).

- Demographic trends from Fall 2015-Fall 2019 indicate a continued increase in the enrollment of SOC at UWEC (e.g. 9.7%-11.6% increase in SOC as a proportion of *New Freshmen Only* and 9.0%-11.1% in SOC as a proportion of *all students enrolled*).
- Respondents communicated a need for more appropriate data collection on diverse groups of students (e.g. multiracial students, students with disabilities, transgender students, transfer students, etc.).
- Over the period of 2016-2020, the percentages of the total admitted/enrolled population is as follows:
 - Roughly 11% of the population admitted are students of color, and roughly 11% of enrolled students are students of color.
 - Less than 1% of the total population admitted are international students and about 1% of students who enroll are international students.
 - Similar to admitted and enrolled percent of international students. Students who hold veteran status make up 1% for admit totals and enrollment totals.
 - Of the admitted population, students who identify as male make up about 34% of the admitted population and about 35% of students who enroll.
 - Students who identify as female make up about 65% of the admitted population and 64% of the enrolled population.

Faculty & Staff Trends to Consider

The following are highlighted data points from available data sets through [Institutional Research](#).

- Over the period of 2015-2019, the highest proportion of faculty of color are at the rank of Assistant Professors, while at the same time, across the institution, the highest proportion of faculty are at the rank of Professor. As of Fall 2019, faculty of color are disproportionately more likely to be at an entry level position than their White peers.
- Over the period of 2015-2019, the number of faculty members at UWEC has declined by 11.2% (N=384 in 2015 & 341 in 2019). Over the same period, the number of instructional academic staff (including adjunct faculty) at UWEC has increased by 24.4% (N=164 in 2015 & 204 in 2019).
- UWEC Institutional Research dashboards use binary gender categories of Female & Male, and "Two or More Races" racial categories are not disaggregated.
- Self-Reported Race/Ethnicity by Employee Type in Fall 2019. Does not include *Temporary, Limited, or Other* Employee Types.
 - University staff of color (2019) account for 3.8% (N=13) of all university staff.
 - Non-instructional academic staff of color (2019) account for 12.1% (N=38) of all Professional academic staff.
 - Instructional academic staff of color (2019) account for 5.4% (N=12) of all Instructional academic staff.
 - Faculty of color (2019) account for 23.7% (N=83) of all faculty.

- Self-Reported Gender Profile by Employee Type in Fall 2019. Does not include *Temporary, Limited, or Other* Employee Types.
 - University staff. 61.7% (N=209) self-identify as female.
 - Non-Instructional academic staff. 67.7% (N=215) self-identify as female.
 - Instructional academic staff. 65.0% (N=145) self-identify as female.
 - Faculty. 48.9% (N=171) self-identify as female.

Investigate and integrate **EDI into classroom pedagogy, content, and curriculum** throughout UWEC Campuses

Pedagogical Practices

- Classroom practices should ensure the use of inclusive, anti-racist, and/or EDI-related pedagogies in course practices, including how we address students in the classroom and online (e.g., using inclusive pronouns and pronunciation of names).
- Create a curriculum map of EDI practices in courses, which is also connected to improving the climate and recruitment and retention of faculty, students, and staff of color (e.g. CoEHS completed this in 2018).

Course Content Should Reflect the Growing Diversity of our Community

- It is imperative to implement curricular revisions to better address issues of race, ethnicity, language/dialect, etc. within academic disciplines including EDI-related themes and/or topics (e.g. colonialism, LGBTQ+, related issues, etc.) in content.
- Diversify R1 offerings throughout campus.
- A review of *Liberal Education Responsibility 1* (LE R1) Courses suggests a disproportionate responsibility to provide this type of course content. Highlighted findings are presented below:
 - 80 Courses fulfill R1 from 22 departments across UWEC campus
 - 55% are lower division courses and 45% are upper division
 - 13.75% are within the Honors Program which is not accessible to all students
 - With Honors courses removed, AIS and WGSS (including affiliated courses across campus) provide 43.5% of R1 courses
 - The Office of Interdisciplinary Programs (OIP) provides 47.83% of R1 courses
 - American Indian Studies (AIS), Critical Hmong Studies (CHS), Latin American & Latinx Studies (LAS), Environmental and Public Health (EPH), and Women's, Gender, and Sexuality Studies (WGSS)
 - Correlating the Instructional FTE of the OIP: 10.42 FTE provide almost half of the R1 courses on campus.
 - American Indian Studies – 2.05 FTE
 - Critical Hmong Studies – 0 FTE
 - Latin American & Latinx Studies – 1 FTE
 - Watershed (ENPH) – 4.75 FTE
 - Women's, Gender, Sexuality Studies – 2.62 FTE
 - A significant majority of R1 courses are in the College of Arts & Sciences. Zero (0) R1 courses are found in the College of Business, 1 in the College of Education and Human Sciences, and 1 is a cross-listed course with the College of Nursing.

Curricular Programming

- Departmental/College EDI-centered book talks, presentations, documentaries, panel discussions, guest speakers, round table discussions, article readings, etc.
- Online forums.
- Create forums to discuss “hot topics” for all employees and students.

Curriculum Considerations

- Require Ethnic Studies course requirement for graduation ([similar to Cal State](#)).
 - Foundation courses for all students on Black History and American Indian History.
 - Make the connection between institutional values (Excellence, Council Oak) and history, past and present of Indigenous peoples.
- Expand EDI-related course offerings and co-curricular programming related to EDI.
- There is a need in the curriculum to address how to move EDI forward and how it is integrated as part of teaching and learning. Learning doesn't happen unless it's integrated.
- There was a consistent call for curricular representation that was reflective of the community's shifting demographics and needs.
 - Respondents called for actively supporting academic programs that critically examine and support underserved populations.
 - Respondents called for actively seeking out strategies to increase the number of tenure track faculty members with expertise to teach in areas of critical discourse.
- Upper level courses regarding EDI should be required and/or encouraged for all students. Currently, a small portion of students are taking these courses and it seems to be discipline dependent. There is a lack of EDI discussion and/or work in the lower level courses.

Grow the current **EDI Training Programming** to increase its capacity and expand its opportunities available for faculty, staff, students, and community members

Respondents support EDI Training, but want more variety of delivery methods, more variety of EDI topics, and more support to engage in EDI training. Respondents also want to find more opportunities to make EDI training relevant to their respective professional roles & responsibilities.

Develop EDI Training that Allows for a Variety of Learning Entry Points into the Subject Matter

- Respondents would like Tier 1, Tier 2, and Tier 3 trainings to be required and to have more trainings that speak to the experiences of people who are experts in EDI, potentially bringing in external experts. Respondents want a more advanced training and a wide range of training.
- There is an interest in EDI training that will meet a wide spectrum of skill levels (e.g. introductory, intermediate, advanced).
- Students voiced wanting more critical and in-depth training on EDI as well. Student training should be mandatory and include service-learning hours.
- Some staff respondents reported feeling unsure about openly expressing their opinions freely, especially with contrary opinions.

Increase the Variety of EDI Training Delivery Methods

- Have trainings to be more project-based and interactive. Have incentives for people to complete the trainings.

- Use real people to teach students EDI issues, similar to SafeSpace training, and minimize the use of a self-paced modules.
- Staff like online EDI training options since scheduling can be a challenge.

Provide More Structure and Support for EDI Training

- Allotting time within the workday for employees to engage in learning opportunities. Current structures allow for trainings to feel optional instead of mandatory and important. Individuals who want to do the training have to find ways to fit the training into their schedules and this often includes long work hours.
- People are often over-extended by doing work and conducting trainings that are not within their job descriptions.
- Formalized, year-long engagement with EDI topics beyond first year and beyond what is learned in LE/DD courses.
- Some respondents recommended that they would prefer that the EDI workshops are conducted by professionals.
- Collecting post-workshop surveys after each EDI workshops was suggested as one way to capture timely feedback related to EDI training.

Offer More Variety of EDI Topics within the Menu of EDI Training

- Add other EDI-focused training such as children/families from impoverished areas – “go beyond the scope of color.”
- DO NOT reduce EDI to diversity alone. It is vital that equity and inclusion must also be centralized, as well.
- It is critical to increase the opportunities for focused immersion in current EDI topics.
- All stakeholders expressed wanting more EDI training.
- Respondents indicated a high interest in EDI workshops that included real life stories and experiences.

Relevance of EDI Training to Role at UWEC

- Stakeholders expressed wanting EDI training that is relevant to their respective areas.
- Respondent feedback supported integrating external EDI training as “credit” for Tier 2 training. One example was allowing for faculty/staff/students to submit EDI learning experiences provided by professional associations, conferences, cultural immersions, etc.
- Have trainings that are more applicable to a person within their discipline so that people view trainings as more relevant.
- Incorporating trainings within departments and to give departments more incentives; publicizing departments that have completed the trainings.
- Departments/units have exhausted the current EDI training and professional development offerings.
- A consultation or concierge program to help divisions/departments/units get the sort of EDI training that is relevant to their respective areas.
- Consider documenting the best suited EDI workshops from staff for their respective areas, departments, centers, or units.

Develop strategies to **increase the awareness of the wide variety of EDI initiatives** taking place across the UWEC campuses

There is consistent interest in exploring strategies to help disseminate our EDI successes, to raise awareness of

promote EDI opportunities, and share ongoing EDI efforts.

Promoting our EDI Successes

- Highlight (e.g. market; include in student brochures, etc.) the positive, actively inclusive activities already happening (The Gender & Sexuality Resource Center, the Rainbow Floor; Cultural Centers; diverse student orgs; interdisciplinary academic programs such as AIS, CHS, LAS, WGSS) to make students and staff feel they truly belong, while sending a strong message to the public about what our values are – show how we are already leading in EDI.
- Showcasing EDI successes of current students to Alumni & the community of current students is an opportunity for consideration.

Raising Awareness of EDI Efforts & Resources

- Feedback shows that there is a need for more easily accessible entry points to find EDI information, initiatives, and resources.
- Having an EDI staff member with alumni relations job responsibilities will benefit the campus and alumni.
- Disseminating EDI updates and EDI needs to Alumni would be beneficial (e.g. newsletter, social media, etc.).
- Respondents reported inconsistent notification and promotion of EDI programs and efforts across the campus. Some reported not knowing what EDI learning/training opportunities were available (beyond CETL Tier 2 training) and some reported not knowing what EDI events and engagement activities were available.
- Respondents indicated an interest in providing faculty, staff, and students with an intro EDI Resource Guide
- Respondents indicated a need to make the UWEC EDI websites easier to use and navigate with applicable resources for faculty, staff, and students.

A wide variety of **EDI initiatives currently exist across the campuses** and there are opportunities to **strengthen these initiatives**

Consistent Commitment to EDI Across Campus

- The data across all sources suggests that there is a general commitment to the value of Equity, Diversity, and Inclusion (EDI) across the campuses and its stakeholders, including faculty & staff.
- Reports from department that collect student feedback indicate a commitment to the values of EDI among students.
- There is a need to have more intersectionality between EDI and effectively using intersectionality in operation.
- Need to have consistent language and competency to discuss social justice topics using clear terminology (what is racism? Homophobia? Misogyny? Sexism? OCR/Disability regulations?).

Student Centered Efforts

- Mentoring undergraduate research is available through programs such as TRIO, Ronald E. McNair Postbaccalaureate Achievement Program, Diversity Mentoring Program, Summer Research Experiences for Undergraduates, Immersion experiences, and EDI courses (e.g. ES 385).
- Research space is provided for student researchers. There are also examples of student apprentices mentoring other students.
- Faculty written grants for summer research with students from under-represented populations (e.g. National Science Foundation Research for Undergraduates or NSF-REU Grant in Chemistry).

- Student, staff, and faculty-led advising for a range of support persons for students including peer-to-peer support to make sure students feel they belong in the program (e.g. Honors Helping Honors, Q'nnect Mentoring - LGBTQ Teacher Mentors, Southeast Asian American Teacher Preparation Partnerships, SEAATPP). For example, the *Q'nnect Mentoring* and *SEAATPP* are funded by the CoEHS retention mini grant.
- Efforts are taking place to address load re-assignment to pre-program advising. Advisors also meet with declared majors the first weeks on campus and present a 4-year plan & course map. These efforts are meant to increase students of color retention rate and positively impact 4-year completion rate (e.g. Special Education and Inclusive Practices (SEIP)).
- Encourage students of all social identities to engage in High-Impact Practices (HIPs) (e.g., research, clinical opportunities, immersion experiences, etc.) early in undergraduate careers.
- UWEC-BC is strongly committed to its mission as an access-campus. Being a small campus, it has a significant number of ELL students, both domestic and international. Highlights of existing efforts include the following:
 - Barron County has a partnership with Red Cedar Academy, an international high school located in Ladysmith, and the campus has a number of Somali students.
 - Barron County has an International student coordinator and also offers ESL 305 & Advanced Academic Writing courses.
 - Barron County provides a variety of course delivery modes, including compressed video and online options (including cultural diversity offerings).
 - This year, Barron County is joining the new Collaborative Online Associate of Arts & Sciences (ONL AAS) program, which is opening up additional options for students whose life situation do not permit them to attend traditional face-to-face classes.
- Being transparent to all people regarding BIAS incidents across our campuses and reporting.
- Strengthen student identity centers and expand to include other marginalized/underrepresented groups. Providing space for students with disabilities, creating an intersectional women center, spaces for international students and non-traditional students. Creating a sense of belonging for all students across our campuses.

Faculty & Staff Centered Efforts

- Provide more funding for people to receive more EDI training so they can better serve the institution (conferences and workshops).
- Develop a process/structure to address toxic work environments, especially in regard to gender, race, positions, and other biases.
- Providing more advertisement about programs, services, and initiatives across our campuses to ensure that people know about the resources available to them.
- Need to have more accountability structures for EDI initiatives and measurable action items-this could include EDI reports for every department and division, measuring department/division efforts and performance regarding EDI.
- There is a need to speed up the process and provide centralized funding for increasing the number of all-gender restrooms. We need include free menstrual products all restrooms, at the minimum all-gendered restrooms and all women's restrooms.
- Consider having an EDI Report Card across the campuses. Inspired by the Prideindex, we should consider an intentional way to celebrate and acknowledge the work of departments and units advancing EDI across our campuses.
- Consider the development of an EDI Data Committee be put together to answer this data question by defining

the purpose and use of the data, and to better consolidate and create applicable reports usable by the campus community.

Community Engagement

- Respondents wanted the campuses to commit to actively supporting and actively leading EDI efforts in the city and across the local region, as well. Specifically, engaging with the community's underserved populations, understanding their needs, and supporting their EDI efforts were examples of high areas of interest for consideration.
- Outside EDI classroom experiences working with diverse populations and programs within the community including internships and practicums.

UWEC must continue to cultivate campus cultures where **EDI is integrated** into the everyday roles and responsibilities of every division, department, unit, and program

Respondents indicated a need to address EDI integration across the campus, as well as within individual colleges, departments, programs, and centers.

Campus Wide Integration

- The institution must paint the picture for those who do not see it, where we are at and where we want to go. We need to create a culture on campus that puts EDI at the forefront of what we value and how we operate with each other to succeed.
- We must start with ALL UWEC employees to change the culture to one of EDI among employees. We can no longer operate in silos, and we need to come together across disciplines and campuses in this effort. It was vital to instill UWEC's strong EDI values for new employees.
- We must acknowledge and utilize intersectionality in or EDI efforts. In addition, there is a need to recognize the physical, cognitive, behavioral, ethical, and spiritual components of EDI, because it is more than a didactic cognitive exercise.
- Work on creating environment of ambient belonging across the entire campus, especially considering the impact of visual cues on learners for all underrepresented minorities.
- Every college/department/program/center should create and maintain an EDI committee.
- Not all departments/programs/colleges/centers have EDI Committees. College of Education and Human Sciences (CoEHS) Inclusive Excellence Council could be a model.
- More fully support UWEC-BC staff and students with EDI resources that are already available at UWEC (e.g. process of bias incident reporting at UWEC-BC).
- Adopt applicable [Immediate Policy and Guideline Recommendations on Caregiving](#) as suggested by the University of Wisconsin System Women's and Gender Studies Consortium
- Create a metric to assess and measure the inclusiveness of the University
- Initiate efforts to normalize the use of more inclusive language throughout campuses.
 - Orientation materials should avoid "freshmen" and instead use inclusive terms.
 - Do not including honorifics such as "Mrs." outside main offices of faculty and staff.
 - Consistent signage such as "All Gender" rather than "Gender Neutral" bathrooms (also more "All Gender" bathrooms).
- Student respondents mentioned they felt like they were receiving certain educational information due to

being a student of color, but this information was not sent to all students.

- When compared to responses from staff who interact directly with a high volume of students, staff who have less frequent direct contact with students reported not being confident in knowing how to report bias incidents. These staff members also reported feeling less connected to EDI conversations, including conversations related to their own social identities.

Integration throughout Departments & Centers

- Emphasize EDI as a required area for evaluation in Department Evaluation Plans (DEPs) and Program Evaluation Plans (PEPs) – include EDI in multiple areas.
 - Normalize the language across the University on EDI outcomes.
 - Support faculty/staff in exploring ways to increase EDI in their teaching/research/service to meet benchmarks that will be expected for faculty/staff in performance reviews.
- Organize Introduction of EDI to every departmental meeting and discuss the relevance of EDI to departmental growth and excellence.
- Respondents reported a disconnect between daily job responsibilities and EDI efforts. The two are often discussed as separate priorities and EDI efforts are often subjugated as a secondary priority or as an “add-on” task to be worked on when “time permits.”
- Respondents indicated it a priority to promote a healthy campus culture by providing applicable training to Division/Unit heads and staff together.
- Respondents recommended having each department, center, or unit begin collecting data on their respective EDI efforts using appropriate metrics for their EDI goals.

Leaders across UWEC campuses must actively **role model EDI**

There is a consistent perception among respondents that the role modeling and prioritization of EDI efforts among different supervisors, chairs, and administrative leaders is inconsistent across the UWEC campuses.

Perceptions of EDI Commitment Among Executive Leadership at UWEC

- Respondents consistently indicated concerns and a perception that UWEC Executive Administrators were not visibly engaging in EDI efforts and EDI training.
- There is an overwhelming and consistent perception among respondents that the campus needs significant improvement in the area of holding individuals (e.g. faculty/staff & students) accountable for inappropriate actions & behaviors (e.g. creating hostile work environments, engaging in hate/bias incidents, microaggressions, racism, sexism, etc.).
- Increase EDI training to include the Executive Team and Foundation Staff.
- Consistent respondent feedback indicate that many campus stakeholders do not perceive UWEC Executive Administrators as good role models of actively engaging in EDI efforts and EDI training on campus.

Department Leaders & Supervisors

- There is a sincere interest among respondents to want to explore collaborative opportunities to develop and support EDI efforts. However, respondent feedback also suggests that department supervisors can sometimes create barriers that dissuade the development of collaborative attempts to meet EDI efforts.
- There is a wide variability in how EDI is supported, discussed, and implemented across different departments on campus.

- Respondents indicated a wide variability in their perception of support for EDI efforts from their immediate supervisors and/or leaders.
- Respondents reported a perception that some department supervisors are not prepared to address microaggressions and bias incidents in the department.
- Respondents reported a perception that some department supervisors are not prepared to advise and lead EDI efforts.
- Data from respondents suggest that departments whose leaders articulate clear EDI expectations and provide relevant EDI guidance results in better implementation of EDI initiatives throughout a department.
- Respondents recommended increased training on unconscious bias, accountability, and healthy work-life balance to department/unit heads and staff.

Campus Wide

- While a commitment to EDI is communicated in the discourse across campus, respondents indicated that the follow through and implementation of EDI efforts varies widely across campus.
- The current data suggests inconsistent implementation and perceived commitment of EDI across the campus.
- A focus on relationship building and participating in EDI opportunities is an important part of doing EDI work.

Successful EDI efforts require **infrastructure, resources, budget, time, & financial investment to support, sustain, and increase its impact** throughout our campuses

Financial Resources Support Effective EDI Initiatives

- Budget for EDI activities within ALL colleges, departments, programs, or centers through grants, scholarships, speakers, programming, etc.
 - Consider Employee/Student Scholarships to national conferences, training, etc. to bring back to campus and share knowledge gained.
 - There is a need for financial support to be able to offer programming to students, or stipends for Graduate Assistants (GAs) or researchers.
 - E.g. CoEHS supported numerous fellowships and sponsored mini-grants focused on EDI initiatives.
 - E.g. SEIP retention grant currently offers check-in and study sessions for any interested students in the courses to address attendance issues due to anxiety.
- Respondents called for more funding to support student scholarships, especially for students from diverse and traditionally underserved populations.
- Respondents called for more funding to support student scholarships, especially for students from diverse and traditionally underserved populations.
- There is no dedicated budget set aside for EDI.
- The division of EDI should be given an EDI institutional budget line, where the division of EDI provides 'scholarships' to employees seeking professional development dollars around EDI related trainings outside of the institution.

Time is a Necessary Resource for Quality EDI Efforts

- Budget time for EDI professional development within ALL colleges, departments, programs, and centers.
- Continue to engage with faculty on Tier 1 and Tier 2 EDI topics.
- Respondents report a need for professional support for faculty/staff to take the step to achieve Tier 3 levels, as

well as supporting faculty/staff with time to accomplish these projects. In sum, if this is important to the University, then support should be provided to accomplish these Tier 3 projects.

- Need faculty and/or staff to have time in their workload to dedicate to EDI. Faculty respondents have reported that participation in EDI efforts may inconsistently fall under *service* for some and *research* for others, but this process is not well- accounted for in faculty workloads.

EDI Efforts Require Intentional Infrastructure & Other Resources

- Respondent feedback suggest that embedding EDI efforts into departmental annual assessment tools and annual reports supports a department's ability to review their efforts regularly and build additional EDI strategies.
- Respondents who implemented EDI efforts indicated the lack of resources for EDI practices which were not included in their positions' list of responsibilities.
- Departments with intentional EDI plans or written EDI strategies are more likely to report making sustainable progress in creating a culture that is welcoming and conducive to meeting the needs of traditionally underserved populations of stakeholders.
- Respondents communicated a need to revise campus policies and department practices to better encourage staff to engage in EDI efforts.
- Respondents reported that longevity of created EDI initiatives were not sustained after involved parties had left their position.
- Need infrastructure and sustainability of EDI efforts and initiatives. This is sometimes lost as people transition in and out of departments and/or leave the university.

NEXT STEPS

Again, the purpose of this preliminary report is to serve as a starting point. The members of the EDI Strategic Plan Development committee recognize that this preliminary step is meant to inform the next steps in the data collection process, which will take place in Fall 2020. Based on the information collected throughout Summer 2020, the EDI Strategic Plan Development Committee will consider these next steps throughout Fall 2020.

1. The EDI Strategic Plan Development Committee identified it a priority to ensure that the Fall campus engagement plan will include intentional efforts to actively reach out to UWEC Barron County, UWEC Marshfield Site, University staff, students, faculty, shared governance, and other alumni & community stakeholders as they reach out for wider input on the development of the EDI Strategic Plan.
2. The full EDI Strategic Plan Development Committee will develop and disseminate a centralized survey to collect additional Qualtrics feedback through mid-October.
3. The committee will coordinate with the University Planning Committee and the Task Force on Climate Action and Sustainability to develop and implement a campus engagement plan to solicit campus feedback and input. The following tentative engagement plan was submitted to the UPC and representatives of the Task Force on Climate Action and Sustainability, and the EDI Strategic Plan Development Committee for consideration as a recommended timeline (*subject to revisions*).
 - a. Mid-September: Introducing the Three Plans (UPC, Sustainability, EDI)
 - i. Disseminate an email that re-introduces these efforts to the campus with videos that feature representatives of each committee discussing highlights
 - ii. Develop a UWEC website to host information regarding the progress of strategic planning

- b. Late-September: Action Forums & Meetings to Share Ideas
 - i. Hosting presentations, forums, and soliciting feedback from campus stakeholders and participants to help inform the development of each plan.
- c. October: Review priorities and develop plans
 - i. Reconvene a joint meeting between the three committees (UPC, Sustainability, EDI)
- 4. Consult with Shared Governance, Executive Team, and the campus once drafts are ready for review.
- 5. The EDI Strategic Plan Development Committee will prepare to connect with the Academic Plan committee to discuss potential alignment of priorities from the EDI Strategic Plan to the Academic Master Plan.