



## Pathways to Student Success Strategic Plan

### Learning

**Description:** Learning is a self-motivated and engaged activity based on intellectual curiosity and critical thinking. It is a sustained community-wide activity that occurs both curricularly within and across disciplines and co-curricularly, leading to diverse, holistic, and informed perspectives. Learning is enhanced by the active pursuit of scholarly and creative activity by students, faculty, and staff.

**Goal L1:** Create and enhance structured curricular and co-curricular environments for the free exchange of knowledge among students, faculty, and staff.

**Outcome L1-1:** The University will increase the use of evidence-based practices, innovative pedagogy and technology that enhances teaching, learning, and community among faculty, students, and staff.

**Initiative L1-1-1:** In year one of the strategic plan, an inventory will be conducted that determines the use of evidenced-based practices, pedagogy and technology that enhances teaching, learning, and community among students, faculty and staff. Subsequently, benchmarks for years two and three will be set that call for increased adoption and use.

**Initiative L1-1-2:** Increase the communication and employment of information (e.g., via modules, workshops, etc.) that presents evidence about effective approaches to teaching, learning and community building.

**Initiative L1-1-3:** Increase the campus' digital literacy and the deployment of related technologies (i.e. e-portfolios) through workshops and improved awareness of and access to technology resources and support services.

**Initiative L1-1-4:** Expand instructional design services to all faculty and staff for use inside and outside the classroom.

**Outcome L1-2:** The University's facilities will be designed or redesigned with the goal of increasing the number, types, and usage of spaces intended for learning and collaboration.

**Initiative L1-2-1:** In year one of the strategic plan, an inventory of the institution's facilities master plan will be undertaken to determine if future plans or projects maximize spaces for both formal and informal learning and collaboration. Subsequently, benchmarks will be set for facilities projects scheduled for years two and three.

**Initiative L1-2-2:** Create a communication plan that provides information to students, faculty, and staff about the availability of spaces designed for specific types of pedagogical interactions (i.e. active learning classrooms, independent and collaborative study, and face-to-face interactions that stimulate research collaborations).

**Initiative L1-2-3:** Create a training plan that provides instruction to students, faculty, and staff about the use of spaces designed for specific types of pedagogical interactions (i.e.

active learning classrooms, independent and collaborative study, and face-to-face interactions that stimulate research collaborations).

**Goal L2:** Strengthen and sustain the opportunities for scholarly and creative activities.

**Outcome L2-1:** 25% or more of our undergraduate students will report having worked on a research and creative project with a faculty member. Undergraduate research and creative activity participation will be measured using the National Survey of Student Engagement.

**Initiative L2-1-1:** WCU will conduct an annual survey of all undergraduate students to assess their access to opportunities for doing research and creative activities. This will include monitoring their participation in course-based undergraduate research opportunities, independent studies, and capstone experiences.

**Initiative L2-1-2:** The Summer Undergraduate Research Institute will be complemented by the creation of an academic-year research and creative activity conference/peer-reviewed venue travel program. WCU will support this program with \$12,000/year over the next three years with the expectation that at least 30 undergraduates will be funded each year at up to \$400 per student.

**Initiative L2-1-3:** The Summer Undergraduate Research Institute will be complemented by the creation of an academic-year research and creative activity materials and supplies program. WCU will support this program with \$24,000/year over the next three years with the expectation that at least 60 undergraduates will be funded each year at up to \$400 per student.

**Initiative L2-1-4:** The Summer Undergraduate Research Institute will be complemented by the establishment of new summer and academic-year course-based undergraduate research and creative activity opportunities. In research and creative activity *exposure* courses, students will learn scholarly processes or skills and apply them to a highly-structured, short-term research or creative projects that have narrowly-defined scopes of work. In research and creative activity *experience* courses, students will participate in short-term research and creative projects that have broadly-defined scopes of work.

**Initiative 3-1-5:** WCU faculty will be encouraged to include support for undergraduates as they apply for external funding.

**Outcome L2-2:** The number of graduate students who present scholarly work or creative activity at conferences (or other peer-reviewed venues) will increase by 25%.

**Initiative L2-2-1:** WCU will conduct an annual survey of all graduate students to assess their access to opportunities for doing research and creative activities. The survey will track an increase in the number of graduate students who are tasked with participating in research or creative activity as all or part of their Graduate Assistant work over the next three years.

**Initiative L2-2-2:** WCU faculty will be encouraged to include support for Graduate Assistants as they apply for external funding.

**Initiative L2-2-3:** WCU will establish an academic-year research and creative activity conference/peer-reviewed venue travel program. The university will support this program with an additional \$30,000/year over the next three years with the expectation that at least 60 graduate students will be funded each year at up to \$500 for domestic travel and up to \$1,000 for international travel per student.

**Outcome L2-3:** Increased opportunities for faculty development through research and creative activities that have a measurable impact on student success as evidenced by integration of the scholarly work into the classroom and/or direct collaboration with graduate and undergraduate students and/or enhancing the reputation of the university.

**Initiative L2-3-1:** WCU will establish a centralized method for reporting faculty research and creative activity outputs that is searchable and can be integrated into annual reporting processes. This will include monitoring faculty facilitation of course-based undergraduate research opportunities, independent studies, and capstone experiences along with traditional activities such as publication, presentation, and performance.

**Initiative L2-3-2:** Internal grant opportunities will encourage research and creative activity that can be shared with students, integrated into coursework, or designed to involve collaboration between faculty and students by building a measurable student impact score into the review rubric.

**Initiative L2-3-3:** WCU will establish an annual faculty fellowship program that will support at least two faculty members each year with salary and AWAs to participate in research and creative activity projects with measurable impact on student success.

**Initiative L2-3-4:** The WCU Office of Research and Sponsored Programs will create a How-to Hub for research and creative activity. This hub will list all research and creative activity resources, initiatives, funding opportunities, programs, AWA-granting opportunities, etc. available for faculty pursuing increased scholarly activity.

**Initiative L2-3-5:** The WCU Office of Research and Sponsored Programs will establish Faculty Forums during which faculty members will share results, generate ideas, and build collaborations in the context of a multi-disciplinary research and creative activity theme. Forum participants will be encouraged to create and join Communities of Practice, which will support further scholarly interactions.

**Initiative L2-3-6:** The WCU Office of Research and Sponsored programs will support an increase in the competitiveness of proposals submitted for external funding by providing faculty with proposal development opportunities and services such as grant-writing workshops, copy-editing, and travel funds to meet with Program Officers at state and federal agencies.

**Goal L3:** Foster life-long learning to encourage students to be informed and active citizens in a local and global context.

**Outcome L3-1:** West Chester University will graduate students who are prepared for citizenship in both local and global contexts through engagement with appropriate public institutions, representatives and programs/events.

**Initiative L3-1-1:** The institution will sponsor at least 2 events each semester, including speakers, public policy debates, open forums and webinars, aimed at fostering student engagement and learning related to both domestic and international issues.

**Initiative L3-1-2:** On-campus voter education and registration drives will continue to be organized and implemented, with a particular focus on mid-term and national elections.

**Initiative L3-1-3:** Support the incorporation of service-learning as a part of the general education curriculum. Create and sustain opportunities for first-year students to be engaged with their on- and off-campus communities. Starting in year one of the strategic plan, conduct an annual after-college data assessment through the Career Development Center that measures post-graduate engagement as active citizens, with growth of 25% by year three of the strategic plan.

**Outcome L3-2:** By year three of the strategic plan, there will be a 10% increase in undergraduate student participation in an approved global learning initiative, either credit-based or in a co-curricular setting, informed by the United Nations' Sustainable Development Goals.

**Initiative L3-2-1:** Assess the current level of undergraduate student involvement in these aspects of global learning.

**Initiative L3-2-2:** Advance global learning priorities via new faculty orientation and new employee orientation, by providing faculty and staff with the information, tools, and learning modules necessary to designate curricular and co-curricular programs as "Global Learning."

**Initiative L3-2-3:** Identify, secure and advertise additional funding sources (foundation grants, alumni donations, department scholarships, etc.) to subsidize the cost of study abroad programs, making them financially accessible to more students.

**Initiative L3-2-4:** International Programs and Services will host an open house and/or extended session for students and family members during the summer orientation program, to educate them about these opportunities.

**Goal L4:** Provide student experiences that ensure retention, persistence, program completion, and overall student success.

**Outcome L4-1:** 4-year graduation rate of all transfer students will improve from 65.9% (or updated number based on 2018 reports) to 67.5% in 2022.

**Initiative L4-1-1:** Develop a transfer student experience modeled after the first-year experience.

**Initiative L4-1-2:** Continue to build upon the transfer concierge model to create a space specifically focused on the needs of transfer students.

**Initiative L4-1-3:** Determine the availability of evening office hours, programming, and course and program offerings and expand if needed.

**Outcome L4-2:** 4-year graduation rate of minority achievement gap will be within 3-points of 53.23% by fall of 2023, which is the university's current 4-year graduation rate.

**Initiative L4-2-1:** Building on past projects, including the Equity Score Card, an evidence-based initiative will be designed and implemented to rapidly remediate the minority achievement gap for African American men, whose 4-year graduation rate is nearly 35 percent lower than the university's overall graduation rate.

**Initiative L4-2-2:** Continue collaborative work among university divisions to identify and address needs of URM students.

**Outcome L4-3:** First-generation students at West Chester University will experience a collegiate environment specifically designed to meet their needs, as measured by retention, persistence, completion, and graduation.

**Initiative L4-3-1:** Invite students to self-identify as first-generation students as part of the New Student Transfer, and Graduate Student Orientations Registration Process.

**Initiative L4-4-2:** Continue a collaborative effort between Academic Affairs and Student Affairs to create programming specifically designed for first-generation students, including the development of an affinity group among self-identified first-generation students.

**Goal L5:** Continue to improve the advising experience for students, including all relevant structures, processes, and procedures.

**Outcome L5-1:** Establish a model where faculty advising loads are equitable across campus.

**Initiative L5-1-1:** Research methods for achieving equitable faculty advising loads.

**Initiative L-5-1-2:** By year three of the plan, identify and plan for the implementation of a pilot where advising is made equitable among a select group of academic departments.

**Outcome L5-2:** Provide a comprehensive professional development program for all WCU faculty advisors and student success staff.

**Initiative L5-2-1:** Identify best practice professional development programs related to advising for faculty and student success staff.

**Initiative L-5-2-2:** By year three of the plan, identify and plan for the implementation of the professional development program.

**Outcome L5-3:** Institute an advising awards program that brings campus-wide recognition to excellent advising.

**Initiative L5-3-1:** Research and identify models of advising recognition.

**Initiative L-5-3-2:** By year three of the plan, identify and plan for the implementation of the advising recognition program.

**Outcome L5-4:** In collaboration with APSCUF, institute a faculty advising assessment program.

**Initiative L5-4-1:** In collaboration with WCU-APSCUF, charge a committee to explore the possibility of evaluating faculty advising.

**Initiative L-5-4-2:** By year three of the plan, identify and plan for the pilot of an advising assessment process.

## Personal and Professional Development

### Description

Personal and professional development are shared university values that promote students, faculty, and staff in their growth as professionals and citizens. The university creates meaningful interactions, enhances relevant skills, and provides engaging experiences that result in a sense of connectedness and responsibility for the WCU community and beyond.

**Goal P1 - 1:** Promote everyone's role as an educator and a learner to facilitate professional growth and life-long curiosity.

**Outcome P1-1:** By year three of the strategic plan, every staff member will include at least one goal related to their role as an educator in their annual performance evaluation document.

**Initiative P1-1-1:** The University will offer regular training sessions and other professional development opportunities to all employees that focus on identifying ways in which individuals can help students learn and contribute to their success through their daily work.

**Outcome P1-2:** By year three of the strategic plan, the University will have increased the number of employees, both represented and non-represented, utilizing their respective education benefits (i.e. employer reimbursement). Measurement for this goal is an increase of 5% when we compare year over year for the next three years.

**Initiative P1-2-1:** Twice a year, University Admissions and The Graduate School will host an information session for all employees to learn about educational offerings that would benefit their career path and promote lifelong learning.

**Initiative P1-2-2:** The University will waive the application fees associated with applying to its educational offerings for all employees.

**Outcome P1-3:** By year three of the strategic plan, every staff member will have pursued at least one opportunity to expand their knowledge/skills by collaborating with another member of the university community.

**Initiative P1-3-1:** The University will offer regular informative sessions to all staff members that focus on identifying employees with common areas of interest across disciplines/divisions/offices, in order to establish possible collaboration ties while expanding WCU employees' knowledge/skills.

**Initiative P1-3-2:** The University will invite professionals, businesses, and community organizations to present possible collaboration opportunities between them and the WCU community.

**Initiative P1-3-3:** The University will offer regular training/informative sessions and other professional development opportunities to the WCU community that focus on expanding their knowledge, skills and abilities in areas outside their discipline. (Ex. conducting statistical analysis, providing cultural awareness, successful project management tips, etc.)

## **GOAL P2**

**Enhance meaningful and engaging experiences among and between students, faculty, staff, alumni and local communities to promote lifelong learning.**

**Outcome P2-1:** Further develop and promote curricular and co-curricular experiences for students to intentionally engage with faculty, staff, alumni, and local communities.

**Initiative P2-1-1:** Create a comprehensive co-curricular learning framework designed to provide structure, clarity and direction with regards to experiences outside of the classroom.

**Initiative P2-1-2:** During year one, collaborate with academic affairs to identify, prioritize, and create mutually beneficial partnerships that complete the educational mission of the university.

- Create one residential-based living learning community and or one themed learning community a year for the next three years.

**Initiative P2-1-3:** By year three, divisions will create new and leverage existing relationships with campus constituents (alumni, employers and local community members) to provide experiential learning opportunities for students.

**Outcome P2-2:** Enhance strategies to recruit, develop, and retain students, faculty, and staff

**Student Initiative P2-2-1:** During year one, appoint a university-wide task force to evaluate the needs and create a plan to increase the retention, persistence and graduation rates of Latino and African American undergraduate males.

- During year two, implement the established plan.
- By year three, create and recommend a systemic approach to support Latino and African American undergraduate males.

**Student Initiative P2-2-2:** During year one, appoint a university-wide task force to evaluate the needs of and pilot initiatives targeted toward first-generation college students.

- During year two, identify the resources needed to adequately support the needs of this population.
- By year three, create and recommend a systemic approach to support the first-gen population.

**Employee Initiative P2-3-1:** By year two, the university will provide a comprehensive onboarding process as a condition of the probationary period offering key training opportunities aligned with the university's values to all new employees.

**Employee Initiative P2-3-2:** Promote and value work life balance in the lives of faculty and staff by supporting health/wellness programs and promotion of a physical activity on campus.

**Employee Initiative P2-3-3:** Increase opportunities for faculty and staff professional and career development through mentoring, support, and continuing education.

**Employee Initiative P2-3-4:** Develop strategies to best forecast upcoming retirements, resignations, and emerging staffing/skill needs, and ensure appropriate personal and professional development options are available to help ready internal talent to compete for those positions.

**GOAL P3: Establish and promote personal development programs that result in students, faculty, and staff becoming informed and active citizens.**

**Outcome P3-1:** Increase faculty, staff, and student civic responsibility and connectedness within and across internal West Chester University communities.

**Initiative P3-1-1:** In year one and two:

- Conduct a situational/gap analysis
- Determine the awareness of/and satisfaction with existing opportunities internal to WCU.
- Identify current resources and programs.

**Initiative P3-1-2:** By year three, enhance and/or develop new programs.



## SUSTAINABILITY

**Description:** Sustainability represents our commitment to responsibly use WCU environmental, social, and economic resources effectively and in innovative ways to support an enduring, healthy and safe university.

**Goal S1:** Strategically infuse and integrate sustainability education and practices across the University's curricular, co-curricular, and operational pursuits.

**Outcome S1-1:** Complete an assessment and update of West Chester University's Climate Action Plan (CAP) in Year 1 to document accomplishments, identify challenges, and set Year 2 & 3 priority policies, initiatives, and next steps consistent with the goals of the Climate Action Plan and attainment of AASHE STARS (Sustainability Tracking, Assessment, and Rating System) Silver status.

**Initiative S1-1-1:** Publication and release of an update to WCU's Climate Action Plan to identify specific and measurable steps to make additional significant reductions in carbon emissions.

**Initiative S1-1-2:** Increase in on- and off-campus publicity and recognition of related WCU accomplishments to date: signage and programming denoting those accomplishments; poster campaigns denoting same; communications from the President's Office touting WCU's role as a leader in sustainability.

**Initiative S1-1-3:** Identification of path to attainment of STARS Silver status by WCU's Spring 2020 submission.

**Outcome S1 - 2:** Continuation and growth of sustainability workshops for students, faculty, and staff to develop leadership skills and curricular and campus resources that will help create a culture of sustainability on campus, drive implementation of other sustainability initiatives, and impact communities in the region, the Commonwealth, the nation and beyond.

**Initiative S1-2-1:** Increase the number of participants (faculty, staff, students) participating in workshops, participating in the Green Office Program (staff), and leading student initiatives (student).

**Outcome S1 - 3:** Develop/Implement Zero Waste Campus\* Guidelines to promote reduction, reuse, and recycling of material and energy resources.

**Initiative S1-3-1:** Assess materials flows on campus in Years 1 and 2 to support development and publication of WCU Zero Waste Guidelines in Year 3. The Guidelines will include plans for incremental reductions in subsequent years of total tons of solid waste generated on campus (e.g., paper/printer usage, surplus property programs, etc.)

**Initiative S1-3-2:** Year 2 - Implementation of and marketing for student-led/research-driven programs for, e.g., reducing food insecurity while reducing food waste on campus; composting; advocating for more local food; 'no plastic straws' and 'ban plastic bags' campaigns. Year 3: Increase the number of student participants.

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\* A Zero Waste Campus is defined as one that consistently diverts more than 90% of material from landfills and/or incinerators.

**GOAL S2:** Promote the social wellbeing of students, faculty, and staff in equitable ways to support health, intellectual growth, and success.

**Outcome S2-1:** Complete development and implementation of a Healthy Campus Coalition strategy committed to assessing and addressing the health and wellness needs of students at West Chester University.

~~**Initiative S2-1-1:** Completion of collection of baseline and follow-up data following launch of the Wellness Network during Year 1.~~

**Initiative S2-1-2:** Increased number of participants from year to year in relevant programs, events, educational services, e.g.: “Well Week” activities; free nutritional counseling and physical activity assessment; sexual harassment/assault prevention training; the value of diversity and inclusion workshops; alumni mentoring programs; and initiatives to support students with financial need.

**Initiative S2-1-3:** Each year, increase the number of low-income, under-resourced, and “unaccompanied” students served by WCU’s Promise Program and state-level PA Promise that are aimed at giving social, financial and technological (i.e., sustainable) support to underrepresented groups.

**Outcome S2-2:** Promote a culture of sustainability at WCU that challenges and broadens our understanding of relationships interconnecting all earth’s systems, linked to the communities and ecosystems in Southeast PA and beyond.

**Initiative S2-2-1:** Produce 10 or more Student Sustainability Peer Educators<sup>\*\*\*</sup> via a Peer Educator program in Year 1 (with increases in both Years 2 & 3).

**Initiative S2-2-2:** Track and increase (by 10% each year) in the number of students, faculty and staff using active modes of transportation and engaging in outdoor experiential education opportunities<sup>\*\*\*\*</sup> and recreational activities with an emphasis on uses for the Gordon Natural Area (GNA) and WCU Gardens areas.

**Initiative S2-2-3:** Expose 500 students to carbon footprint education in Year 1, with year to year increases (Years 2 & 3).

**GOAL S3:** Improve financial and technological productivity, efficiency, and effectiveness through innovative systems, processes, and behaviors.

**Outcome S3-1:** Development of guidelines and recommendations for information services and technologies to reduce energy and resource consumption on campus.

**Initiative S3-1-1:** Research and develop mechanisms to reliably track or estimate energy utilization attributable to Information Technology.

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<sup>\*\*\*</sup> Sustainability Peer Educators educate students about solid waste and recycling, energy conservation and renewable energy, active and shared modes of transportation and carbon reduction, including education on the social justice implications of certain populations being disproportionately affected by pollution and climate change.

<sup>\*\*\*\*</sup> WCU is currently the only higher education institution in the state recognized as a Leave No Trace Center for Outdoor Ethics Partner (based on the minimum impact standards of our Outdoor Adventure Pursuits program).

**Initiative S3-1-2:** Pursue reductions in energy utilization by implementing more modern and sustainable electronic methods for business processes and procedures around the University.

**Initiative S3-1-3:** By the final year of the strategic plan, repair or recycling of **all** electronic hardware, devices, and e-consumables on campus via E-stewards and/or R2-certification.

**Initiative S3-1-4:** Decrease printed page counts on campus by emphasizing paperless workflows in administrative and academic activities. For example, increase the number of multi-function printers that include scanning as an alternative to copying and faxing.

**Outcome S3-2:** Development of guidelines and recommendations that promotes the use of intelligent building systems and other technologies to ensure new building design and construction and existing building renovations meet high standards of sustainable energy and resources use.

**Initiative S3-2-1:** Use LEED standards to identify and address opportunities in all new construction and design for energy/resource reduction.

**Initiative S3-2-2:** Continue WCU's commitment to GESA\* and purchase of RECs.\*\*

**Initiative S3-2-3:** Install metering, produce publications, marketing material, and communications from the President's Office, for monitoring, assessment, for touting our accomplishments and aspirations.

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\* Guaranteed Energy Saving opportunities (<http://www.passhe.edu/inside/legal/documents/apx-5-9.pdf>)

## DIVERSITY & INCLUSION

**Description:** Diversity and inclusion demonstrate the ability to welcome a variety of voices, personal experiences, and world views that foster thought, continual dialogue, and change through the intentional, active and recurring engagement of others to address equity, social justice, and diversity challenges. Cultural Competence refers to one's journey along a continuum and goes beyond awareness to include skill-building.

### **Goal D1: [LEARN IT] INCREASE SELF-AWARENESS**

Create and enhance opportunities to build self-awareness, knowledge and skills to interact effectively with aspects of diversity, inclusion, culture and global differences.

Through this goal individuals should create an environment where they will be challenged to examine themselves and participate in new opportunities to build areas of personal cultural competence.

**Outcome D1-1:** By the end of year 1, the Division of Student Affairs will have a compiled listing of co-curricular opportunities to serve as a resource to students for the development of their co-curricular transcript. The University will identify gaps and opportunities to add new programs/events. (New programs/events might include, but are not limited to, service learning opportunities and campus traditions such as a Day of Service, Diversity Education Week, International Week, Week of Action (Social Justice focus), etc.).

**Initiative D1-1-1:** Work with the Curriculum and Academic Policies Council (CAPC) to encourage further discussion of diversity and inclusion in the FYE course or service learning course options.

**Initiative D1-1-2:** Through the Office for Diversity, Equity and Inclusion, create a series of modules available to enhance student learning with guided activities and a facilitator's guide on how to lead diversity discussions or make available a team of people to facilitate discussions.

**Initiative D1-1-3:** Create a diversity inventory of student-targeted programs/events that includes information regarding the sponsor/host, target audience, learning outcomes, when it is offered annually, and level of learning. **(Year 1 goal)**

**Outcome D1-2:** By the end of year 1, the University will have a compiled listing of currently available professional development opportunities to serve as a resource to faculty, staff and/or students. This will provide baseline data to identify gaps, duplications and opportunities and add new trainings, workshops and initiatives where needed.

**Initiative D1-2-1:** Create a diversity inventory to include currently available online and in-person professional development opportunities as it relates to faculty, staff and students. Include in the listing the sponsor/host, target audience, learning outcomes, how often it is offered, and level of learning. **(Year 1 goal)**

**Outcome D1-3:** Students, faculty and staff will have individual tools by which to measure their awareness around issues of diversity and inclusion. The results of these online tools will be compiled to measure the university/organization's strengths and opportunities. Individual results will be generated automatically for printing or saving, with a list of categorized ways individuals can become engaged in increasing/improving what they know and understand about various aspects of diversity and inclusion. (Individual results will remain anonymous to encourage use).

**Initiative D1-3-1:** Identify and provide individual assessment resources that engage individuals in self-reflection on issues of diversity, inclusion and/or cultural competence. (e.g., [Diversity Awareness Profile](#), [Cultural Intelligence- CQ](#), What Leaders Need to Understand About Diversity). **(Year 1 and 2 goal)**

**Outcome D1-4:** By the end of year 3, 30% of undergraduate students will identify three opportunities to build on their cultural competence through the planning of their educational co-curricular transcript.

**Initiative D1-4-1:** Established and increasing annual campus traditions will promote the co-curricular transcript as a tool to demonstrate engagement with diversity, inclusion and cultural competence skill development. **(Year 2 and 3 goal)**

**Outcome D1-5:** The University will establish a signature and shared approach to promoting dialogue and engagement around multiple issues of diversity, inclusion, intersectionality, issues of social justice and conflict resolution.

**Initiative D1-5-1:** Create or partner with a national program to create a signature campus-based train-the-trainer program (comprised of faculty, staff, undergraduate and graduate student trainers) focused on self-reflection, awareness, prejudice reduction, unconscious bias, conflict resolution, knowledge and/or skill building on issues on diversity, inclusion and/or cultural competence. (e.g., [Visions Inc.](#), [National Coalition Building Institute](#) (NCBI-Campus Affiliate), etc.). **(Year 2 goal)**

**Goal D2 (LIVE IT): PROMOTE INCLUSIVE ENVIRONMENT:** Promote a welcoming and inclusive university environment by demonstrating a commitment to the principles of diversity and inclusion in all interactions.

**Outcome D2-1:** 100% of enrollment and hiring forms will be edited to remove gender specific language and other barriers (e.g., length of space where applicant can share their name) to demonstrate our commitment to promoting a welcoming and inclusive university environment.

**Initiative D2-1-1:** Change University forms to include gender-inclusive language and room to write names of greater lengths.

**Outcome D2-2:** Over 50% of faculty, staff, and management will voluntarily complete a diversity module training to develop common language and understanding of how we define and embrace diversity and inclusion at WCU.

**Initiative D-2-1:** Create a training that will provide an opportunity for the campus to develop common language and understanding around diversity and inclusion.

**Outcome D2-3:** Over 50% of faculty, staff and students will voluntarily demonstrate their engagement to contribute to cultivating a welcoming and inclusive campus through use of one or more of the identified diversity, inclusion and cultural competence assessment resources and opportunities.

**Initiative D2-3-1:** A directed marketing campaign will be employed to energize all campus constituents around the goals of becoming a more inclusive and increasing cultural competence on campus. The marketing campaign will employ department engagement

and the use of social media to share their individual or shared efforts to contribute positively to the campus climate (e.g., The Purple, the RAM, etc.). **(Year 1 and 2 goal)**

**Outcome D2-4:** By the end of year 3, 55% or more of the faculty and staff will voluntarily demonstrate engagement in diversity and inclusion efforts as established in their professional goals as part of their annual performance evaluation. By the end of year 3, 30% or more of students will have included diversity, inclusion or cultural competence development-related activities.

**Initiative D2-4-1:** Address training, education and professional development gaps as it relates to diversity, inclusion and/or cultural competence for students, faculty and staff. This might include, but is not limited to, online modules and quizzes, face-to-face trainings, workshops, and in-class demonstrations and discussions. **(Year 2 & 3 goal)**

**Outcome D2-5:** The University will demonstrate its commitment to creating a culture that values diversity and inclusion. Awareness and engagement of students, faculty and staff in these efforts will increase by at least 50%.

**Initiative D2-5-1:** Create or significantly enhance two or more campus traditions around diversity, inclusion and global/international communities that engage the entire campus (e.g., Diversity Education Week, Resource Pantry, International Education Week, Week of Action, M.L. King Brunch, Global Accessibility Awareness Day (GAAD), etc.).

**Initiative D2-5-2:** Create a process for our international student population to become involved with employment and volunteer opportunities, as well as clubs and organizations to increase their impact on the campus.

**Initiative D2-5-3:** Assess university, student, faculty and staff engagement and how it supports diverse and underrepresented minority student success using existing and new sources of data.

## COMMUNITY ENGAGEMENT

**Description:** Community engagement is the process of creating mutually beneficial partnerships between the University and our local, national, and international communities through the exchange of knowledge, by serving as a cultural resource, and by supporting initiatives that contribute to the common good.

**Goal C1:** To improve students' and faculty and staff members' social responsibility and civic skills toward recognizing and respecting community strengths and differences

**Outcome C1-1:** To develop an appropriate civic engagement strategy of implementation and corresponding timelines designed to cultivate students' and faculty and staff members' social responsibility and civic skills.

**Initiative C1-1-1:** In Year One, conduct a minimum of three forums and focus groups to help inform the strategy.

**Initiative C1-1-2:** In Year Two, *using the work of the institution's Carnegie Community Engagement Reclassification Task Force*, develop and pilot programming that examines and fosters students' and faculty and staff members' social responsibility and civic skills.

**Initiative C1-1-3:** In Year Three, implement additional programming based upon assessment of Year Two through appropriate institutional opportunities, such as new student/employee orientation and/or the First Year Experience, etc.

**Outcome C1-2:** To ensure community engagement activities are co-created between the University and the community stakeholders to align with and address community needs.

**Initiative C1-2-1:** In Year One, work with the University Carnegie Community Engagement Reclassification Task Force to collect data from lead community organization partners and community members to learn of specific targeted areas of need.

**Initiative C1-2-2:** In Year Two, identify new community-based learning and research opportunities in partnership with community stakeholders to utilize and leverage institutional assets and resources.

**Initiative C1-2-3:** In Year Three, assess community engagement outcomes to inform optimal and effective future community engagement consistent with Initiative C1-3-2.

**Outcome C1-3:** Leverage the Center for Community Solutions, the Office of Service-Learning and Volunteer Programs, and Executive Director for External Relations to develop a sustainable structure to identify, create, and deepen community-engaged partnerships and projects.

**Initiative C1-3-1:** In Year One, benchmark best practices of instruments that enable effective data collection and assessment of community engagement opportunities.

**Initiative C1-3-2:** In Year Two, based upon benchmark data from Year One, implement use of an effective community engagement assessment tool(s) to track community-engaged activities and measure impact outcomes.

**Initiative C1-3-3:** In Year Three, continue use of instrument(s) implemented in Year Two to help inform and optimize institutional community engagement strategies and partnerships.

**Goal C2:** To strengthen community-university relations on local, regional, and international levels through the exchange of knowledge, the promotion of cultural experiences, and the community-focused application of the expertise and skills of students, faculty, and staff.

**Outcome C2-1:** To complete an inventory and develop a sound organizational structure for sustaining and deepening community engagement activities.

**Initiative C2-1-1:** In Year One, leverage the work of the institution's Carnegie Community Engagement Reclassification Task Force for this purpose.

**Initiative C2-1-2:** In Year Two, utilize the inventory completed in Year One in conjunction with Outcome C1-2 to inform future community engagement; clarify an institutional organizational structure based upon and reflective of the completed inventory.

**Initiative C2-1-3:** In Year Three, ensure implementation of a sustainable organizational structure to support Goals 1 and 2.