2025
EDI Strategic Plan

University of Wisconsin-Eau Claire

Submitted to Olga Diaz, Vice Chancellor of
Equity, Diversity, Inclusion and Student Affairs (EDISA)

EDI Strategic Plan Development Committee Co-Chairs

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We acknowledge that UW-Eau Claire occupies the sacred and ancestral lands of Indigenous Peoples. We honor the land of the Ojibwe and Dakota Nations.

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Overview

The University of Wisconsin-Eau Claire (UWEC) is committed to providing world-class education with its campuses located at Eau Claire, Barron County (UWEC-BC), and Marshfield Site. Our institution recognizes that excellence in learning, teaching, and scholarship occurs through collaboration of individuals of diverse identities, experiences, and ideas. UWEC embraces respect, empathy, integrity, intellectual freedom, responsibility, equity, diversity, and inclusion (EDI) as means to foster creativity, excellence, and innovation.

Introduction

With the history of colonialism, slavery, segregation, apartheid, and neo-colonialism-led international rivalry, our society has constructed boundaries based on various categories of differences such as race, ethnicity, religion, gender, sexuality, etc. We observe preferential treatment for a certain identity over "others" who do not possess these identities. The unequal treatment over time creates and reinforces a social structure which lacks equity, diversity, and excludes the contribution of a large group of people. For an institute like UW-Eau Claire, committing to the principles of EDI therefore seems to be central to the objective of producing future leaders of the 21st century.

We recognize the pockets of EDI initiatives and programming sprinkled across campus providing the initial momentum in leading the institution towards taking intentional and aspirational actions. Through this 2025 EDI Strategic Plan, our intention is to create structural change that will foster sustained growth and innovation of EDI practices. Our aspirational vision is to help all members of our campuses (Eau Claire, Barron County, and Marshfield) to recognize that we all have a role to play in the implementation of inclusive and equitable practices that dismantle oppression and work toward justice.

We recognize that we are all capable of perpetuating and embodying inequities, but at the same time, what makes us powerful are the ways in which we can also be agents of change that will make our campuses more equitable. Large scale and dramatic initiatives have their place and are important, but we submit to you that in order to do this well, we must also normalize daily habits that lead to equitable, diverse, and inclusive outcomes. In the same manner that daily acts of microaggressions can lead to long-term trauma and will perpetuate ongoing inequities, it is our intention to normalize daily acts of EDI, whose cumulative action will complement the structural change we aspire to see.

No strategic plan can encompass the full range of nuanced conversations and programming, but this EDI Strategic Plan serves to provide our campuses with a framework for the future. This is a living document that maps out our ongoing priorities, goals, and action items with growth opportunities for us to sustain and innovate EDI.

Our challenge to all campus members is to make intentional, authentic efforts in alignment with the priorities that are laid out in this document. We will each take different routes to 2025, but we will arrive at our destination together.

Intersectionality Statement

Legal scholar Kimberlé Crenshaw coined the term "intersectionality" in the late 1980s to describe the unique and overlapping forms of sex and race discrimination that Black women faced in the workforce. Thus, intersectionality names how categories of difference (such as race, class, gender, sexuality, nationality, disability, etc.) impact each other to create and sustain oppression and privilege in society. Intersectionality is *not* the same as diversity. Therefore, it is not a model where we can simply "add" more identities into a system. Intersectionality is a way of thinking about *power,* and how different kinds of power are given to some and taken away from others. Intersectionality shows the multiple interlocking ways various people experience *both* disadvantages *and a*dvantages in society.

For example, scholars of intersectionality have clearly demonstrated how women of color are situated at the intersection of multiple systems of oppression, such as sexism and racism. However, LGBTQ+ women of color not only experience sexism and racism, but also transphobia and/or homophobia. Additionally, white supremacy, male supremacy, and heterosexism that were/are codified in public policy and everyday cultural practices have historically advantaged certain groups, such as straight, white, and male people. Thus, these intersections of power have implications about the demographics of the university and who are (dis)advantaged within it.

Intersectionality accomplishes the goal of EDI by recognizing that higher education is an extension of our larger unequal society. Therefore, certain groups historically (and in the present) have been/are marginalized while certain groups have benefitted from structural inequalities and discrimination even within the university itself. Furthermore, intersectionality allows for the recruitment and retention of diverse people who can contribute to dismantling oppressive systems in the communities that we live and work. Intersectionality recognizes that the social, historical, and political contexts related to racism, classism, sexism, homophobia, transphobia, ableism, xenophobia, etc. are *ongoing* structural modes of power which impacts all of U.S. society, including the university. Thus, intersectionality strives to create a world where everyone has the resources that they need in order to thrive within the university.

Considering Implicit Bias, Prejudices, & Stereotypes

Biases, prejudices, and stereotypes can manifest *implicitly* as well as explicitly. Research on implicit bias, prejudices, and stereotypes show that people can perpetuate harm without recognizing that they are doing so. Implicit attitudes and actions are most detrimental when being projected against historically marginalized populations (such as women, people of color, people with disabilities, or LGBTQ+ people). The literature on implicit biases, prejudices, and stereotypes reveals that people can be outwardly egalitarian, while also enacting implicit harms in unacknowledged ways. Assumptions about race, gender, sexuality, disability, etc. are ingrained in the human mind so much so that these assumptions shore up in our daily lives and in the workplace. Thus, implicit biases can create negative, hostile, and dangerous working environments for historically marginalized populations. It is crucial to recognize that we all harbor implicit biases, prejudices, and stereotypes, which lead us to unconsciously carry out inequitable practices. By realizing that we all are capable of perpetuating harm, we can work to intentionally institute equitable practices and policies on our campuses.

Definition of Terms

Equity – The assurance that every member of our community has equal and fair access to and support as needed to take the full advantage of the opportunities presented across our broad spectrum of offerings at the campuses (Eau Claire, Barron County, and Marshfield), including recruitment, hiring, enrollment, academic and non-academic programs, etc.

Diversity – The recognition and appreciation for the differences represented within our culture and environment. The diverse identities include (but are not limited to) ability, age, ethnicity, gender identity and expression, immigration status, socioeconomic status, veteran status, intellectual differences, national origin, race, religion, sex, and sexual orientation.

Inclusion – The intentional and ongoing efforts to ensure that individuals from diverse and marginalized populations are fully able to participate in every aspect of the University, including decision-making and leadership opportunities.

BIPOC – Black, Indigenous, and People of Color.

Underrepresented groups and constituent groups - BIPOC, Hmong/Hmoob, Indigenous, women, students with disabilities, LGBTQIA+, low income, first-generation, veterans, non-traditional students, etc.

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Underrepresented Programs – Refers to academic programs at UW-Eau Claire whose core mission is to engage in the academic pursuit of critical consciousness and reflection of historically marginalized social identities, including, but not limited to American Indian Studies; Women's, Gender, and Sexuality Studies; Critical Hmong Studies; Latin American and Latinx Studies, etc.

Historically marginalized populations – this phrase refers to groups of populations, based on social identities that have been historically and are currently denied access and/or have experienced systemic and institutionalized oppression in the United States. This term is applicable for student and employee populations.

Anti-Racism – Ibram X. Kendi (2019) defines an anti-racist as "someone who is supporting an antiracist policy by their actions or expressing an antiracist idea." Furthermore, "the opposite of racist isn't 'not racist', it is 'antiracist'. One endorses either the idea of racial hierarchy as a racist, or racial equality as an antiracist. One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an antiracist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist."

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EDI Strategic Plan Map

Priority. Implement structural systems of support for EDI.

	Responsible Party(ies)	Timeline for Completion
Goal: Formalize the creation of a "University EDI Committee"		
Action: Work with all bodies of Shared Governance to establish the University EDI Committee.	University Senate; University Staff Council; Student Senate	Short-term
Action: Develop a routing plan for all departmental and administrator annual reports to route through the University EDI Committee to provide feedback and consultation on continually improving EDI initiatives.	University EDI Committee; Vice Chancellor of EDISA Office	Medium-term
Action: Oversee the implementation of a process that surveys the Campus Climate regularly with a timetable identified by the University EDI Committee.	University EDI Committee; Vice Chancellor of EDISA Office	Medium-term
Action: Develop a process whereby the University EDI Committee supports and provides consultation to departments, units, divisions, etc. across UWEC campuses in an effort to support their EDI initiatives.	University EDI Committee Vice Chancellor of EDISA Office	Medium-term
Goal: Create a culture of data and assessment practices that will inform EDI initiatives		
Action: Develop a plan to capture and disseminate data to appropriate departments to implement and support EDI initiatives across the campuses.	Vice Chancellor of EDISA Office; Institutional Research; Campus Administrators	Short-term
Action: Develop a process to collect dashboards/data related to EDI outcomes from departmental evaluation plan (DEP)/ program evaluation plan (PEP) and other annual assessment reports.	Institutional Research; Vice Chancellors; Campus Administrators	Medium-term
Action: In partnership with McIntyre Library, develop an EDI archive to capture the campus' EDI milestones, successes, and major initiatives.	University EDI Committee; Vice Chancellor of EDISA Office; McIntyre Library	Medium-term
Goal: Adopt and revise UWEC policies and practices that support EDI outcomes across the campuses.		
Action: Develop and formally adopt an EDI Commitment Statement with appropriate campus partners.	University Senate; Office of the Chancellor	Short-term

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Action: Identify and implement a process or procedure to regularly review campus policies and practices that disproportionately and negatively impact historically marginalized populations of faculty, staff, and students.	Vice Chancellor of EDISA Office	Long-term
Action: Research, develop, and adopt a UWEC Smudging Policy.	Vice Chancellor of EDISA Office; American Indian Studies; Office of Multicultural Affairs	Medium-term
Action: When developing future academic calendars, schedule wellness days throughout the academic year and coordinate the calendar around the impact of recognized holidays and celebrations, especially surrounding midterms and finals week (e.g., Deepavali and Hanukkah in the Fall & Lunar New Year and Ramadan in the Spring, etc.). Implement a process that streamlines & helps faculty, staff, and students integrate these dates into their Outlook calendars.	University Senate	Medium-term
Goal: Develop a comprehensive Student Affairs plan that formalizes the student support resources between the Eau Claire campus, Barron County campus, and the Marshfield site.		
Action: The Vice Chancellor of EDISA (VCEDISA) will lead the development and implementation of the comprehensive student affairs EDI plan for all UWEC campuses.	Vice Chancellor of EDISA Office; Vice Chancellor of Enrollment	Medium-term
Action: Review the organization structure to ensure that UWEC-Barron County is represented in all divisions, including EDISA.	Division Leaders (e.g., Vice Chancellors & Provost)	Short-term
Goal: Establish dedicated EDI funding sources.		
Action: Support EDI initiatives through the allocation of funds for recognizing and rewarding EDI work within department and program support, pay raises, monetary awards, funding of and/or giving paid leave to those working in EDI-related or other high impact practice capacities (e.g., immersion experiences, research, etc.).	Division Leaders (e.g., Vice Chancellors, Provost, Academic Deans)	Ongoing
Action: Create a process allowing students from historically marginalized populations to access and use unused flight and travel credits for university related travel.	Vice Chancellor of Finance & Administration; ASK Center	Medium-term
Action: Allocate $10,000.00 annually for a centralized funding source to support the paid promotion for position vacancies in diverse listservs as identified by the departments.	Division Leaders (e.g., Vice Chancellors, Provost, Academic Deans)	Ongoing
Goal: Expand campus communication and promotion methods regarding EDI initiatives.		
Action: Implement regularly scheduled EDI Round Table events across all campuses. Each time to be hosted by a different Executive Administrator, Director, Department Chair, unit leaders, etc. to discuss EDI initiatives.	Office of the Chancellor	Short-term

Action: Create signage/visibility that promotes EDI on all campuses.	Integrated Marketing and Communications	Short-term
Action: Improve communication efforts within and among all UWEC campuses regarding EDI activities and services by creating a monthly EDI newsletter, emails, social media, and/or website of upcoming programs/training/initiatives.	Integrated Marketing and Communications	Ongoing
Action: Develop and embed appropriate messaging about UWEC's commitment to EDI in promotional materials, campus tours, and other Admissions programming.	Admissions; Colleges; Integrated Marketing and Communications; Housing and Residence Life	Ongoing
Action: Increase the visibility and promotion of specialized spaces, centers, and resource areas across the campuses (e.g., prayer/meditation rooms, cultural centers, lactation/nursing rooms, all gender restrooms, accessible restrooms, etc.)	Campus Administrators	Short-term & Ongoing

Goal: Expand and support unit/department efforts in EDI.

Action: Support the expansion of EDI committees or work groups within departments, units, or divisions.	Campus Departments Division Leaders	Short-term
Action: Within the department/unit EDI committee, designate a contact person who can help to promote research programs and laboratories opportunities to historically marginalized student populations.	Campus Departments; Campus Administrators	Short-term
Action: Align the work of EDI committees and work groups (from within departments, units, or divisions) with the UWEC EDI Strategic Plan.	Campus Departments, Units, and Divisions	Short-term

Goal: Invest in systems to support students with disabilities.

Action: Invest in the acquisition of the Accessible Information Management (AIM) platform, in order to allow for digitized workflows in the Services for Students with Disabilities office.	Services for Students with Disabilities; Vice Chancellor of EDISA Office; Provost Office	Short-term
Action: Develop and implement training in the functionality and use of the AIM platform for stakeholders across campus (e.g., faculty and other partners with the Services for Students with Disabilities office).	Services for Students with Disabilities; Center for Education, Teaching & Learning; Center for EDI Education & Learning	Medium-term

Priority. Integrate EDI in curricular programs and practices throughout all UWEC campuses.

	Responsible Party(ies)	Timeline for Completion
Goal: Adopt strategies to integrate EDI into all departments, programs, units, and centers.		
Action: Assign a group in each department or program to develop and adopt a department/program-specific statement that builds from the campus EDI Commitment Statement and take action to review and adopt this statement.	Provost's Office; Academic Deans' Offices	Ongoing
Action: Develop strategies that strive for equitable representation of individuals from historically marginalized groups among recipients of department/program awards and invited guest speakers.	Academic Deans' Offices	Ongoing
Action: Each department will audit the EDI components of their respective DEP or PEP and identify criteria that align with the priorities of the UWEC EDI Strategic Plan.	Vice Chancellor for Academic Affairs Office	Short-term
Goal: Create and sustain justice and equity-oriented teaching and learning experiences.		
Action: Expand and accelerate the integration of EDI-related and anti-racist concepts, themes, and pedagogies in all classrooms.	Academic Deans' Offices	Medium-term
Action: In alignment with Wisconsin Act 31 and UWEC's Land Recognition, require mandatory instruction and course(s) on Indigenous Peoples and their lands, particularly in Wisconsin.	Vice Chancellor for Academic Affairs Office; Departmental Chairs/Program Directors	Medium-term
Action: Provide proactive consultation and training in "universal design and inclusive pedagogy in the classroom" for faculty and instructional academic staff on a regular basis.	Center for Excellence in Teaching & Learning	Medium-term
Action: Reevaluate Responsibility 1 (R1) and Design for Diversity (DDIV) courses to assure compliance with the outcome	Vice Chancellor for Academic Affairs Office	Medium-term
Action: Expand R1 courses through all colleges to create one R1 course per department	Vice Chancellor for Academic Affairs Office	Short-term
Action: Provide additional support and resources for programs that are overwhelmingly providing R1 courses (e.g., Women's, Gender, and Sexuality Studies (WGSS) and American Indian Studies (AIS) who provide cumulatively 37.5% of current R1 courses)	Provost Office; Vice Chancellor for Academic Affairs Office	Short-term
Action: Develop a required series of educational experiences to integrate into new employee orientation for faculty, staff, and administrators that specifically addresses EDI, and the commitment to dismantling oppression.	Center for Excellence in Teaching & Learning	Medium-term

Action: Develop and require a course for new students, faculty, staff, and administrators, specifically addressing EDI and dismantling oppression.	Vice Chancellor for Academic Affairs Office	Short-term
Action: Create smaller class sizes in order to have deeper conversations about EDI.	Vice Chancellor for Academic Affairs Office	Short-term
Goal: Promote equitable undergraduate research.		
Action: Designate a contact person or advisor in each department/center, who can help to recruit under-served students in a specific research program and laboratories.	Vice Chancellor for Academic Affairs Office; Office of Research and Sponsored Programs; Departmental Chairs	Short-term
Action: Provide support for faculty and staff researchers to secure external funding (e.g., National Science Foundation-Research Experiences for Undergraduates (NSF-REU) and Wisconsin Louis Stokes Alliance for Minority Participation (WiscAMP)) that prioritize providing research experiences and opportunities to historically marginalized student populations.	Office of Research and Sponsored Programs	Short-term
Action: Establish and sustain justice and equity-related research projects, particularly collaborating with co-curricular campus units	Blugold Beginnings; Upward Bound; Center for Racial and Restorative Justice; McNair program; Office of Multicultural Affairs; Student Support Services	Short-term
Action: Strive for equitable representation of individuals from underrepresented groups among recipients of research awards and among invited speakers for departmental seminars.	Office of Research and Sponsored Programs	Short-term
Action: Implement EDI into the collaborative research process and integrate in all students' presentations.	Office of Research and Sponsored Programs; Departments/Programs	Short-term
Action: Develop and share EDI best practices for faculty, staff, and student researchers, related to training, mentorship, research environment, and accessibility.	Center for Excellence in Teaching & Learning; Office of Research and Sponsored Programs	Short-term
Action: Provide funding support for researchers to integrate strong EDI plans within research and training programs.	Vice Chancellor of EDISA Office; Office of Research and Sponsored Programs	Short-term
Action: Develop assessments that integrate EDI outcomes in students' research presentations.	Center for Excellence in Teaching & Learning; Office of Research and Sponsored Programs	Short-term
Action: Continue to accelerate the increase in funding for EDI research, creative activities, conference travel especially to EDI conferences. Increase funding for the different student-faculty diversity research programs.	Vice Chancellor of EDISA Office; Office of Research and Sponsored Programs	Short-term

Priority. Build collaborative relationships with alumni & community partners that support shared EDI interests.

	Responsible Party(ies)	Timeline for Completion
Goal: Develop an intentional communication plan that will regularly engage alumni of color and alumni from historically marginalized populations.		
Action: In the Blugold View (virtual newsletter for Alumni), include regular updates and stories that feature EDI successes and opportunities for alumni to get engaged with EDI efforts on campus.	Integrated Marketing and Communications; Alumni of Color Network; Alumni Association	Short Term
Action: Take intentional steps to engage more alumni of color to be part of the ExploreU program through University Foundation.	Alumni of Color Network; Alumni Association	Medium-Term
Action: Members from the Chancellors Executive Staff will meet with the Board for the Alumni of Color Network (AOCN) regularly to develop action items and a communication channel.	Alumni of Color Network; Office of the Chancellor	Short-Term
Action: At each Office of Multicultural Affairs (OMA) graduation, provide University Alumni information to upcoming graduates.	Office of Multicultural Affairs; Alumni Association; Alumni of Color Network	Short-Term
Action: Maintain a comprehensive contact list for alumni that represent historically marginalized populations.	Alumni Association; University Foundation	Medium-Term
Action: Work with UWEC-BC to develop data management strategies methods that capture alumni or former student information.	UWEC-BC Alumni Association	Medium-Term
Goal: Expand opportunities to connect alumni from historically marginalized populations with current students from historically marginalized populations.		
Action: Partner with the AOCN to support the development of a mentoring program to connect BIPOC students with BIPOC alumni.	Alumni of Color Network; Blugold Beginnings; Office of Multicultural Affairs	Medium-Term
Goal: Update information management systems to include strategies to capture EDI interest of alumni.		
Action: Update Alumni database to include a data field that capture students/alumni interests who have been actively engaged in EDI activities, high impact practices that address EDI, and continue to express interest in justice issues (e.g., student activists, Peer Diversity Educators, civil rights pilgrimage, Blugold Beginnings, etc.).	Alumni Association; Vice Chancellor of EDISA Office	Long-Term

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Action: Create a promotional campaign through Integrated Marketing & Communications that will educate alumni on ways to get involved through UWEC EDI initiatives (e.g., AOCN, scholarships, OMA, Center for Racial and Restorative Justice (CRRJ), Gender & Sexuality Resource Center (GSRC), Services for Students with Disabilities (SSD), etc.)	Integrated Marketing & Communications; Vice Chancellor of EDISA Office	Medium- Term

Goal: Build and maintain authentic relationships with regional Tribal Nations/Indigenous Peoples and Hmoob communities.

Action: Identify all Tribal Nations whose traditional lands are occupied by UW-Eau Claire campuses.	American Indian Studies	Short-Term
Action: Establish a Hmoob and Indigenous Elders-in-Residence program.	American Indian Studies; Critical Hmong Studies; Vice Chancellor of EDISA Office; The Visiting Minority Scholars and Artists Program; Local Tribal Nations; Eau Claire Hmong Community Organization	Medium-Term
Action: Revisit and create a partnership with the Lac Courte Oreilles Ojibwe Community College.	American Indian Studies; Vice Chancellor of EDISA Office	Medium-Term
Action: Develop and implement an Indigenous Living Learning Community.	Housing and Residence Life; American Indian Studies	Short-Term
Action: Send a delegation to the annual State of the Tribes Wisconsin Address.	Office of the Chancellor; American Indian Studies	Medium-Term
Action: Take steps to return the Council Oak to Tribal Nations and lease it from those Tribal Nations.	Office of the Chancellor; American Indian Studies; Local Tribal Nations	Long-Term

Goal: Develop a committee to increase collaborative community relationships.

Action: Members from the campus community and Eau Claire community will nominate members for a committee that will explore ways to implement EDI initiatives that are mutually beneficial.	Vice Chancellor of EDISA Office	Short-Term

Goal: Support the EDI training & education needs of the communities beyond UWEC.

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Action: Develop a process to offer EDI training for the community that will also consider the time, resources, and needs of the trainers (who are often UWEC's EDI leaders and advocates on campus).	Vice Chancellor of EDISA Office; Center for EDI Education & Learning	Medium-Term
Action: Develop a communication plan to promote UWEC EDI programming in the community and among UWEC alumni.	University EDI Committee	Short-Term

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Priority. Recruit and retain a wide spectrum of diverse students, faculty, staff, and campus leaders.

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	Responsible Party(ies)	Timeline for Completion
Goal: Revisit action items from the 2016 EDI Strategic Plan, as it pertains to Recruitment & Retention of faculty, staff and leaders.		
Action: Recruit & hire a small cohort of dissertation and/or post-doctoral fellows for at least 2-year appointments. Prioritize at least one post-doctoral fellow to be at the Barron County and Marshfield campus.	Academic Deans; Human Resources	Short-term
Action: Each department, unit, or program administrator will prepare an annual report, outlining their EDI-related resources, challenges, and achievements with a plan to alleviate the challenges.	Human Resources; Academic Deans; Vice Chancellors	Medium-term
Goal: Actively engage Administrators and unit leaders in EDI efforts.		
Action: Establish a communication campaign to remind unit supervisors and program leaders they are expected to actively encourage, allow time, and set an example for their direct-reports, to dedicate time for completing EDI education and training, engage in EDI efforts, or lead EDI high-impact practices (HIPs).	Human Resources; Academic Deans; Vice Chancellors; Integrated Marketing & Communications	Short-term
Action: Implement a plan to increase participation of Executive Administrators in EDI events and education. The plan will include, at a minimum, annually leading a UWEC delegation (Eau Claire, Barron County, and Marshfield) to participate in the *National Conference on Race & Ethnicity* (www.ncore.ou.edu) and/or *Widening the Circle* (https://www.wideningthecircleconference.com/) and completing the Tier 3 certificate or an advanced EDI project within 3 years.	Human Resources; Deans; Vice Chancellors	Short-term
Goal: Take proactive measures to recruit, retain, and support faculty and staff from diverse backgrounds.		

Action: Create and implement recruitment and communication plans that focus on increasing faculty/staff from historically marginalized populations for all campuses (Eau Claire, Barron County, and Marshfield) with specific steps, benchmarks, and measurable action steps.	Human Resources; Academic Deans; Vice Chancellors	Medium-term
Action: Update position announcement templates to expand statements and information about our campus' firm and active commitment toward EDI.	Human Resources	Short-term
Action: Expand promotional efforts across campuses (Eau Claire, Barron County, and Marshfield), to inform hiring supervisors of existing policies related to employee-partner hire thereby aiding in the recruitment & retention of qualified search candidates from historically marginalized populations.	Human Resources; Affirmative Action	Short-term
Action: Work in collaboration with UW System and other UW System institutions to develop Search Committee Training which includes, but is not limited to, anti-bias training, templates which include EDI-related duties and responsibilities, microaggressions, appropriate EDI-related questions throughout the screening process, etc.	UW System; Human Resources	Medium-Term
Action: Explore a new process within Search & Screen procedures to determine if removing names from application materials will assist in removing perceived bias from the search & screen committee members.	Human Resources	Short-term
Action: Identify and implement the hiring of faculty and staff, with EDI expertise, to develop/offer a new employee EDI experience for the first year on campus as part of the onboarding program.	Human Resources; Vice Chancellors; Deans	Medium-term
Action: Develop a cross-campus mentor program for underrepresented employees promoting potential advancement to department chairs, program directors, unit leaders, and administrative leaders at all campuses (Eau Claire, Barron County, and Marshfield)	Human Resources	Medium-term
Action: Expand promotional efforts of existing professional development and career advancement resources, through an equity-focused lens, for faculty/staff from historically marginalized populations, as well as all levels of employees on all campuses (Eau Claire, Barron County, and Marshfield).	Human Resources	Short-term
Action: Expand the use of and provide structural support for voluntary Employee Resource Groups throughout the campuses (Eau Claire, Barron County, and Marshfield).	Affirmative Action	Short-term
Goal: Take proactive measures to recruit, retain, and support students from historically marginalized populations.		
Action: Create and implement recruitment and retention plans for students from historically marginalized populations with specific steps, benchmarks, and measurable action steps.	Admissions; Deans; Enrollment Management	Medium-term
Action: Review and improve admission policies and practices to eliminate barriers that disproportionately impact historically excluded students regarding standardized testing, application materials and review processes.	Admissions; Deans; Enrollment Management	Short-term

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Action	Responsible	Timeline
Action: Expand the Blugold Beginnings model to be a resource for <u>all</u> students especially historically marginalized student populations, no matter what year they are in, by including student-faculty mentoring, financial support, advising, mentoring, tutoring, and other available resources.	Blugold Beginnings; Deans; Integrated Marketing and Communications; Student Advisors	Long-term
Action: Develop and implement opportunities such as a 'student diversity fellows' programs or replicating the "Bucky's Promise" scholarship with financial support to improve student retention which combines an EDI effort, financial support, and a high impact experience.	Financial Aid University Foundation	Long-term
Action: Develop and implement student learning outcomes that align with the EDI Strategic Plan by supporting the Enrollment Management's Excellence in Academic Advising initiative.	Advising, Retention, and Career Center	Short-term
Action: Immediately review and update all descriptions and criteria of race/ethnicity-based scholarships to align with current legal parameters and provide direct consultation to departments that disseminate race/ethnicity-based scholarships to ensure the criteria continues to support historically marginalized student populations in the scholarship review and award procedures.	University Foundation; University Financial Aid	Short-term
Action: Audit student employee and student researcher pay rates and develop recommendations and guidelines for departments on equitable student compensation across the campuses.	Human Resources; Deans; Student Affairs; Financial Aid	Medium-term
Action: Create, fund, and support new EDI-specific student jobs across the campuses.	Deans; Vice Chancellors; Human Resources	Short-term
Action: Create a formal structure to assist undocumented students in a confidential manner regarding housing, tuition and other campus and outside resources.	Admissions; Housing & Residence Life; OMA; Financial Aid	Medium-term
Action: Create a work group in each College to review academic program admittance requirements and make recommendations to the college Deans about areas of improvement regarding exclusionary and discriminatory admission policies and practices.	Academic Deans' Offices	Ongoing

	Responsible Party(ies)	Timeline for Completion
Goal: Reframe what EDI education, learning, and development means to our campuses.		
Action: Rename the Center of EDI Training & Development to the "Center for EDI Education & Learning" in order to reframe this effort as inter-connected educational experiences and not individualized skills training.	Center for EDI Education & Learning	Short-term
Action: Create a marketing plan to educate campus and community on the purpose of renaming the center.	Integrated Marketing and Communications	Short-term
Goal: Create processes to capture campus wide feedback on the effectiveness of EDI Education & Learning.		
Action: Implement campus feedback system on new EDI offerings and determine best practices for continuous improvement	Center for EDI Education & Learning	Medium-term
Action: Create an advisory board that will support the Center for EDI Education & Learning. This advisory board may review training and education sessions offered.	Center for EDI Education & Learning	Medium-term
Goal: Develop an infrastructure that will encourage active engagement in EDI education & learning.		
Action: Create a program that highlights and celebrates units/departments whose full team has completed their EDI Tier 3 Certificate.	Center for EDI Training, Education; Integrated Marketing and Communications	Ongoing
Action: Create a framework for continued education/professional development, determining which areas are required and which need to be updated.	Center for EDI Training, Education; Center for Excellence in Teaching and Learning	Ongoing
Action: Create new educational platforms/offerings that focus on supporting the needs of specific demographics (e.g., faculty, staff, administrators, students, etc.) making the EDI topic more accessible and relevant.	Center for EDI Education & Learning; Center for Excellence in Teaching and Learning	Ongoing
Action: Develop a process that allows faculty, staff, and students to submit external EDI training that will count toward UWEC's CETL EDI Tier 2 training.	Center for EDI Education & Learning; Center for Excellence in Teaching and Learning	Short-term

Action	Responsible	Timeline
Action: Each unit will audit the EDI components of their respective DEP/PEP/Annual Progress Review and identify criteria that align with the priorities of the UWEC EDI Strategic Plan.	University EDI Committee; Human Resources; Academic Deans; Units	Ongoing

Goal: Encourage innovative models and frameworks in how EDI Education and Learning is delivered.

Action	Responsible	Timeline
Action: Develop a forum for unpacking current issues through the lens of EDI (e.g., pandemic impact on different populations, voting rights restrictions, and communities of color) to discuss and learn.	Center for EDI Education & Learning; Center for Racial & Restorative Justice	Ongoing
Action: Continue to expand availability of EDI training in multiple modes of delivery (e.g., asynchronous, synchronous, and in-person).	Center for EDI Education & Learning; Center for Excellence in Teaching and Learning	Short-term
Action: Expand additional in-person EDI Education & Learning for UWECBC and Marshfield.	Center for EDI Education & Learning	Ongoing
Action: Expand opportunities that employ a cohort model for learning, where the same group meets over an extended period of time to learn about implementing anti-racist practices (e.g., communities of practice, cohort training for employees with similar duties, etc.)	Center for EDI Education & Learning	Medium-term
Action: Regularly review best practices to determine innovative ways to implement education and learning.	Center for EDI Education & Learning; Center for Excellence in Teaching and Learning	Ongoing

Goal: Increase EDI education and learning to support the curricular integration of EDI.

Action	Responsible	Timeline
Action: Collaboratively support the design or redesign of professional development courses for implementing EDI elements with department/discipline-specific needs and input.	Center for Excellence in Teaching and Learning; Human Resources; Center for EDI Education & Learning; Continuing Education	Long-term

Priority. Advance and expand the Center for Racial & Restorative Justice.

	Responsible Party(ies)	Timeline for Completion
Goal: Expand the infrastructure for the Center for Racial & Restorative Justice (CRRJ).		
Action: Identify a physical location for the Center for Racial & Restorative Justice.	Office of the Chancellor; Vice Chancellor of Finance & Administration	Short-term
Action: Establish an institutional budget line for the CRRJ to maintain the sustainability of the Center as a flagship of UWEC.	Office of the Chancellor; Vice Chancellor of Finance & Administration	Ongoing
Action: Develop and implement financial plan to support an Executive Director and support staff for the CRRJ.	Office of the Chancellor; Vice Chancellor of Finance & Administration	Ongoing
Action: Create a comprehensive and accessible website for the CRRJ.	Integrated Marketing and Communications	Short-term
Action: Develop an advisory board consisting of internal and external UWEC members to maintain the sustainability and consistency of the CRRJ	Office of the Chancellor; Vice Chancellor of EDISA	Ongoing
Goal: Advance the research goals of the CRRJ.		
Action: Designate 2 Blugold Fellows each year to do EDI & Racial and Restorative Justice related research that focuses on race, critical race theory, restorative justice and other related topics including research, scholarship, advocacy, and action regarding Indigenous Peoples.	Provost's Office; Vice Chancellor of Academic Affairs; CRRJ Executive Director	Ongoing
Action: Develop pre- and post-assessments for recipients of CRRJ Social Justice Micro Grants and Research Awards.	Vice Chancellor EDISA; CRRJ Executive Director; CRRJ Advisory Board	Short-term
Goal: Establish an annual EDI Symposium.		
Action: Create an infrastructure for an annual national EDI Symposium in collaboration with other campus and community partners.	Vice Chancellor of EDISA; CRRJ Executive Director; CRRJ Advisory Board; Office of Research & Sponsored Programs;	Ongoing

	Center for EDI Education & Learning	
Action: Promote participation of local and regional high school students and/or faculty to assist with the recruitment of BIPOC students, provide opportunities, and help meet a University Guidepost Goal.	CRRJ Executive Director; CRRJ Advisory Board; Integrated Marketing & Communications	Ongoing
Goal: Establish systems of conflict resolution processes.		
Action: Develop and implement restorative justice practices program including trained facilitators.	Office of the Chancellor; CRRJ Executive Director	Ongoing
Action: Develop options for interpersonal conflict resolution that goes beyond departmental/program/division/unit level.	Office of the Chancellor	Ongoing

Priority. Integrate EDI efforts in the Campus Master Plan.

	Responsible Party(ies)	Timeline for Completion
Goal: Create more inclusive physical spaces and resources on all campuses.		
Action: Create a standardized process for the allocation of physical space.	Vice Chancellor of Finance & Administration	Short-term
Action: Design and enhance inclusive and intersectional physical spaces and resources while maintaining and enhancing student cultural centers.	Vice Chancellor of EDISA Office; Office of Multicultural Affairs	Ongoing
Action: Increase opportunities to commission student artists to create murals or other works of art on campus that reflect EDI values.	Vice Chancellor of EDISA Office; Office of Multicultural Affairs	Short-term
Action: Work with campus partners to create an Intersectional Women's Center.	Vice Chancellor Finance & Administration; Women's, Gender, & Sexuality Studies Program	Medium-term
Action: Adopt a Caregiver-Pregnancy support system for faculty, staff, and students.	Human Resources; University Caregiving Taskforce; Women's, Gender, & Sexuality Studies Program	Ongoing

Goal: Perform an audit, develop plans, and create financial strategies for all physical spaces across the campuses to ensure accessibility for all individuals.

Action: Create at least two all gender, wheelchair accessible restrooms in all buildings.	Facilities Management	Short-term
Action: Remove classroom desks with fold-over tabletops and install chairs and desks with sufficient spaces for people of all abilities and sizes.	Facilities Management	Short-term
Action: Design policies for installing ergonomic chairs for pregnant women.	Vice Chancellor of Finance & Administration; Human Resources; Facilities Management	Short-term
Action: Create a plan to identify lactation rooms or locations in all buildings.	Vice Chancellor of Finance & Administration; Facilities Management	Short-term
Action: Prioritize renovations in Hibbard Humanities Hall.	Facilities Management	Medium-term
Action: Provide menstrual products in all-gender restrooms across UWEC campuses.	Facilities Management	Short-term
Action: Update the signage of all-gender restrooms across the campuses to include the accessibility logo, if applicable.	Facilities Management	Short-term

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Appendices

Appendix 1. Executive Summaries *(Alphabetical Order)*

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UW-Eau Claire aspires to be a premier leader in equity, diversity, and inclusion (EDI), and this UWEC EDI Strategic Plan puts us on a course to do just that. This **action-oriented plan** not only serves to provide our campuses and our partners with a framework for the future and maps out our ongoing priorities, goals, and action items for sustaining and innovating EDI, but it also provides us with the tools to implement EDI efforts on our campuses. This strategic plan lays the foundation for what we hope to accomplish toward our commitment of equity, diversity, and inclusion by 2025.

We have a lot of work to do, and we cannot do it alone. In fact, this plan includes input from alumni and community members, and recognizes that in order to do this effectively, we need to do this together. This Executive Summary includes the **EDI Strategic Plan's seven (7) priorities, as well as excerpts of six (6) salient action items** that inform the community how they can get involved. Learn more at www.uwec.edu.

7 Priorities	
	Implement Structural Systems of Support for EDI
	Integrate EDI in Curricular Programs and Practices throughout the UWEC Campuses
	Build Collaborative Relationships with Alumni and Community Partners that Support Shared EDI Interests
	Recruit and Retain a Wide Spectrum of Diverse Students, Faculty, Staff, and Campus Leaders
	Advance and Expand Campus Wide EDI Education and Learning
	Advance and Expand Center for Racial & Restorative Justice
	Integrate EDI Efforts in the Campus Master Plan

6 Action Items: Support the Alumni of Color Network; Enhance Mentoring Opportunities with Alum; Create new EDI education and learning offerings focusing on supporting specific demographics (fac/staff, alum, community, etc.); Develop an Advisory Board for CRRJ consisting of campus, alum, & community partners; Return the Council Oak To Tribes; Establish an Elder-In-Residence Program

The 2025 Equity, Diversity, and Inclusion (EDI) Strategic Plan serves to provide our UWEC campuses with a framework for the future and maps out our ongoing priorities, goals, and action items for sustaining and innovating EDI. This executive summary presents a high-level overview of highlighted priorities and goals relevant to administration in thinking about EDI leadership. The strategic plan consists of seven main priorities; please see the full plan for all goals and action items.

| PRIORITY | Implement Structural Systems of Support for EDI |

Highlighted Goal(s)
- Develop EDI data driven assessment practices and expand EDI dashboards.
- Establish dedicated EDI funding sources for EDI initiatives and programming on campuses.
- Review and revise all UWEC policies and practices to support EDI outcomes.

| PRIORITY | Integrate EDI in Curricular Programs and Practices throughout the UWEC Campuses |

Highlighted Goal(s)
- Support curricular design grounded in social justice that will sustain EDI-oriented teaching and learning outcomes.
- Reaffirm equitable undergraduate research through funding research on EDI, hiring under-represented students, and assisting faculty to secure EDI-relevant external grant.
- Redress systemic barriers that disproportionately impact historically marginalized student populations.

| PRIORITY | Build Collaborative Relationships with Alumni and Community Partners that Support Shared EDI Interests |

Highlighted Goal(s)
- Develop purposeful engagement plans and committees to build authentic relationships with regional diverse communities.
- Include alumni of color and other historically marginalized populations to foster collaborative community EDI education beyond UWEC campuses.

| PRIORITY | Recruit and Retain a Wide Spectrum of Diverse Students, Faculty, Staff, and Campus Leaders |

Highlighted Goal(s)
- Actively engage Leadership in EDI informed practices to recruit and retain a diverse student body, workforce, and leadership.

| PRIORITY | Advance and Expand Campus Wide EDI Education & Learning |

Highlighted Goal(s)
- Develop support systems encouraging EDI education and learning and develop data dashboards to collect feedback on the effectiveness of EDI education and learning outcomes.

| PRIORITY | Advance and Expand Center for Racial & Restorative Justice (CRRJ) |

Highlighted Goal(s)
- Establish an institutional budget and expand the infrastructure of the CRRJ to support and advance the research goals of the CRRJ.

| PRIORITY | Integrate EDI Efforts in the Campus Master Plan |

Highlighted Goal(s)
- Fund inclusive physical and cultural spaces with resources on all campuses to ensure accessibility for all individuals (e.g., student cultural centers, intersectional women's center).

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The 2025 Equity, Diversity, and Inclusion (EDI) Strategic Plan serves to provide our UWEC campuses with a framework for the future and maps out our ongoing priorities, goals, and action items for sustaining and innovating EDI. This executive summary presents information from the EDI Strategic Plan that provides faculty and staff the tools to think about EDI on our campuses. The EDI Strategic Plan consists of the following seven priorities.

PRIORITIES	
	Implement Structural Systems of Support for EDI
	Integrate EDI in Curricular Programs and Practices throughout the UWEC Campuses
	Build Collaborative Relationships with Alumni and Community Partners that Support Shared EDI Interests
	Recruit and Retain a Wide Spectrum of Diverse Students, Faculty, Staff, and Campus Leaders
	Advance and Expand Campus Wide EDI Education and Learning
	Advance and Expand Center for Racial & Restorative Justice
	Integrate EDI Efforts in the Campus Master Plan

The following are **excerpts of highlighted goals and action items** that are derived from the seven priorities relevant to faculty and staff. A full list of goals and action items can be found in the EDI Strategic Plan.
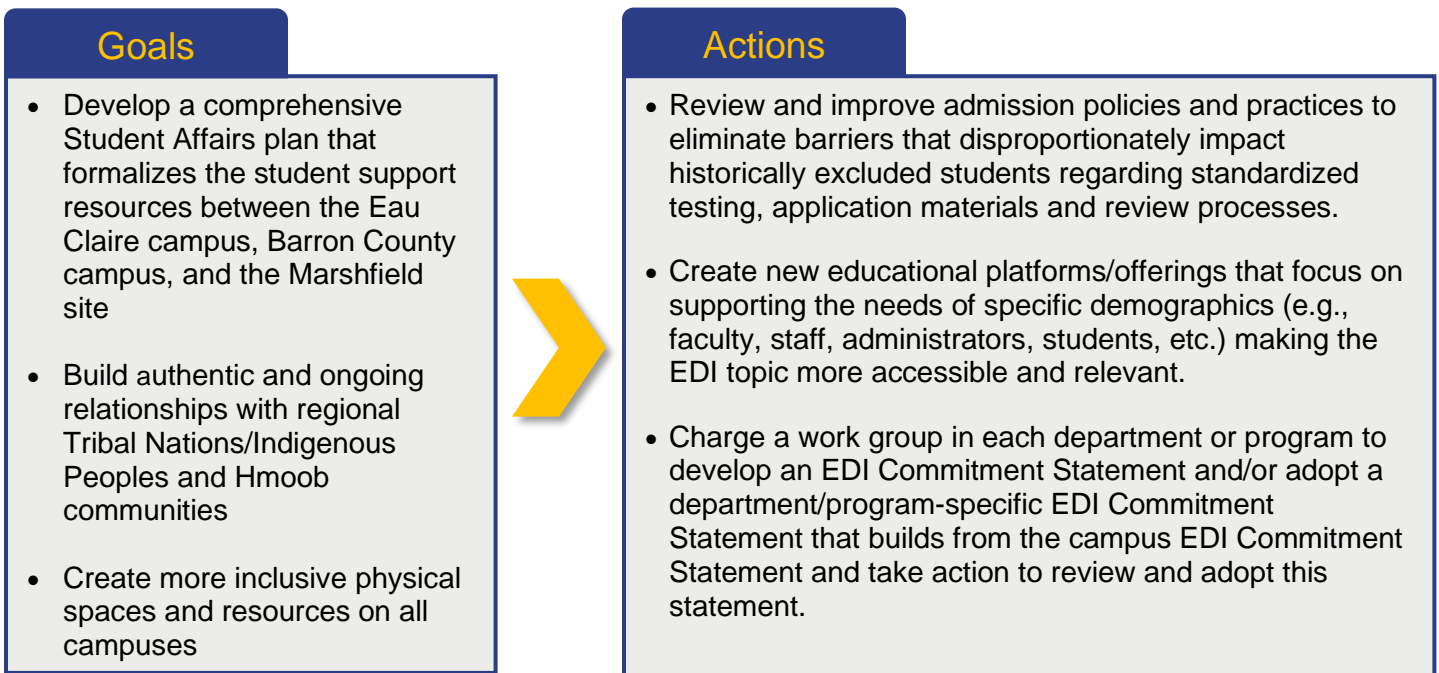
GOALS	ACTION ITEMS
Formalize the creation of a "University EDI Committee"	• Develop a process whereby the University EDI Committee provides consultations to all campuses to support their EDI efforts.
Establish dedicated EDI funding sources.	• Allocate funds to recognize and reward EDI work within department and program support.
Adopt strategies to integrate EDI into all departments, programs, units, and centers.	• Each department will audit the EDI components of their respective DEP/PEP/Annual Progress Report and identify criteria that align with the priorities of the UWEC EDI Strategic Plan.
Take proactive measures to recruit, retain, and support faculty and staff from diverse backgrounds.	• Create and implement recruitment and communication plans that focus on increasing faculty/staff from historically marginalized populations for all campuses. • Work in collaboration with UW System and other UW System institutions to develop EDI-related Search Committee Trainings.
Develop an infrastructure that will encourage active engagement in EDI education & learning.	• Create new accessible and relevant educational platforms/offerings that focus on supporting the needs of specific demographics (e.g., faculty, staff, administrators, students, etc.).
Establish systems of conflict resolution processes	• Develop and implement restorative justice practices programs, including trained facilitators.
Perform an audit, develop plans, and create financial strategies for all physical spaces across the campuses to ensure accessibility for all individuals.	• Update the signage of all-gender restrooms across the campuses to include the accessibility logo.

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The 2025 EDI Strategic Plan serves to provide our campuses with a framework for the future and maps out our ongoing priorities, goals, and action items for sustaining and innovating EDI. This executive summary presents information from the EDI Strategic Plan that provides students the tools to think about EDI on our campuses. The EDI Strategic Plan consists of the following seven (7) priorities.

7 Priorities	
	Implement Structural Systems of Support for EDI
	Integrate EDI in Curricular Programs and Practices throughout the UWEC Campuses
	Build Collaborative Relationships with Alumni and Community Partners that Support Shared EDI Interests
	Recruit and Retain a Wide Spectrum of Diverse Students, Faculty, Staff, and Campus Leaders
	Advance and Expand Campus Wide EDI Education and Learning
	Advance and Expand Center for Racial & Restorative Justice
	Integrate EDI Efforts in the Campus Master Plan

The respective action plan includes **goals** and **action items** within the above seven priorities relevant to students, several excerpts of which are indicated below. A full list of goals and action items are located in the EDI Strategic Plan.

Goals

- Develop a comprehensive Student Affairs plan that formalizes the student support resources between the Eau Claire campus, Barron County campus, and the Marshfield site

- Build authentic and ongoing relationships with regional Tribal Nations/Indigenous Peoples and Hmoob communities

- Create more inclusive physical spaces and resources on all campuses

Actions

- Review and improve admission policies and practices to eliminate barriers that disproportionately impact historically excluded students regarding standardized testing, application materials and review processes.

- Create new educational platforms/offerings that focus on supporting the needs of specific demographics (e.g., faculty, staff, administrators, students, etc.) making the EDI topic more accessible and relevant.

- Charge a work group in each department or program to develop an EDI Commitment Statement and/or adopt a department/program-specific EDI Commitment Statement that builds from the campus EDI Commitment Statement and take action to review and adopt this statement.

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Appendix 2. Committee Charge

In May 2020, Dr. Warren Anderson, then-Vice Chancellor of Equity, Diversity, Inclusion and 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.

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Appendix 3. About the 2025 EDI Strategic Plan Development Committee

- **Sudeep Bhattacharyay, Ph.D.**, Associate Professor, Chemistry and Biochemistry
- **Jayne Blodgett**, Associate Dean of University Libraries, University of Northern Colorado and UWEC Alumni
- **Linda Brunner**, Academic Department Associate, Education for Equity and Justice and Special Education & Inclusive Practices
- **Karen Callaway, Ph.D.**, Human Resources
- **Kallie Friede**, Associate Student Services Coordinator, Gender & Sexuality Resource Center
- **Elizabeth Glogowski, Ph.D.**, Associate Professor, Materials Science and Biomedical Engineering
- **Melissa Kozma, Ph.D.**, Senior Lecturer, Philosophy & Religious Studies; Women's, Gender, & Sexuality Studies Affiliate, UW-Eau Claire - Barron County
- **Caitlin Lee**, Equal Opportunity Program Specialist, Office of Affirmative Action
- **Pajyeeb Lo**, Undergraduate Nursing Student, UWEC Marshfield Site*
- **Heather Ann Moody, Ed.D.**, Co-Chair, Associate Professor, American Indian Studies
- **Kong Pheng Pha, Ph.D.**, Assistant Professor, Women's, Gender, and Sexuality Studies
- **Vincent Segovia**, Undergraduate Creative Writing Student, UWEC*
- **Demetrius Smith, Ed.D.**, Program Director, Equity, Diversity, and Inclusion
- **Nikolaus Spittlemeister**, Undergraduate Finance Student, UWEC**
- **Susan Kajsiab Vang**, Multicultural Admissions Counselor, UWEC Admissions
- **Shanise Walker, Ph.D.**, Assistant Professor, Mathematics
- **Destini Wilson**, Undergraduate Criminal Justice Student, UWEC***
- **Nga-Wing Anjela Wong, Ph.D.**, Co-Chair, Associate Professor, Education for Equity and Justice
- **Dang Yang**, Co-Chair, Director, Office of Multicultural Affairs

    *   Served during summer 2020
    **   Served during summer 2020 and fall 2020 semester
    *** Served during the spring 2021 semester

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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

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?

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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 <u>will not</u> 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:

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- 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.,** kozmamm@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

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- **Nikolaus Spittlemeister**, spittlsr2432@uwec.edu; Undergraduate Finance Student, UWEC
- **Susan Kajsiab 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

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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 Committe**e** 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

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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

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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

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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.

- o 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.

- o University staff. 61.7% (N=209) self-identify as female.
- o Non-Instructional academic staff. 67.7% (N=215) self-identify as female.
- o Instructional academic staff. 65.0% (N=145) self-identify as female.
- o 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:
  - o 80 Courses fulfill R1 from 22 departments across UWEC campus
  - o 55% are lower division courses and 45% are upper division
  - o 13.75% are within the Honors Program which is not accessible to all students
  - o With Honors courses removed, AIS and WGSS (including affiliated courses across campus) provide 43.5% of R1 courses
  - o 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)
  - o 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 Safe Space 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

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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 EDI opportunities, and to 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

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and online options (including cultural diversity offerings).

- o 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 Pride index, 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.
  - o Orientation materials should avoid "freshmen" and instead use inclusive terms.
  - o Do not including honorifics such as "Mrs." outside main offices of faculty and staff.
  - o 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.
  - o Normalize the language across the University on EDI outcomes.
  - o 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. 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

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