



WORKFORCE DIVERSITY PLAN

INTRODUCTION

This plan is intended to render explicit the actions and outcomes necessary to increase the diversity of our faculty and staff. I am confident this plan will enable CWU to make significant contributions toward achieving and maintaining a highly skilled and diverse workforce. This document sets forth goals, strategies and action items to ensure CWU's ability to successfully recruit, hire, promote, educate and retain a more diverse workforce, and to create a culture that encourages collaboration, flexibility, and equity to enable individuals to participate to their full potential.

Kandee Cleary

Vice President of Inclusivity & Diversity

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Dedication

To the Faculty, Staff and Students at Central Washington University of every religion or faith, gender identity or expression, sexual orientation, ability or disability, economic status, race or ethnicity, culture, place of origin, home language, immigration status:

You matter. You are not alone.
You are welcome here. You belong here.

Workforce Diversity Plan

Executive Summary

Diversity at Central Washington University (CWU) is a core value and critical to the sustainability of the University. Our strength lies in the diversity of our staff and faculty which we believe positively impacts productivity, innovation, academic excellence and ultimately student success.

The goal clearly stated by President Gaudino in the October 2019 State of the University, is to increase workforce diversity by 5% over the next five years. This is only done by cultivating a diverse pipeline and ensuring that campus policies, departmental procedures, and funding models are aligned to make aggressive progress. Every division, college, school, and department are held accountable for bringing diversity and inclusion excellence into recruitment, hiring, and retention practices.

This plan recommends that the University deliberately and proactively continue to address the challenges of increasing workforce diversity. The creation of a Diversity Advocacy Program is a principal strategy of this plan. The program's core functions are to advance the University's efforts to attract faculty and staff from underrepresented populations, equip current employees with diversity/inclusivity-related skills, and provide oversight and guidance to ongoing recruiting, hiring and retention efforts.

Other recommendations included here are changes to specific policies and procedures, the expanded use of hiring plans and establishing a faculty and staff mentor program with an eye on retention. There are best practices listed within this plan that will help guide our actions into the future until they become good management practices.

The costs associated with this plan and its recommendations are estimated to be \$307,000 a year. This includes two new positions and funding for subscription services that enrich our candidate pools and provide support for active recruiting efforts for key positions.

Current State

Diversity and inclusion arise in the context of a rich and complex institutional history. CWU has continuously strived for diversity and to strengthen inclusivity. We have not always been successful; it is our imperfection combined with student and community activism that has promoted a sense of urgency for change to create an equitable campus and community. Through the Collaborative on Academic Careers in Higher Education (COACHE) survey, a campus-wide study of faculty and staff perceptions of inclusion, Faculty Survey of Student Engagement (FSSE), National Survey of Student Engagement (NSSE), student protests and anecdotal evidence it is apparent that the University needs to do more to recruit and retain a diverse faculty and staff.

From 2015 to 2019 student racial and ethnic diversity, as measured by mandatory reporting methodology, has increased to a full 36% of our student body. Details on this measurement are provided in Appendix A. This upward trend is projected to continue for the foreseeable future. Over the same time period, faculty/staff diversity increased 3.6% which results in a current workforce diversity of 16%. As research has shown, there are a plethora of benefits associated with students seeing themselves reflected in the staff and faculty with whom they engage and interact.

In February 2019, the Board of Trustees requested the University address the issue of diversifying the workforce to provide support for an increasingly diverse student body. At the May 2019 Board meeting, VP of Inclusivity & Diversity, Kandee Cleary, presented background information on workforce diversity and informed the Board that a plan is being developed to address issues related to improving the recruitment and retention of underrepresented minority faculty and staff to better reflect our student body.

Challenges

As CWU works to increase the diversity of our faculty and staff, it is important to understand the challenges that are present. Some of these are in the University's control, others are factors related to an evolving society where the University has little control. Addressing these barriers requires the identification, acknowledgment and clear understanding of them.

Implicit Bias

Implicit bias refers to the attitudes or stereotypes that affect an individual's understanding, actions, and decisions in an unconscious way. Instances of implicit bias don't always align with the person's declared beliefs nor do they always reflect how one sees themselves. Everyone has implicit biases. It's how the human brains works. Biases develop throughout a lifetime; individuals tend to favor their group and/or people with whom they closely identify.

The "Faculty Pipeline"

Nationally there are fewer individuals of color pursuing a doctoral education than white individuals, and proportionally fewer people of color seeking and/or earning faculty positions. Consequently, fewer people of color respond to CWU recruiting efforts. As a secondary challenge, this is used by some to justify why faculty recruiting efforts yield few minorities. Unless current trends change, the disparity between the racial/ethnic makeup of students and faculty will continue to increase in the future.

Local and Regional Demographics

The demographics of the local and regional areas are a challenge when it comes to diversifying the University workforce. Over ninety percent (92%) of residents in Kittitas County identify as white; a slightly lower percentage of residents who identify as white are present in Ellensburg (84%). As a result, CWU will need to reach outside of the local community to increase the diversity of its applicant pools.

Passive Recruitment Policies/Practices

CWU often performs searches in the same way "they have always been done." Supervisors and Appointing Authorities often create a position reflective of the former staff or faculty member and posts the job in the same places that were used for recruiting five or ten years ago. Search committee members look for candidates amongst the people they know. Candidates are ranked, moved forward to the interview stage, and offered jobs because they are perceived to "fit" in the department. This process is not effective in diversifying the applicant pool nor diversifying hires.

Lack of Leadership

There is often a lack of administrative leadership indirectly influencing hiring decisions. Departments, chairs, and search committees, without input from Deans and other academic leaders, develop recruitment plans and decide the desired level of quality, scholarship and publications for faculty searches.

Often search committee members are not informed about expectations for diversity, nor encouraged to find alternative recruitment sources, or to think outside the box.

Shared Governance/Large Search Committees

The traditions of our search processes sometimes have a negative impact on trying new things or suggesting new strategies. Despite the best of intentions, large search committees can be counter-productive and fall prey to group-think. Additionally, sometimes public forums are required when they do not need to be and the use of public forums can put undue stress on candidates during the interview process. Having input from a variety of constituents is a good thing and there are alternative ways to ensure input from a diversity of perspectives without always forming large search committees.

Myths and Stereotypes

There are persistent myths that can contribute to a lack of effort in ensuring diverse applicant pools. Myths such as: “We can’t find qualified minorities.” “They won’t like it here.” “They won’t stay or will leave once they get tenure.” The fact that these myths are still heard at CWU speaks to their power.

Supporting Research: Benefits of Diversifying

Leaders of national, multinational and emerging corporations need culturally responsive employees. They want people who can adapt their working and communication styles to individuals from a wide range of different cultures and countries. Cultural responsiveness creates rapport, improves efficiency, and helps opens new markets and networks. Culturally responsive employees in business make customers feel valued and build repeat business. It is a critical skill that helps organizations avoid mistakes and miscommunication. Research done outside of academia also provides support for diverse interactions among a variety of diversities. For example, corporations that deliberately design diverse work teams are more likely to be innovative and successful. This applies to higher education. UCLA's Higher Education Research Institute found that minority group scholars have offered innovative perspectives, raised new concerns, identified challenges, and raised new and creative questions (Antonio, 2002).

Cultural competence is a key aspect of the mission of Central Washington University because it is integral to the academic success of students and their success after graduation. As well, diversity among University employees enriches all University endeavors, including marketing, problem-solving, and organizational flexibility. A culturally diverse workforce increases creativity and innovation, and, most important, provides student-centered approaches that increase retention and graduation for all students.

The diversity of the workforce is especially critical at an institution like CWU where the student body is increasingly diverse. A third of students are people of color. Half transferred to CWU from another institution, and more than half are first in their family to go to a University. CWU strives to be a student-centered University, which research has shown to be the most significant factor in student success. However, to meet the needs of such a diverse student body, the University requires employees with the cultural competence to understand what student needs are. A critical factor of the University's success, therefore, is a workforce that is diverse: faculty and staff from many walks of life; diverse in gender, race and ethnicity; and with a wide range of cultural experiences. Research shows that teaching and learning can be enhanced by a diverse faculty (Herring, 2009). McLeod, Lobel, and Cox (1994) found that ideas generated by groups comprised of racially

and ethnically diverse individuals are of higher quality than those generated by homogenous groups. Minority viewpoints enhance the level of critical analysis (Freeman, 2014).

Research shows that teaching and learning benefit from a diverse faculty and that the learning process significantly impacts student engagement. Diverse faculty are more likely to use student-centered teaching practices, such as class discussions, and student-developed learning and topics that relate directly to issues of student engagement and success. Students in classrooms of faculty with diverse backgrounds are more likely to encounter readings and research that highlight diverse experiences—including perspectives different from their own. In the classroom, several researchers have found that students are engaged in a classroom where the faculty are of color and included diverse perspectives of women and minorities in their course requirements (Milem, 2003).

Diverse faculty and staff have a positive impact on students from all backgrounds. In a major longitudinal study researchers found that when campuses had inclusive and diverse institutional policies that encouraged diversity themes in their courses and their research students' cognitive development, college satisfaction and leadership skills were increased (Astin, 1993). Findings are supported by Higher Education Research Institute (HERI) research that found that students who interacted with diverse peers were more likely to exhibit high-level thinking, were more motivated and developed increased intellectual and academic skills (Espenshade, Radford, 2009)

Across the country, research has shown that diversifying the curriculum has led to a more rigorous education through faculty providing a complex picture of a multitude of issues. Research shows that diversity in the curriculum foster positive intellectual development and increased retention and graduation rates.

When the curriculum includes diverse perspectives, students gain skills that they need to function in a diverse world. Diversified curriculum bridges conflict and difference and brings students together resulting in a feeling of belonging and increased retention and graduation (Lopez, 1993). Research has shown that when the curriculum is diversified students gain a deeper understanding of the "classic texts" (Institute for the Study of Social Change, 1991). Ultimately, students are challenged to look at issues of history and identity in more complex multidimensional ways (Tanaka, 1996). When diversity is emphasized in their courses students report higher overall satisfaction, increased cognitive ability, and more support for educational equity (Musil, McTighe, 1991).

Increasing the diversity of faculty and staff is critical to the success of the students we serve today and will be more so in the future. The Western Interstate Commission of Higher Education (WICHE) produces projections of future students. According to WICHE, although the overall high school student population is decreasing, there will be a significant increase in students of color and Latinx students. The US Dept. of Education supports WICHE findings.

The Workforce Diversity Plan & Project

The development of a formal workforce diversity plan provides the University with the opportunity to better communicate, collaborate and prioritize new and on-going efforts to improve the recruitment, hiring, and retention of a diverse workforce. This includes the work being done by Inclusivity & Diversity, Human Resources, Employees of Color Equity Council and annual affirmative action goals.

Additionally, this plan further establishes Workforce Diversity as a strategic priority for the institution and defines the associated project and activities so that employees across the organization can connect their work to the fulfillment of this institutional core value. The responsibility of a diverse and inclusive workforce does not rest with one role or division, but rather requires a commitment throughout the organization.

Given the scope and impact of the proposed plan, a formal project was established to undertake the plan development. The Project Management Office (PMO) was engaged to assist in the project initiation and day-to-day management of activities. In collaboration with the project sponsor, VP of Inclusivity & Diversity, the project established a cross-functional team comprised of both Faculty and Staff. Project team participants contributed their significant expertise, education and experiences to shape the project plan. At initiation, the project team knowingly narrowed the definition of diversity to only include race and ethnicity.

The project team created project management deliverables to assist in defining project scope and timeline. This included creating a formal Project Charter with defined goals. The Executive Summary from the Project Charter can be found in Appendix B. A detailed project plan and weekly status reports were used to outline work and manage the project team to the schedule.

The following project team participants met weekly:

| Name | Position |
|---------------------|--|
| Charlene Andrews | Faculty Relations |
| Lucinda Carnell | Professor, Biological Sciences |
| Kandee Cleary | Vice President of Inclusivity & Diversity |
| Amy Claridge | Faculty Senate Past Chair |
| Abby Chien | Director, Diversity & Equity Center |
| Joy Corbett | Human Resources Consultant |
| Bobby Cummings | Professor, English |
| Sigrid Davison | Associate Director Analytics and Research, Academic Planning & Assessment |
| Shawnté Elbert | Associate Dean, Health & Wellness |
| Jonathon Henderson | Assoc Dir Research, Institutional Effectiveness |
| Nichol Hibbard | Project Management Office |
| Kremiere Jackson | Vice President of Public Affairs |
| Rebecca Lubas | Dean of Libraries |
| Gail Mackin | Associate Provost |
| Delano Palmer | Project Manager, Capital Planning & Projects |
| Sathy Rajendran | Department Chair, Engineering Technologies, Safety and Construction |
| Gene Shoda | Project Management Office |
| Staci Sleigh-Layman | Executive Director, Human Resources |
| Lucy Rolfe | Human Resources Consultant Assistant |

Introductory change management activities were incorporated into the project plan with the expectation that significant change management activities will be needed as part of the implementation of the Workforce Diversity Plan, with the recommendation for additional dedicated resources.

The project team initiated this work by identifying gaps and opportunities in three areas of the employee experience: recruitment, hiring, and retention. This was completed through brainstorming exercises and a review of literature on best practices as well as considering the content of other institutions' plans. What emerged were ideas and recommendations, some of which were considered "quick wins" or "low-hanging fruit:" ideas that could be implemented within a limited time frame with minimal effort and still have a clear impact. The team prioritized and then pursued implementing four of these quick wins, while also documenting and developing the overall plan and roadmap. Detailed plan activities are provided below in the section titled "Recommendations."

Quick Wins

The project team felt that there were some obvious things that could be accomplished in a short timeframe that didn't require much planning. The four items below were labeled as "Quick Wins" and were defined and put in place while the Workforce Diversity Plan was being developed.

1. Position Descriptions

Position description templates were reviewed and updated to include diversity statements in the Job Summary, Required Qualifications, Preferred Qualifications and Competencies sections for all positions. These updates were tailored to the following position description categories: Faculty, Staff, Executive and Manager or Supervisor. An example is provided in Appendix C of this document.

2. Recruitment and Hiring Guidelines and Checklists

Existing recruitment and hiring guidelines and checklists were updated to include specific language as to the responsibilities and requirements of the recruiting and hiring processes. Checklists were created for four specific areas of responsibility that have the most impact on workforce recruitment and hiring. Below are the introductory statements for the checklists that represent the expectations and spirit of the search.

- **Appointing Authorities** - As Appointing Authority, you hold a position of influence and responsibility as well as one of compromise. You serve as the leader of your organization. You are the catalyst for excellence in the recruiting, evaluating, and hiring of new staff. Per CWUP 1-80-010, the CWU Board of Trustees, through the President, delegates to you the power and authority to employ, discipline or terminate classified or administrative civil service exempt employees. The appointing authorities are arguably the most important component to creating and sustaining a diverse and inclusive faculty and staff. This is fundamental to our mission as an institution committed to teaching and access. Each Appointing Authority, during each search, has the opportunity to transform CWU. Do not miss this opportunity.
- **College Deans** - As Dean of the College, you hold a position of influence and responsibility as well as one of compromise and complication. You serve as the leader of your college and your faculty as well as a catalyst for excellence in the recruiting, evaluating, and hiring of new faculty. With oversight from the Provost, the buck begins and ends with you and your fellow deans to create and sustain a diverse and inclusive faculty to serve our students. The following checklist is intended to give you pause to consider various aspects of the process where you can truly have an impact.

- **Search Chairs** - As chair of the search committee for a faculty position, you hold a position that is complicated and involves searching for compromise. You serve as the leader of your department as well as a catalyst for excellence in the recruiting, evaluating, and hiring of new faculty. Collaboration with the dean will be important. The following checklist isn't just about procedure but is intended to spur thinking about each phase of the process. You hold the key to helping to create and sustain a diverse and inclusive faculty to serve our students. Good luck!
- **Search Committee Members** - Search Committee are an important and powerful expression of higher education and CWU's shared governance model for decision-making. You are a key stakeholder. Your involvement operationalizes the shared commitment to CWU's mission and goals. Effective search committees add value and contribute significantly to better hiring decisions. Multiple perspectives, provided by the search committee and the individual voices of members, add important insights and nuance to the decision-making process. Search committee members should take this responsibility seriously.

3. Diversity & Inclusivity Website

Our CWU public webpages are an essential communication tool. An optimized, organized and easily accessible diversity website becomes a reliable platform for connecting with potential students, faculty and staff of color and delivering content that demonstrates our commitment to diversity. The existing website was re-visioned, restructured and reorganized to include a new look and feel, additional content, tools and resources and most importantly a new message of belonging.

“To the Faculty, Staff and Students of every religion or faith, gender identity or expression, sexual orientation, ability or disability, economic status, race or ethnicity, culture, place of origin, home language, immigration status: You matter. You are not alone. You are welcome here. You belong here.”

4. Funded Recruiting Efforts

A process was developed to request supplemental funding from the VP of Inclusivity & Diversity for the active recruiting of key positions. Several open faculty positions have solid recruiting plans and have asked for and received funding to support those plans.

Recommendations

As part of the Workforce Diversity Plan project, the team did extensive research on the best practices for increasing diversity and inclusion of a workforce that promotes excellence. While there were many strategies and ideas discussed, the recommendations below are selected to match the challenges and needs of Central Washington University workforce diversity growth goals.

Diversity Advocacy Program

While faculty and staff have been supportive of increasing diversity and have developed initiatives intended to promote a diverse workforce, it is an apparent need and a best practice to have a program that brings the diversity initiatives together and facilitates collaboration.

This envisioned Diversity Advocacy Program (DAP) has three core functions: Advance the University's efforts to attract faculty and staff from underrepresented populations; equip current employees with

diversity/inclusivity-related skills; and provide oversight and guidance to the ongoing recruiting, hiring and retention efforts.

The DAP will initiate, modify and sustain best practices related to University-wide search practices. The program will enhance the integrity, effectiveness, and diversity of the University's hiring practices. It will train diversity search advocates in the current research about implicit bias, inclusive and diverse employment principles, what can be done to strengthen the search process and how to be a diversity advocate. All faculty and staff searches that require a search committee will be required to have at minimum 1, and ideally 2, diversity search advocates on the committee.

This program will also develop a community of practice and establish diversity advocates. It will create and conduct workshops, and advocate mentoring and coaching opportunities. Anecdotally, the project team is aware of the interest among faculty and staff for additional facilitated training and dialogue on diversity and inclusivity in the workplace. Our CWU Student Diversity and Equity Center provides workshops and training on the power of language, microaggressions, equity, disability, and creating safe spaces. It is recommended to develop and make available similar programming for faculty and staff. The goal is for advocates to champion diversity in their departments' position development and work with search committees throughout the hiring process.

The DAP will monitor and report on the recruitment, search and hiring processes to ensure compliance with policies and practices of the institution. This program will work with HR to ensure compliance with EEO policies and procedures. It will collaborate with the Inclusivity and Diversity Committee and the Employees of Color Equity Council to integrate new faculty and staff into Central Washington University.

The establishment of this program requires a new position, a Diversity Advocacy Program Manager, which would report to the VP of Inclusivity & Diversity. The creation of this position establishes clear responsibility and accountability for the execution of the above activities. By having one role designated for this effort it provides a line of sight for University leadership and communicates to faculty, staff, and students and their families our institutional commitment to achieving our diversity and inclusivity goals.

Diversity Outreach

In the hiring process, the development of a recruitment plan is a complex and time-consuming effort. Each search committee is tasked with defining this unique effort for each position search. Additionally, informed strategies are necessary to keep pace with the increasingly competitive landscape for diverse candidates. There is an opportunity to increase the effectiveness and efficiency of the recruitment steps and shorten the cycle time associated with the hiring process.

To amplify the effectiveness of our recruitment efforts, it is recommended to create a new position for a Diversity Outreach Specialist. Reporting to Human Resources, this role will work to enhance the visibility and reputation of the University in key recruiting channels while positioning CWU as an employer of choice. In addition, they will source talent using multiple approaches to establish a pipeline of diverse candidates.

The Diversity Outreach Specialist will provide guidance and advice to appointing authorities and search committees on the application of best practices in position descriptions, recruiting plans, and job advertisements. This person in this role will maintain up to date knowledge of recruiting issues and trends within academia and beyond and establish rapport with managers, executives, and peers. Last but not least, the Diversity Outreach Specialist will mine, develop, and maintain relationships with a variety of external constituents, including but not limited to Higher Education Recruitment Consortium (HERC), local and regional advocacy and affinity groups, CWU alumni, etc.

Hiring Plans

Currently, the division of Academic and Student Life (ASL) utilizes hiring plans to forecast new positions, upcoming hires and refine budget allocations. These plans present an excellent opportunity to identify and target positions, some well in advance of the hire, to employ the active recruitment techniques identified in this plan. This recommendation is three-fold.

1. Ensure the continuation of the ASL Hiring Plan process.
2. Expand this process to include recruitment plans for approved positions.
3. Implement a comparable process for all other divisions.

Policy & Procedure

CWUP 2-30-200 is the policy that governs recruitment and hiring. The primary recommended changes to this policy are:

1. Removal of direct appointments as an option for filling vacancies.
2. Inclusion of language that indicates that appointing authorities are responsible to suspend or stop a search that does not conform to the procedure CWUR 3-40-140.
3. Inclusion of language that indicates departments will establish recruitment procedures that support this policy.

The full policy with all recommended changes is attached as Appendix D.

CWUR 3-40-140 is the procedure that supports the above policy. The primary recommended changes to this procedure include:

1. Search committees must be composed of a diverse cross-section of members.
2. Search committees must have a diversity advocate as a member.
3. Search committee members must complete training on implicit bias.

The full procedure with all recommended changes is attached as Appendix E.

Mentor Program

The Employee of Color Equity Council is developing a mentoring program for both faculty and staff. A mentor advises wisely, through an active, and engaging process with the intent, purpose, spirit, and passion when

helping others (Evans & Forbes, 2012). Mcglowan-Fellows and Thomas (2004) emphasized that mentoring is a method of passing knowledge, skills, attitudes, and values in a way that not only helps with initial career development but also has a long-term effect on a person's personal development. The objectives of the mentoring program are to support employees of color in career development and advancement for greater retention, engagement and satisfaction at Central Washington University. The recommendation is to fully support the development and implementation of this program. Once the program is developed, it would be managed and overseen by the Diversity Advocate Program Manager.

Best Practices

Best practices may be singly viewed as a technique, method or activity. The intent of this plan and the DAP is to integrate them into the organization. Organizationally integrated best practices eventually become good management practices.

Diversity Plan

First and foremost is the development of a comprehensive, institutionalized diversity plan that identifies areas of deficiency and the goals related to diversity and inclusion. This document serves to realize that best practice.

Campus Climate

While gains have been made in terms of the increased diversity of faculty and staff at Central Washington University, it is imperative that campus constituents understand how the faculty, staff and administrators experience campus climate. Increasing awareness allows the community to understand the concerns and respond in proactive thoughtful ways. The 2018 campus climate survey highlighted several key issues facing the CWU community. It also provides recommendations for best practices and steps to move forward. Although the overall survey results are positive, the findings show that members of traditionally underrepresented groups (TUG) experience the campus climate differently than those that identify as white, male, and straight.

The key issues include that among faculty, women and faculty of color report experiencing greater stress due to subtle discrimination compared to their male and white colleagues. The prevailing perception is that they have to work harder than others to be seen as equally effective. This is also the case for those who identify as LGBTQI+. Staff members who self-identify as other than white or LGBTQI+ perceive the administration as ineffective in handling discrimination complaints on campus. In addition, traditionally underrepresented groups are significantly more likely to perceive the University as promoting diversity initiatives on campus.

The main take-aways from the climate survey highlight the need to:

- more effectively communicate;
- provide more transparency;
- implement strategic responses to the retention and recruitment of faculty and staff of color; and
- develop comprehensive strategic responses to the issues identified in the survey.

Additional conversations with employees will help identify the feelings of isolation and the lack of community support among traditionally underrepresented staff and faculty, which will lead to a greater depth and understanding of the concerns. The campus climate can be improved by the development of policies,

programs, and interventions across campus. Complete survey methodology and findings are presented in the Appendix F.

Institutional Commitment to Diversity

The institutional commitment to diversity is high. Top leadership is present, visible and supportive. Driving this commitment to all levels of the institution, and sustaining that commitment, requires the adaption of the organization and continuous communication to constituents.

Recruiting

There are several best practices that are well established in recruiting a diverse workforce that guide our efforts to change.

Inclusive Advertising

The job ad should have a strong presence of the University's commitment to diversity and inclusion. The job ad and position description should include language that talks about working with or experience with diverse populations.

Proactive Outreach

Outreach should be at the core of the recruitment plan. Professional societies that are dedicated to minority populations should be targeted. In addition, visiting faculty and exchange programs can help support this type of recruitment. Hiring authorities may contact minority scholars, administrators or other professional positions at institutions such as Minority Serving Institutions (MSI), Hispanic Serving Institution (HSI) or Historically Black College or University (HBCU) to develop those relationships and offer those opportunities.

Search Committee Charge

Each faculty, staff or administrative search committee must make certain that equity practices are intentional and in place throughout the search process.

Workshops should be made available to search committees about how to best attract, recruit and retain diverse faculty and staff.

Search committees must be able to identify implicit bias through any number of mechanisms.

A search committee must be diverse and recognize that power differentials play a role in the composition of any search.

- Diversify search committees, identify and train diversity advocates to promote and keep diversity issues active in the search process.

It is critical to be cognizant of the same faculty or/and staff being asked to serve on search committee after search committee. This produces an unfair burden (cultural taxation) on faculty and staff of color in addition to the responsibilities of their jobs. To avoid this problem, identify a wide range of individuals outside of units and departments to serve on committees (diversity advocates).

Hiring

There are well defined best practices throughout the hiring processes that are likely to increase hiring of diverse faculty and staff.

Assessment

The hiring process must be intentional and methodical in the evaluation of candidates. It is at this step in the process that discrimination and bias most often occur. Each member of the search committee must be aware of implicit bias and how implicit bias impacts the hiring process.

When assessing job applicants include consideration of how their diverse experiences can contribute to the University community.

Interview

During the interview process communicate the following:

- The hiring unit is seriously interested in the candidate's credentials, experiences and background.
- University policies are in place to promote diversity.
- CWU is a great place because it is committed to diversity in the University population and is lively, creative and fun.

Campus Visit

Campus visits are an important aspect of the search process as they allow for the search committee members to become better acquainted with the candidates. Of equal importance, the campus visit is also an opportunity for the candidates to see and experience the CWU campus, culture and community. Candidates are deciding to come work at CWU and we need to make sure that CWU and Ellensburg are experienced as attractive, inclusive, caring and promoting a sense of belonging.

- Ask the candidate who they would like to meet with and communicate the diverse groups available.
- Consider candidates' needs during visits (i.e., dietary restrictions).
- Provide time in the community to enhance the interview experience.

Cluster Hiring

A successful strategy used by other institutions has been cluster hiring. This has taken primarily two different forms. The first is hiring more than one person who is diverse at a time, promoting retention and community. The other is to hire groups of diverse people at different levels of the organization that can contribute to more than one area in the University.

Retention

To retain a diverse workforce, there must be an intentional focus on addressing their needs which includes improving campus culture and mentorship. An additional consideration is that many faculty are part of a faculty couple and have dual-career employment needs.

Studies show that faculty and staff of color are less likely to be retained as a result of a culture of exclusion, lack of clarity about job responsibilities, cultural taxation, and dual-career needs.

University leadership must partner with academic deans, department chairs and appointing authorities to not only recruit but retain a diverse workforce.

Mentoring Programs

Newly hired faculty and staff blossom in a respectful, positive work environment. The creation of mentoring programs, welcoming programs, and minority-based groups to provide support, comradery and social connections are an excellent practice.

Related is the creation of academic centers to provide a space for faculty/student mentoring and staff/student mentoring with academic lectures, research, workshops, and curriculum development.

Formal Mentoring is often defined as a structured support system, where a more experienced person is assigned to teach, guide, train, and sponsor (Desimone, Hochberg, Porter, Polikoff, Schwartz, & Johnson, 2014; Hunter, 2011). Informal Mentoring is established without guidelines and develops spontaneously. The mentee usually views the mentor as a role model, while the mentor commonly has a vested interest in the mentee (Desimone et al., 2014; Hunter, 2011).

Exit Interviews

It is also critically important to understand why people leave the institution. This is best accomplished through one-on-one interviews and qualitative research. A best practice is to collect data on why people leave and make changes to retention initiatives, develop new initiatives, and create programs that address the issues in faculty and staff retention.

Leadership Opportunities

A sign of a healthy organization is when diversity is active and present at all levels of the institution. To enable this, it is necessary to provide leadership opportunities to faculty and staff of color. These opportunities can take many forms and include mentoring an individual for a promotion or administrative position, or the opportunity to assume leadership roles of a committee.

Costs

The costs identified below represent the level of investment necessary to ensure the efforts identified in this plan are carried out and the institutional goals are achieved.

| Workforce Diversity Plan Costs | Total |
|---|-----------|
| Diversity Advocate Program Manager <i>A new Inclusivity & Diversity position to implement and manage a Diversity Advocacy Program.</i> | \$100,000 |
| Diversity Outreach Specialist <i>A new HR position to support the workforce diversity plan objectives by building a pipeline and pool of qualified candidates.</i> | \$110,000 |
| General Diversity Plan Funds <i>Funds to promote active recruiting of priority positions, cluster hires and support for the ECEC mentoring program.</i> <ul style="list-style-type: none">• Subscription Services: \$30,000 Includes WA Higher Ed Recruitment Consortium (HERC) and National Center for Faculty Development and Diversity• Active Recruiting Support: \$25,000• Cluster Hires: \$30,000• Mentoring Program \$12,000 | \$97,000 |

| | |
|---|------------------|
| **The above costs do not include anticipated department recruitment costs that may be necessary | |
| Subtotal | \$307,000 |

While there are costs involved to implement the above recommendations, there are also institutional risks of not investing. Risks include impacts to the reputation of CWU as a diversity leader, the potential amplification of our current diversification challenges and introduction of new challenges (ie reduced interest in employment, reduced student enrollment), and the lack of ability to achieve the workforce diversity goals without the resources also being made available. Additionally, the lack of these proposed positions denies the institution the opportunity to bring in guidance and expertise in applying best practices, latest research and informed strategies.

Looking Towards the Future

Central Washington University has a long-standing commitment to access to higher education for those who have been traditionally underrepresented. This commitment has been reflected in the University’s positions on recruiting and retaining minority students. Our institutional strategic planning envisions a future of continued growth in both student and faculty/staff diversity.

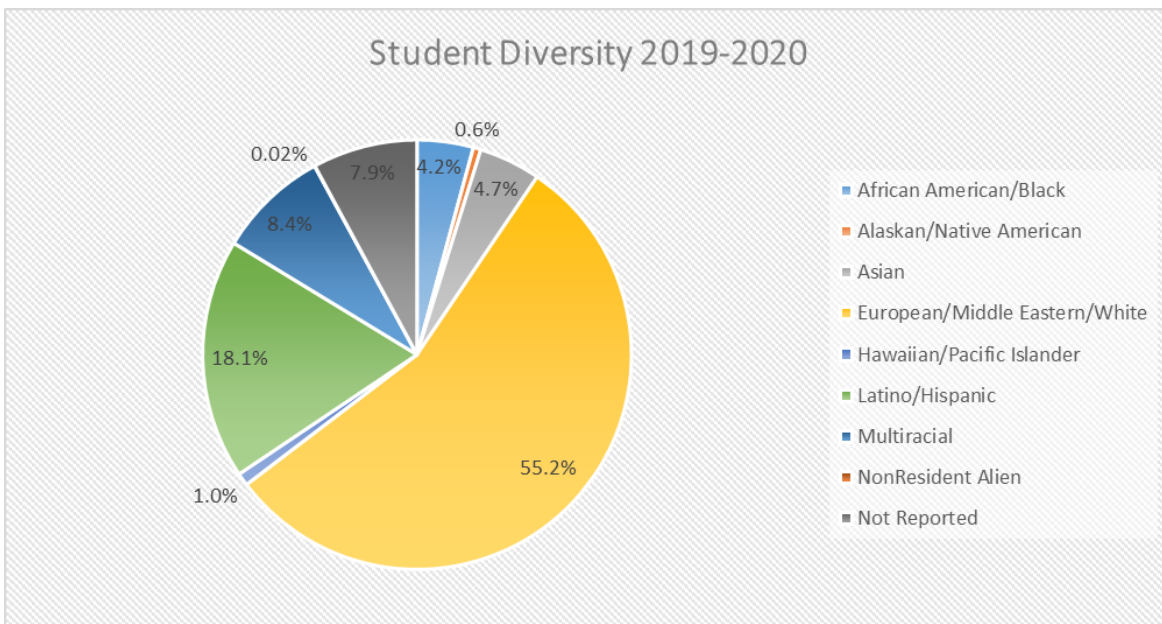
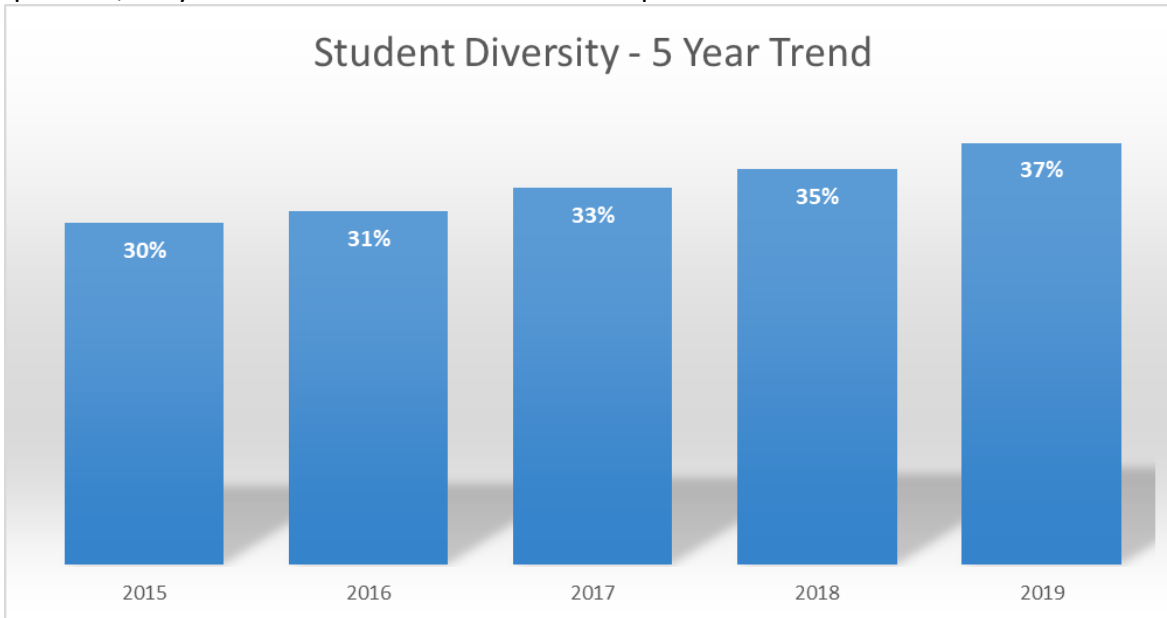
To fulfill the University’s primary mission of providing excellence in education, teaching, and facilities, we must continue to evolve as a diverse community and serve the needs of our region, nation and international community. The educational experience and learning from those different from ourselves can only be taught in intellectual and social environments that are diverse. Increasing the diversity of our faculty and staff promotes critical thinking, intercultural communication and challenges preconceived notions.

Achieving our goals will require us to be intentional in the way we do business and make a conscious effort to build learning environments that take advantage of the abilities and talents of a diverse group of people. In doing so we can prepare students to engage and contribute in a global society that is increasingly complex, pluralistic, and that requires teamwork, collaboration and innovation.

Appendix A: Measuring Student and Workforce Diversity

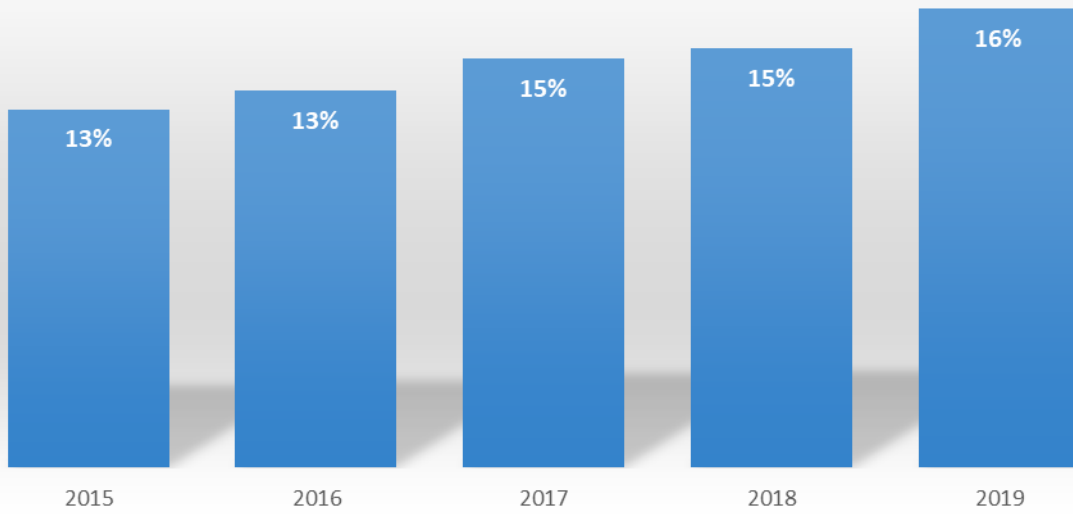
Traditionally Under-Represented Student Groups (TUSG) were used to report the data below. TUSG includes all races except for European/Middle Eastern/White and Not Reported.

If a student indicates Hispanic identity, or their Visa and Citizenship status indicates they are a Non-Resident Alien, those statuses take precedence over any race selection. If the student chose not to answer either question, they are considered unknown or not reported.

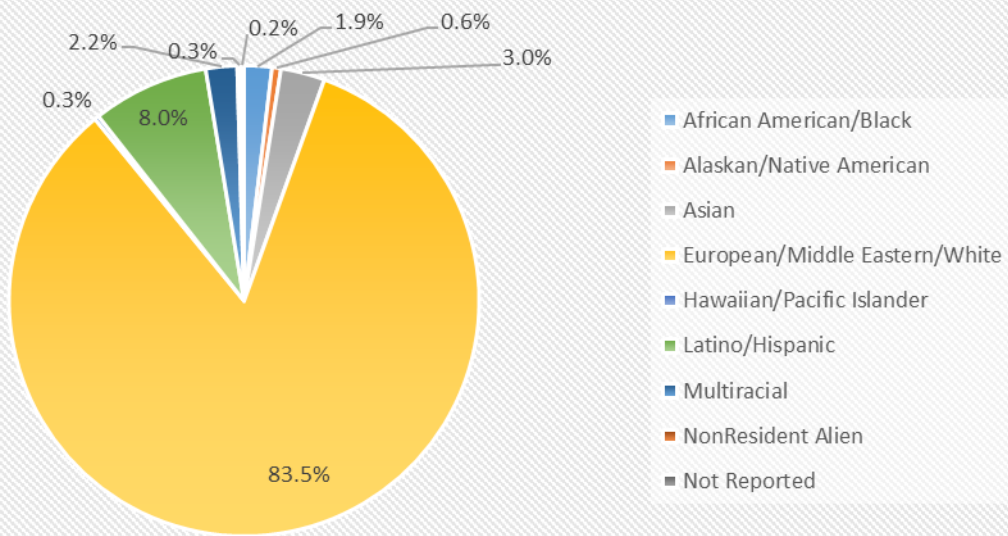


The workforce diversity data presented below utilizes the Integrated Postsecondary Education Data System (IPEDs) Race/Ethnicity methodology where if an employee indicates Hispanic identity or their Visa and Citizenship status indicates they are a Non-Resident Alien, those statuses take precedence over any race selection. If the employee chose not to answer either question, they are considered unknown or not reported.

Workforce Diversity - 5 Year Trend



Workforce Diversity 2019 - 2020



Appendix B: Executive Summary of Project Charter

Executive Summary

| | |
|------------------|---|
| | |
| Division | President's Office |
| Title | Workforce Diversity Plan – Recruitment, Hiring & Retention |
| Sponsor | Kandee Cleary |
| Key Stakeholders | Board of Trustees, President's Office, Academic & Student Life, Human Resources |
| Date Range | 04/19/19 – 10/31/19 |
| Need Statement | Despite past efforts, there remain challenges to increasing the number of underrepresented minorities in our faculty and staff. Focused efforts must be made to recruit and retain a more diverse staff and faculty. |
| Goals | <ul style="list-style-type: none"> • Create a Workforce Recruiting, Hiring and Retention plan that produces a workforce that better reflects our student population • Build on successes and current best practices by identifying and implementing strategies to improve the recruitment and hiring for the upcoming academic year. • Track and manage workforce diversity data. • Establish programs to improve integration and retention of diverse faculty and staff. |
| Team | Kandee Cleary; Gene Shoda; Nichol Hibbard; Krechiere Jackson; Amy Claridge; Staci Sleigh-Layman; Sathy Rajendran; Lucinda Carnell; Delano Palmer; Jonathon Henderson; Bobby Cummings, Joy Corbett; Abby Chien; Shawnte Elbert; Rebecca Lubas; Charlene Andrews; Gail Mackin; Lucy Rolfe; Sigrid Davison |
| Team Values | <ul style="list-style-type: none"> • Believe we can make a difference • Respect the individual and build relationships • Learn • Commitment to open and honest communication • Value innovation and trying new strategies |

Appendix C: Position Description

| CWU Position Description | | |
|--|--|---------------------|
| Employee Name: | Employee ID: | |
| Position Title: Project Manager | Position Classification (if different): | |
| Position #: | Department: Project Management 500060 | |
| Job Code: | Employee Type: Civil Service Exempt | |
| Appointment: Ongoing Temporary Project Interim Acting This position is contingent upon continued project(s) and funding. | Hours per Week: 40 | |
| Cycle of Appointment: 12 months | Labor Code: none | FLSA: Exempt |
| Work Schedule: Monday - Friday | Supervisor's Title: VP of Operations | |
| Supervisor's Name: Andreas Bohman | Supervisor's Position #: 00100041 | |
| Job Summary | | |
| All employees are expected to support CWU's commitment to diversity and to bring and support inclusion into the University environment. | | |
| <p>This position is responsible to plan, organize, prioritize, and initiate projects, work activities, change management strategies, decision plans and quality improvement tactics on multiple projects of varying scopes and sizes.</p> <p>Working independently, this position has general discretion in applying project management and technical knowledge to coordinate the activities of multiple project teams.</p> <p>The Project Manager works closely with the leads, managers, staff, students, and faculty in a liaison role. Position also has frequent external contact with vendors, user groups, and consultants/contractors.</p> | | |
| Work Assignment | | |
| <p>Work is performed independently. While work and performance are reviewed by the supervisor, the size, scope, and complexity of the project(s) create the position parameters. Work assignments are received verbally and/or in writing and may be reviewed periodically to ensure meeting goals and objectives.</p> | | |
| Working Guidelines | | |
| <p>This position works in accordance with State and Federal Regulations, University policies and procedures, applicable collective bargaining agreements, and project standards.</p> | | |
| Credit Card Information | | |
| <p>Will this position store, process, transmit or have access to multiple credit card information at one time? If yes, it is covered by the provisions of the "Visa and MasterCard Payment Card Industry Security Standards."</p> | | |

Required Qualifications

- Demonstrated ability and/or experience working with students and/or co-workers from a wide range of abilities, backgrounds and experiences.
- Bachelor's degree in Project Management, Computer Science, Information Management, Business Administration, Organizational Development, Organizational Change, or a related field.
- Experience/training in business process analysis, project management tools/techniques, data validation/analysis, report writing;
- Ability to proactively lead a team in the accomplishment of assigned projects and tasks;
- Strong professional, interpersonal, written and verbal communication skills;
- Or applicable combination of education and/or experience which demonstrates the ability to perform the essential functions of the position;

Preferred Qualifications

- Master's degree or higher in Project Management, Computer Science, Information Management, Business Administration, Organizational Development, Organizational Change, or related field.
- Certification in a Project Management related discipline.
- Program/Process Improvement Certification.
- Strategic Management & Planning Certification.
- Ability to embrace and promote a diverse environment.
- Experience which would indicate an understanding of quality process improvement processes.

Competencies

- Accountability/Dependability: Accepts responsibility for quality of own work; acknowledges and corrects mistakes. Shows up on time, meets standards, deadlines and workschedules.
- Judgment: Makes timely, informed decisions. Analyzes options and determines appropriate course of action.
- Commitment to Diversity: Recognizes the value of diversity and helps create environment that supports and embraces diversity.
- Teamwork: Promotes cooperation and mutual support to achieve goals. Encourages participation and mutual support.

- **Adaptability/Flexibility:** Responds positively to changing business needs and responsibilities. Adapts approach and methods to achieve results; recovers quickly from setbacks and finds alternatives.

Working Conditions

Office/Clerical Positions:

Work is performed in an indoor office setting with frequent in-person interactions. It is essential to be able to remain at a desk/computer work station for prolonged periods of time, perform extensive data entry and other computer-related tasks and create/maintain filing systems for departmental records. Some evening or weekend work and/or occasional travel may be required.

| Essential Functions | Job Duties | % |
|----------------------------|---|----------|
| Yes | <ul style="list-style-type: none"> - Independently leads moderate to large sized team or teams on projects of various sizes and scopes across University divisions, e.g., technology, business process, facilities. - Responsible for bringing projects to completion and transitioning ongoing tasks/maintenance to the process owner. - Develop and maintains project plans, charters, communication plans and other project deliverables to ensure conformance with the methodology. - Provides weekly project status reports and metrics for PMO reporting. - Identifies project team members (including functional, technical, subject matter experts as needed for consultation) and serves as liaison between project team(s) and functional and technical users. - Coordinates project tasks such as scheduling project meetings and coordinating assignments, assisting with analysis, applying quality assurance standards, conducting fit gap analyses, and communicating status of project and project team activities to stakeholders. - Assists with documentation of project activities and results, and works with training coordinators to identify, develop, and provide training. - Arranges and attends meetings, seminars, and other events related to project efforts. Stays informed of developments in field. | 95% |
| No | Other duties as assigned. | 5% |

Signatures

The job duties are an accurate reflection of the work performed by this position.

Appendix D: CWUP 2-30-200

CWUP 2-30-200 Recruitment, Retention, and Hiring

Central Washington University's recruitment, retention, and hiring processes, policies and practices affirm and actively promote the University's mission and the rights of all individuals to equal opportunity in employment. This commitment is afforded without regard to race, color, creed, religion, national origin, sex, sexual orientation, gender identity and gender expression, age, marital status, disability, or status as a protected veteran. Central Washington University complies with all applicable federal, state, and local laws and regulations.

The University is committed to seeking and sustaining a culturally and ethnically diverse environment, and to principles that promote inclusive practices. The University recognizes the worth and value of faculty, exempt and civil service staff and student employees to the University and realizes that it is in the interest of the University to attract and retain highly qualified employees.

The University supports the employment of current students, recognizing the reciprocal benefits of their work. Employment of students provides them the opportunity to gain valuable work experience and assists them with the financing of their education. Student employees are a valuable source of labor and spirit for the University.

The following options for filling vacancies are:

1. Open, competitive searches - provide for the highest possibility in the recruitment, hiring, and retention of a diverse workforce.
2. Internal recruitment processes - support career progression or career development for current employees. Each appointing authority is responsible for the oversight and outcomes of recruitment and hiring within their assigned areas. This includes the adherence to CWUR 3-40-140 Recruitment, Retention and Hiring Procedures. Appointing authorities are responsible to suspend or stop a search that does not conform to this procedure, has not met the expectations of the University regarding effectiveness, legality, equity and/or fairness in recruitment.

Search committees are standard for all tenure/tenure track faculty and senior administrative exempt searches. Civil service appointments will comply with Washington State regulations.

Development, administration and maintenance of policies and procedures for recruitment, hiring, and retention of faculty, exempt, civil service staff and student employees is the responsibility of human resources. See [CWUR 3-40-140](#) Recruitment, Retention, and Hiring Procedures.

The chief human resources officer, working with the appropriate cabinet member, may suspend the recruitment process for any position if there is a concern that the process has not met the expectations of the University regarding effectiveness, legality, equity, and/or fairness in recruitment.

Appendix E: CWUR 3-40-140

CWUR 3-40-140 Recruitment, Retention, and Hiring

This procedure supports [CWUP 2-30-200](#) Recruitment, Hiring, and Retention Policy. The creation and maintenance of a diverse workforce reflect and support the changing diversification of our larger society and is critical to our success in serving the diverse and inclusive needs of our student body.

Definitions

1. Executive Officers: President, Vice President for Academic and Student Life, Vice President for Business and Financial Affairs/CFO, Vice President for Operations, and Chief of Staff.
2. Appointing Authorities: As defined in [CWUP 1-80-010](#) Appointing Authority and [CWUP 2-10-170](#) Appointing Authority, Delegation of Authority and Contracting Authority.
3. Search Committees are formed by the appointing authority to assist in recruitment and selection of tenure/tenure track faculty and senior administrative positions. A search committee is standard for tenure/tenure track faculty and senior administrative positions defined as the president, members of the president's cabinet, deans, associate and assistant vice presidents and directors that report to a Cabinet member.
4. Constituents are those groups and individuals who rely on, or collaborate with, a particular University position. Constituents can be co-workers, colleagues, students and customers, etc.
5. Diversity includes group/social and individual differences and group/social differences. Diversity for affirmative action purposes is strictly defined by federal guidelines and includes sex, race (Caucasian, Black, Asian, Pacific Islander, American Indian/Alaskan Native), ethnicity (Hispanic), status as a protected veteran, and status as a person of disability.
6. Inclusivity is the active, intentional, and ongoing engagement with diversity--in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect--in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.
7. Recruitment area is assigned by job group in the University's annual affirmative action plan. Recruitment area is determined for individual positions by careful consideration of the availability of a qualified and diverse pool of applicants within a geographic area, the feasibility of relocation and/or commuting, and the salary. Recruitment area for external searches may be local, statewide, regional, national, or international. Internal searches are University-wide.
8. Availability is an estimate of the number of qualified minorities or women available for employment in a specific position, expressed as a percentage of all qualified persons available for employment in the job group. It establishes a benchmark to determine the success of the recruitment process.

Procedures specific to individual departments:

Departments must establish recruitment procedures specific to their needs which support this University policy. Such procedures will be developed in consultation with HR and will be maintained in writing.

Appointing Authorities have responsibility to:

1. Create a recruitment process that ensures a qualified and diverse pool of applicants.
2. Appoint search committees to guide the recruitment and selection process. In some cases, this responsibility is delegated to departments. Search committee composition will be approved by the VP of Inclusivity & Diversity.
 - a. Search committees will be composed of a diverse cross-section of (gender; Race/Ethnicity) representatives of the constituents working with the position. A diversity advocate identified by the VP of Inclusivity & Diversity may be used where departments lack diverse representation.
 - b. Search committee members may be identified by individuals requesting participation or by soliciting nominations for members.
 - c. When determining the members of the search committee, the appointing authority will consider peers, co-workers, constituents, support staff, etc. of the vacant position.
3. Define the specific responsibilities and expectations for the search committee. The appointing authority will:
 - a. Ensure search committee members have completed the implicit bias training;
 - b. Meet with the search committee;
 - c. Develop the committee charge (samples are available from HR);
 - d. Discuss expectations, including an emphasis on diversity and inclusivity;
 - e. Establish a timeline;
 - f. Emphasize the importance of maintaining confidentiality throughout the process;
 - g. Continually monitor the process to ensure the charge is being carried out and to answer questions when they arise; and,
 - h. Provide decision-making, when necessary, during the process.

Search Committees have the responsibility to:

1. Fulfill the responsibilities and expectations as communicated from the appointing authority. Such responsibilities may include any combination of the following duties:

a. Review the position description and recruitment plan drafted by the appointing authority and approved by the VP of Inclusivity and Diversity, and provide any feedback or suggested changes for finalization by the appointing authority;

b. Develop a robust and detailed diversity recruitment plan and advertising/marketing strategies to ensure a diverse pool of applicants;

c. Work with HR to determine the appropriate length of recruitment period based on the organizational level of the position, advertising lead time, and needs of the department.

d. Actively seek a diverse pool of applicants as described by availability. Use availability compared to actual pool data (provided at three stages: applicants, qualified applicants and on-campus interviews) to gauge recruitment strategies and determine the next steps. If the diversity of the pool is not maintained through each stage, provide information to the appointing authority for the decision of whether to move forward.

e. Conduct screening of submitted documents, reference checks and telephone interviews;

3. Forward to the appointing authority a list of final candidates. If one of these candidates is not hired, the appointing authority will:

a. Assuming the pool still meets availability, refer the search back to the search committee to bring forth additional candidates from the existing pool; or

b. Authorize the search committee to extend the current search to acquire additional candidates; or

c. Declare a failed search and work with HR to determine the next steps for the vacancy.

d. Provide to the Appointing Authority and VP of Inclusivity & Diversity rational when the pool, at each step of the process, fails to meet availability. When the rational is not supported, the Appointing Authority/Executive Officer will fail the search.

Human Resources has the responsibility to:

1. Provide guidance and advice in all things related to recruitment and selection for appointing authorities, supervisors, managers, and search committees on policy, procedures, timelines, and responsibilities. Templates, samples, and drafts are available on the HR website at www.cwu.edu/hr.

2. Review search committee composition and solicit approval from the VP of Inclusivity & Diversity.

3. Collaborate with others to develop recruitment plans and advertising/marketing strategies.

4. Provide to the VP of Inclusivity & Diversity/search committee/appointing authority a comparison of availability to diversity of applicant pool at three stages of the recruitment process: applicant pool, qualified applicants, and on-campus interviews.

5. Inform appointing authorities and executive officers of recruitment issues as they arise and as early in the process as possible so that additional strategies can be employed.

Recruitment Period and Screening Statement

1. The recruitment period is defined as the time period between the commencement of advertising and the date screening of applications will begin.
2. Open screening dates, rather than firm deadlines, are recommended. Open screening dates allow departments to continue recruiting and accepting applications after the initial date and are particularly useful when pools lack a sufficient number of applicants or diversity.
3. HR will ensure that candidate pools represent appropriate diversity by providing the diversity demographics to the search committee and the appointing authority. HR will consult with the appointing authority when the pool is not representative and additional recruitment strategies may be implemented. The recruitment and hiring process will move forward only when HR and appointing authority are satisfied that all reasonable efforts have been utilized. Executive officers will be consulted when necessary.
4. Applications received, or made complete before the screening date will be screened. Applications received, or made complete, on or after the screening date may be screened against the existing pool at the time the application is received or made complete.
5. The screening process must be consistently applied and documented.

Appendix F: Full 2018 Campus Climate Survey Results

Methodology

Sherri Fujita, a graduate student at the University of Washington, served as an intern to the Vice President of Inclusivity and Diversity. In this role, she researched and prepared a climate survey. The Minority Employee Council, the Inclusivity and Diversity Committee, and the VP then reviewed the draft survey. The survey was developed using several strategies, including consultation with traditionally underrepresented groups and reviews of previous climate survey study literature. Questions included general University climate questions. Faculty questions addressed faculty review, service obligations, time restraints, and faculty expectations. Staff questions included performance review, perceptions of discrimination, and climate. The responses were on a 4-point scale strongly agree to strongly disagree.

The QUALTRIX survey was conducted during two weeks in May 2018. Faculty and staff were invited by email to fill out the survey and prompted again the following week. Staff who did not have access to computers as part of their duties were provided with computers during several working hours in order to complete the survey.

Based on national trends for online survey response rates, the response rate at the University was very good at 48.5%. Faculty response rate was 48% and staff response rate was 49%. The population of full-time faculty and staff for the duration of this survey numbered 1,596.

Table 1: Summary Demographic Characteristics from Sample

| | Percentage | N |
|--|------------|-----|
| Tenured Faculty | 16.50 | 124 |
| TT Faculty | 7.66 | 59 |
| Full/Part Time NTT | 13.50 | 101 |
| Male | 39.49 | 165 |
| Female | 59.46 | 399 |
| Other | 1.04 | 7 |
| Heterosexual | 82.00 | 549 |
| LGTBQIA+ | 18.00 | 118 |
| White | 62.00 | 501 |
| Traditionally Underrepresented Group Member | 38.00 | 306 |

We began processing and analyzing the data the following summer and fall of 2018. We created several aggregated variables to combine survey items into broader measures of experiences with discrimination, campus climate, communication, and work satisfaction. The survey responses were disaggregated on race, ethnicity, gender, gender identity, and sexual orientation. The data were analyzed using frequency distributions, cross tabs, and means. When necessary, t-tests were used to determine if there was a significant difference between groups on composite and individual items. We look at overall responses, faculty responses and staff responses.

Profile of Faculty Respondents

The faculty sample consisted of 324 faculty who completed the survey, making up 40% of all respondents and 41% of all faculty. Forty-five percent of faculty respondents identified as male, 53% self-identified as female and 2% self-identified as other. Sixty percent of faculty respondents self-identified as white, 5% self-identified as American Indian, 6% multi-racial, 3% Middle-Eastern, 7% Latino/a; 4% Black; 8% Asian and 7% identified as other. In the analysis that follows, the sample is divided into white and traditionally underrepresented groups for comparison purposes. The majority of faculty self-identified as heterosexual (81%) and the analysis that follows for comparison purposes, we have created an

LGBTQ category that combines Asexual (3%), Bisexual (5%), Gay (4%), Lesbian (2%), Pansexual (1%), Queer (2%), and Other (2%).

Faculty Perspectives on the General Climate

Seventy-six percent of faculty describe the University as welcoming, 75% agree that CWU is supportive of students, faculty and staff, 75% would describe the University as respectful, and 74% agree there is a sustained level of interest and focus on the wellbeing of students. While those percentages indicate a positive climate, there are other responses that indicate CWU has some work to do, particularly in the areas of communication and trust. Fifty-three percent of faculty agree that there is a spirit of community and cooperation on campus, 56% of faculty respondents agree that CWU encourages free and open discussions about difficult topics, and 53% of faculty respondents believe that the University administration adequately values the diversity of faculty and staff.

There were significant differences in the responses by race/ethnicity. Over half of traditionally underrepresented groups (TUG) faculty respondents (62%) would describe the University as welcoming compared to 76% of white faculty. The majority of TUG faculty respondents agree that CWU is supportive of students, faculty, and staff compared to 74% of white faculty. The majority of faculty from TUG think that the University administration does not value the diversity of faculty and staff (54%) compared to 67% of white faculty. Over half TUG (63%) would describe the University as respectful compared to 80% of white faculty. TUG faculty (46%) were less likely to identify a spirit of community and cooperation on campus while 52% of white faculty identified a spirit of community and cooperation on campus. TUG faculty (51%) agree that CWU encourages free and open discussions while 67% of white faculty agree.

In terms of gender and sexual identity, there were also significant differences in some of the responses to University climate questions. Eighty-one percent of male and 86% of females would describe CWU as welcoming, while 64% of those who identified as other described CWU as welcoming. Faculty who self-identified as heterosexual were more likely to describe CWU as welcoming (80%) compared to 59% of LGBTQ faculty.

Concerning is faculty were more likely to perceive a lack of concern and support from administration and this perception is even more pronounced among traditionally underrepresented faculty, and LGBTQ+ faculty.

Faculty Perceptions of General Climate with Colleagues and Administration

| | Total | Men | Women | Faculty of Color | White | Straight | LGBTQ+ |
|---|-------|-----|-------|------------------|-------|----------|--------|
| University welcoming | 76 | 87 | 74 | 62 | 82 | 80 | 59 |
| Administration concern about faculty well-being | 38 | 52 | 35 | 33 | 39 | 38 | 31 |
| CWU Community and Cooperation | 75 | 81 | 72 | 63 | 80 | 79 | 57 |

Significant at .01 level

Faculty Perceptions of Work Environment

The campus climate survey indicated significant differences by demographics related to work satisfaction. Faculty respondents were very proud to be a faculty member on this campus (77%). This is particularly true for female faculty (87%); LGTBQ faculty (75%) and 71% of TUG faculty. Furthermore, 82% of faculty look forward to coming to work, 80% of female faculty and 75% of TUG faculty. Faculty respondents believed that their values and beliefs were accepted in the workplace (69%), with little difference for those respondents who self-identified as female (76%). However, only 59% of LGTBQ respondents perceived that their values and beliefs were accepted in the workplace and 59% of TUG faculty respondents perceived that their values and beliefs were accepted. Faculty respondents feel a sense of belonging at CWU (79%) and female faculty responses were not significantly different. Both LGTBQ faculty (49%) and TUG faculty (58%) were less likely to feel as if they belong. Over half of the faculty respondents (55%) feel encouraged to honestly express themselves although this response varied by gender, sexual orientation and race/ethnicity. Forty-five percent of female faculty and 44% of LGTBQ faculty do not feel encouraged to express themselves. Over half of faculty respondents from TUG do not feel encouraged to express themselves honestly and openly compared to less than 50% of faculty who self-identify as white.

Although faculty perceive that they are satisfied with their work environment in terms of the pride in CWU and their job, there is not as much agreement among faculty who self-identified as TUG or faculty who self-identified as LGTBQI+.

An important element of faculty work environment issues are of fairness and transparency in salary and tenure and promotion processes, including post-tenure review. Only one-third of faculty perceive salary determination as fair and transparent, regardless of group membership.

| | TOTAL | MEN | WOMEN | TUG | WHITES | HETERO | LGTBQI+ |
|----------------------------------|-------|-----|-------|-----|--------|--------|---------|
| Fair Salary Determination | 37 | 37 | 36 | 45 | 34 | 37 | 43 |
| Transparent Salary Determination | 32 | 37 | 28 | 26 | 32 | 35 | 32 |
| Fair Post Tenure Review | 56 | 58 | 57 | 57 | 57 | 56 | 61 |
| Fair Tenure and Promotion | 56 | 57 | 58 | 45* | 61 | 60 | 41* |
| Transparent Tenure/ Promotion | 60 | 71 | 54 | 54 | 64 | 63 | 52 |

*indicates significant difference at the .05 level

Faculty Perception of Communication

Communication is another theme that was addressed in the survey. About half of faculty respondents agreed that information was passed along as quickly as possible. Female faculty (47%) responded that information was passed along quickly. Again, there were significant differences for LGTBQ faculty (42%) and TUG faculty (44%), who were less likely to agree with that statement. Less than half of faculty (44%) agreed that changes were communicated in a clear and timely way, 40% of female faculty agreed, 41% of LGTBQ faculty respondents, and interestingly, 47% of TUG faculty respondents agreed. Only 42% of faculty respondents agreed with the statement "Effort is made to open the lines of interdepartmental communication," More female faculty respondents agreed with the statement (53%), 42% of the LGTBQ respondents agreed and 41% of TUG faculty respondents agreed.

In general, all faculty perceive a lack of communication at CWU, although female faculty are less likely to perceive an issue. The concern with communication is more pronounced among traditionally underrepresented groups and LGBTQI+ respondents.

Attitudes Related to the Climate for Diversity

The following table identifies ways in which faculty view the campus climate for diversity. The far majority of faculty respondents agree that CWU should make a greater effort in the recruitment and retention of a diverse faculty. This is particularly true for female faculty and less the case for LGBTQ faculty. This suggests that there is significant support on campus for diversifying faculty.

Table 2

Faculty Perceptions about the Climate for Diversity

| | Total | Men | Women | Faculty of | | | |
|---|-------|-----|-------|------------|-------|----------|-------|
| | | | | Color | White | Straight | LGBQO |
| This institution should make a greater effort to recruit and retain diverse faculty | 78 | 76 | 85 | 72 | 83 | 82 | 68 |
| There is campus racial tension here | 47 | 33 | 56* | 48 | 46 | 44 | 61* |
| Curriculum reflect diverse backgrounds | 70 | 76 | 68* | 59* | 74 | 73 | 54* |
| Witnessed discrimination on campus | 45 | 37 | 52* | 49* | 46 | 42 | 61* |
| Experienced discrimination on campus | 37 | 26 | 43* | 51* | 31 | 33 | 51* |

*significant differences at the .01 level

The perception of racial tension shows a different pattern. While about half of faculty respondents perceive racial tension and not significant differences between white faculty and TUG faculty. There is a significant difference in the perception of racial tension between men and women faculty and Straight and LGBTQI+ faculty. There is an opportunity to increase awareness of incidents that occur on campus and provide the faculty with tools to address racial tension that currently exists or may arise in the future.

An important aspect of a climate that is supportive of diversity and inclusion is diversity in the curriculum. Almost ¾ of faculty respondents indicated that the curriculum reflected diverse backgrounds, though this perception was significantly different between groups. This may be related to how the University/department/discipline defines diverse backgrounds. Of concern is the extent to which members of traditionally underrepresented and oppressed groups have witnessed and experienced discrimination. There are psychological and physical effects of both witnessing and experiencing what is perceived as discrimination, regardless of whether it meets the threshold of the federal definition of discrimination. Faculty that experience and perceive discrimination may have lower quality of life, increased stress levels, increased perception of discrimination, lack of University engagement ultimately have an impact on students.

Exempt and Classified Staff

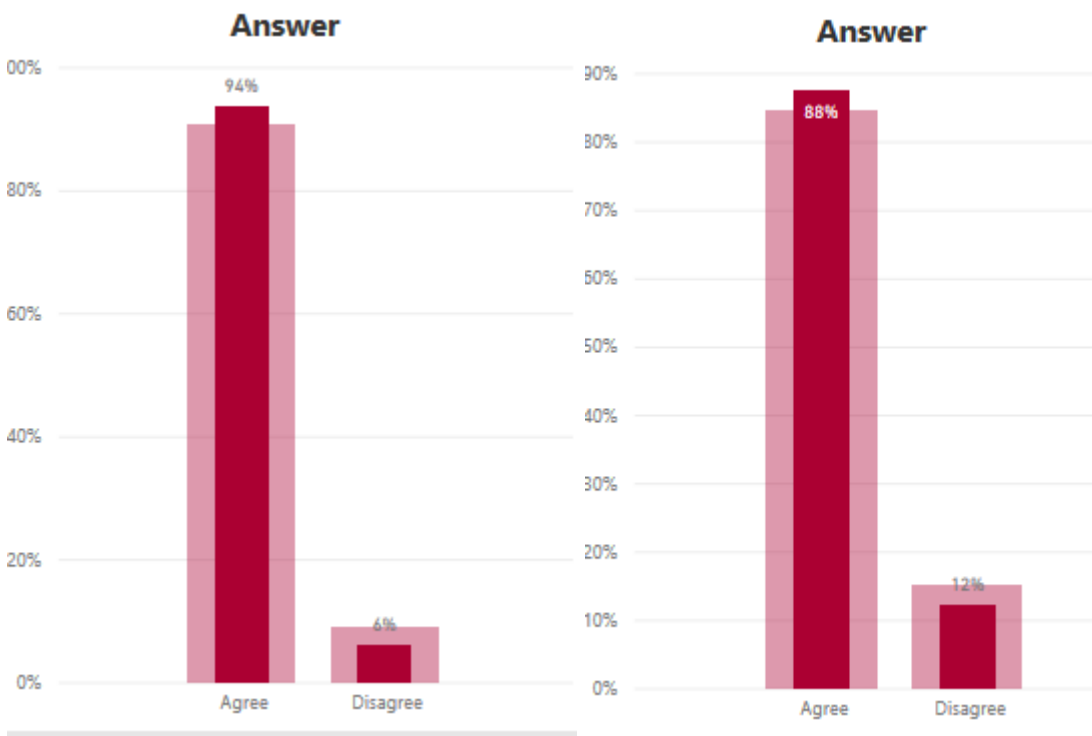
Demographics

Central Washington University administered the survey to classified and exempt staff in May, 2018. Of the 798 responses, 54% of the respondents were staff. Both classified and exempt staff comprised 27%, respectively, of the respondents. The survey yielded a 46% response rate from classified and exempt staff.

In order to ensure anonymity the survey did not disaggregate by division or department. The respondents were aggregated into Traditionally Underrepresented Groups (TUG) to provide anonymity in the survey due to the lack of representation in some racial/ethnic groups. Whites make up the majority of exempt staff (79.03) and classified staff (83.65). While 19.35% TUG respondents were exempt and 16.49% of classified respondents were from TUG.

Of the exempt staff, 44.39% identified as male, 27.78% of classified staff identified as male. Of the exempt staff 55.14% identified as female, of the classified 71.21% identified as female and .47% of exempt staff identified as non-binary, while 1.01% of classified staff identified as non-binary. The majority of both exempt (83.49%) and classified staff (83.65%) identified as heterosexual and 16.52% of exempt staff identified as LGBTQIA+ and 16.15% of classified staff identified as LGBTQIA+.

Staff and Diversity



LGBTQIA+ support

Support for different ethnic/racial backgrounds

About 9 out of 10 classified staff (96%) and exempt staff (95%) believe that CWU is supportive of the LGBTQIA+ community and 88.35% of classified staff and 87.65% of exempt staff believe that CWU is supportive of people of different ethnic/racial backgrounds. Classified (67%) and exempt staff (65%) are significantly more likely to believe that there is a spirit of community and cooperation on campus than are faculty (53%).

Significantly, fewer respondents who identified as part of the LGBTQIA+ community agreed that CWU is supportive of their community (48%). Although this was less likely to be the case if they were also exempt from classified staff (83%). This was, even more, the case with those who identified as non-gender binary (48%). Although the majority of those who identify as members of TUGs (83%) agree that CWU is supportive of the LGBTQIA+ community, they are significantly less likely to agree that CWU is supportive of the LGBTQIA+ community. The same pattern emerged for the support of people from different ethnic/racial backgrounds. Non-binary respondents who are classified (52%) and those who are exempt (71%) were less likely to agree that CWU was supportive of people from different ethnic/racial backgrounds as were LGBTQIA+ classified (72%) and exempt (71%) respondents.

LGBTQIA+ respondents agree that there is a real spirit of community regardless of whether they are classified (67%) or exempt (65%). Half of those classified and exempt respondents who identified as non-binary agree with that community and cooperation exists on campus. This is also the case for respondents who identified as a member of a TUG and are classified employees (52%), exempt staff responses are much more supportive (73%) of those who are from a traditionally underrepresented group are more likely to agree that there is community and cooperation on this campus.

With respect to interactions among different racial/ethnic groups on campus, 62% of straight staff viewed such interactions satisfactorily, while only 42.8% of LGBTQ staff felt similarly. Also statistically significant, nearly 15 points separated the proportion of staff of color who expressed satisfaction with interactions among various racial/ethnic groups on campus (47.2%) compared to their white colleagues (62.2%). LGBTQIA+ staff also had statistically significant less positive views regarding the overall sense of community among students, staff, and faculty (46.8%) compared to straight staff members (62%). More than half of staff of color held a similar sentiment (50.4%), while their white colleagues tended to express more positive views (61.7%), although not a statistically significant difference.

Important to recruiting and retaining staff that reflect our student body are issues of recruitment, respect, and welcoming. Exempt staff (81%) are supportive of recruiting and retaining faculty and staff from diverse backgrounds. Classified staff (62%), on the other hand, are less likely to support recruiting and retaining faculty and staff of color. Classified staff who identified as TUG are more likely to support recruiting and retaining faculty (68%) and staff (74%) from diverse backgrounds. LGBTQIA+ classified staff are similar in their response to classified staff in general in their support of recruiting and retaining faculty and staff (62%). While exempt staff are very supportive (94%). Non-binary respondents' support is similar to LGBTQIA support weaker among classified staff who identified as non-binary and stronger among exempt staff who are non-binary.

An indicator of campus climate is the response to a welcoming and respectful University. Ninety-one percent of exempt employees would describe CWU as welcoming and respectful. Significantly, fewer classified staff (85%) would describe CWU the same way, there is not a significant difference when disaggregated by race/ethnicity. However, LGBTQIA+ classified staff are less likely to describe the University as respectful (72%), but do describe the University as welcoming (87%). This is, even more, the case for exempt employees who identify as LGBTQIA+, 91% describe the University as welcoming and 89% describe the University as respectful. There are significant differences between classified and exempt staff in response to the statement there is a sustained level of interest and focus on the well-being of faculty and staff. Classified and exempt employees that identify as non-binary are significantly lower than all other groups.

Agree that there is sustained level of interest and focus on the well-being of faculty and staff

| | Classified | Exempt |
|----------|------------|--------|
| All | 53% | 60% |
| TUG | 50 | 67 |
| LGBTQIA+ | 56 | 54 |
| Non-Bin | 10 | 38 |

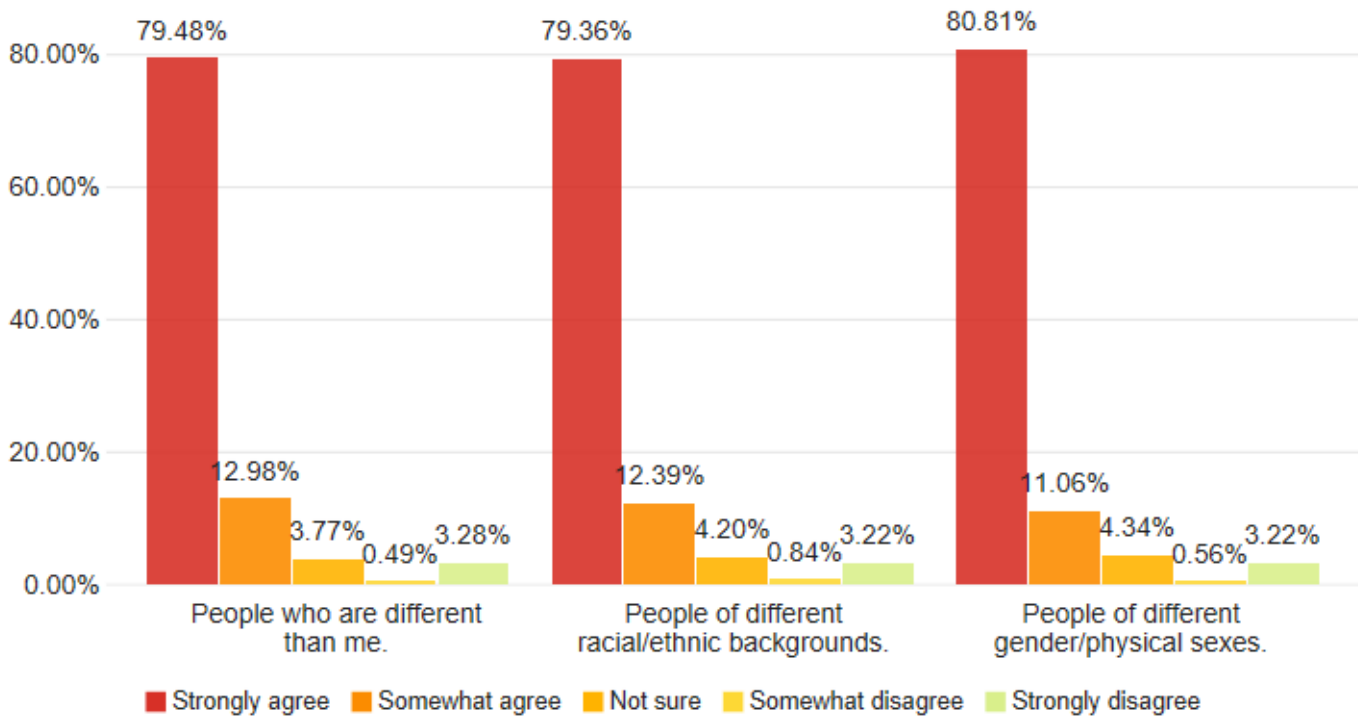
Eight out of ten classified and exempt staff agree that CWU is responsive to reports of discrimination, can find information related to discrimination policies, and would feel comfortable reporting and act of discrimination they witnessed.

Student Success Survey

Student Success at conducted a survey of students in University 101 and all first time, full-time students. The survey was provided to 2,120 students, of which 70 % responded, or 1,400 students. The survey included a campus climate section that will be included in this report. Fifty-one percent of respondents were female, 47% were male and 2% were identified in the report as X. In terms of race and ethnicity, 57% of respondents were white, 30% members of traditionally underrepresented groups and 13% not reported. For disaggregated information, see the Students Success report on campus climate. Two questions address issues of respect.

Students believe that faculty and staff are respectful of people who are different from the respondent, people of different racial/ethnic backgrounds and people of different gender/physical sexes.

Q18 I feel that CWU faculty/staff are respectful of:



Q18 I feel that CWU faculty/staff are respectful of:

| Field | Strongly agree | Somewhat agree | Not sure | Somewhat disagree | Strongly disagree |
|--|----------------|----------------|----------|-------------------|-------------------|
| People who are different than me. | 1,139 | 186 | 54 | 7 | 47 |
| People of different racial/ethnic backgrounds. | 1,134 | 177 | 60 | 12 | 46 |
| People of different gender/physical sexes. | 1,154 | 158 | 62 | 8 | 46 |

The majority of students also responded that they felt the Ellensburg community is respectful of people of different racial/ethnic backgrounds 87% of students strongly agreed or somewhat agreed with the statement.

Conclusions and Take-Aways

Diversity and inclusion are critical to the CWU campus. To serve our students, it is imperative that there are free exchanges of ideas in supportive environments. Academic engagement and excellence can only occur in learning environments of respect. CWU is committed to a caring and multicultural community as is indicated by our mission statement, values, and theme two of the strategic plan. Critical to creating a positive learning environment for students is creating a work environment that promotes a campus climate that is fair, collaborative, trusting, and promotes communication.

There is a plethora of research that identified how important a perceived positive climate is related to positive outcomes for students, faculty and staff. This is particularly important when we identify the experiences of traditionally underrepresented affinity groups (women, people of color, LGBTQIA+, non-binary). In this survey, a large percentage of these groups indicated that they perceived the climate as more hostile, less communicative, less trusting, and more biased.

Similar to other universities (Campus Climate Assessment Project), the majority of faculty and staff are generally glad to be at Central Washington University, care about students and their success, and were positive about the work that they do. However, three major areas arose that CWU needs to address, these include areas of trust, communication and collaboration.

When responses were disaggregated by various demographics, there were areas of concern that were apparent. Respondents from traditionally underrepresented groups were significantly more likely to have experienced discrimination, felt less valued, and felt as if they were held to different standards of review, and were generally less comfortable with the overall campus climate.

The following recommendations have been identified in several research studies as best practices, which will provide a start to be implemented by the campus community.

Recommendations

- Recognize all members of the University community and their impact on student success;
- Treat all University employees with respect;
- Recognize the work of employees at all levels;
- Create a climate for sharing concerns and criticisms;
- Collaboration between divisions to assess, develop, coordinate, and monitor campus climate;
- Create a mechanism to identify all campus activities that contribute to the campus climate;
- Diversity through recruitment and retention and hiring diverse employees that reflect the diverse student body;
- Provide appropriate diversity training for all employees;
- Develop department guidelines and criteria for how departments work toward enhancing diversity and a collaborative campus climate;
- Provide workshops that promote understanding and appreciating difference;
- Provide activities that enhance team-building skills for a diverse workplace;
- Provide workshops for faculty to assist in the development of diversity awareness, learning styles in the classroom;
- Promote a wide variety of activities that promote communication, faculty and staff involvement and cultural appreciation;
- Create mechanisms to increase diverse hiring pools.