

Core Theme – Inclusiveness and Diversity

Results and Suggested Improvements

UNIVERSITY OBJECTIVE 2.1 Enhance the environment of inclusiveness for faculty, staff, and students					
<i>Outcomes</i>	Indicators	Expected Performance Level (Criterion)	Responsible Reporting Unit	Key Strategies/ Initiatives	Budget/Resource Analysis
<i>2.1.1 Increase the ability and willingness of faculty staff, and students to participate in shared governance of the university.</i>	2.1.1.1: Organizational climate studies 2.1.1.2: Faculty and staff participation in University Committees, Senate Committees, and College Committees 2.1.1.3: Student participation in student government and student clubs.	2.1.1.1.1: 50% of staff participate in shared governance. 2.1.1.1.2: 85% of faculty participate in shared governance. 2.1.1.1.3: Annual increase of student participation in shared governance.	Conducted by: Chief Human Resource Officer; Director of Inclusivity & Diversity Dean of Student Success	University committee opportunities Director of Diversity and Inclusivity is collaborating with the BOD VP for equity to develop outreach to students.	Costs of services, and study costs.
Results/Findings					
2011-2012 While fewer than 10% of students participate in the election of student government (BOD members), there are over 75 student clubs and organizations for students to engage. Specifically, in examining sport clubs alone (n=24), 654 students participated on teams. Faculty (266 out of 360 – 74% that reported) actively participated in University committee activities in 2011.					

UNIVERSITY OBJECTIVE 2.1 Enhance the environment of inclusiveness for faculty, staff, and students					
Outcomes	Indicators	Expected Performance Level (Criterion)	Responsible Reporting Unit	Key Strategies/ Initiatives	Budget/Resource Analysis
2.1.2 Promote the free and civil exchange of information and ideas among faculty, staff, students, and the community	2.1.2.1 Use of factual information about university policy and data in discourse.	Annual increase of the use in factual information about university policy and data in discourse	Reported by Director of Inclusivity and Diversity	Collaborating with community to develop awareness of services that both the community and university offer.	Not currently funded
	2.1.2.2. Open and constructive participation by faculty, staff, and students in university discourse.	Annual increase of the constructive participation by faculty, staff, and students in university discourse.	Reported by Director of Inclusivity and Diversity	New web based engagement site. Going-on will provide up-to-date correct information. Using focus groups to identify issues for a university wide survey to assess faculty, staff, and student participation.	Going-On yearly license costs (\$14,000.00).
Results/Findings					
There is a need to define and collect baseline data.					
Suggested Improvements, outcomes, indicators, criterion, strategies, activities, budget					
The theme committee is recommending a need to carry out a content analysis comparing public information to factual information. There will be a need to fund partial release time (5 WLU) for a faculty member to conduct the content analysis. The cost is anticipated to be \$4,500.50 with an intended completion by June 30, 2013. The Director of Diversity and Inclusivity will be responsible for managing the project and overseeing the faculty member.					

UNIVERSITY OBJECTIVE 2.1 Enhance the environment of inclusiveness for faculty, staff, and students					
Outcomes	Indicators	Expected Performance Level (Criterion)	Responsible Reporting Unit	Key Strategies/ Initiatives	Budget/Resource Analysis
2.1.3 Ensure the inclusiveness and diversity of co-curricular and extra-curricular programming	2.1.3.1: Attendance of co-curricular and extra-curricular programming by diverse faculty, staff, students and community members.	Annual increase in attendance of co-curricular and extra-curricular programming by traditionally underserved groups.	Reported by the Dean of Student Success	Establish mechanisms to identify the demographics of those that attend co-curricular and extracurricular programs	Not currently funded
Results/Findings					
There is a need to define and collect baseline data for the indicator listed.					
Suggested Improvements, outcomes, indicators, criterion, strategies, activities, budget					
While attendance of co-curricular and extra-curricular programming is tracked, the diversity of those that attend is not. The theme committee is recommending a need to develop a process that will collect this baseline data for the 2012-2013 academic year. The indicator should reflect the extent to which programming is diverse in addition to the attendance demographics. Also, other data sources that relate to examining inclusiveness and diversity of co-curricular and extra-curricular programming by faculty, students, and staff should be considered for inclusion as indicators. The National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) are periodically administered to both CWU faculty and students and can provide a peer institutional, regional, and national comparison in terms of this area. For example, a question asks faculty and students whether the institution emphasizes that students should be encouraged to attend campus events and activities including cultural performances.					

UNIVERSITY OBJECTIVE 2.2 Increase faculty, staff, and student diversity by active programs of recruitment and retention for members of underrepresented groups.

Outcomes	Indicators	Expected Performance Level (Criterion)	Responsible Reporting Unit	Key Strategies/ Initiatives	Budget/Resource Analysis
2.2.1 Increase the number of and seniority of faculty and staff from underrepresented groups	2.2.1.1: Recruitment and retention results	Exceeds Federal Diversity reporting standards in recruitment and hiring. Increased retention of underrepresented groups in senior positions	Reported by the Chief Human Resource Officer	Established OEO process to ensure compliance with federal guidelines Minority representation on searches	\$156,000.00 for salaries and benefits for OEO office
	2.2.1.2: Faculty and staff workplace satisfaction study	Baseline data needs to be collected to determine expected performance level	Reported by Director of Inclusivity & Diversity and the Chief Human Resource Officer	None identified	Not currently funded

Results and Findings

2011-2012

Diversity of hiring pools meets federal diversity reporting standards (<http://www.opm.gov/diversityandinclusion/reports/DIAgencySpecificStrategicPlanGuidance.pdf>)
 Current diversity of personnel at CWU is:
 Total: 156/1306 = 11.9%
 African American: 24/1306 = 1.8%
 Latina/o: 56/1306 = 4.2%
 Asian: 56/1306 = 4.2%
 American Indian/Alaskan Native: 20/1306 = 1.5%

Tenured/Tenure Track Faculty
 Total: 61/372 = 16.3%
 African American: 10/372 = 2.6%
 Latina/o: 13/372 = 3.4%

Asian: 31/372 = 3.8%

American Indian/Alaskan Native: 7/372 = 1.8%

Suggested Improvements, outcomes, indicators, criterion, strategies, activities, budget

The theme committee is recommending a need to establish:

- baselines for underrepresented group movement through hiring process.
- intern programs for prospective employees from under-represented groups.
- mechanisms for promotion and advancement within the university.
- proactive, nontraditional recruitment strategies.
- training for search committees to move away from traditional strategies..
- access lists of qualified under-represented groups
- a “toolkit” with forms that can be adapted for many different positions.
- best practices when scheduling campus visits.
- models (units and departments) that have done an excellent job at increasing diversity to share experiences.
- accountability measures by the executive branch of university.
- workplace satisfaction study through partial release time (5 WLU) for a faculty member. The cost is anticipated to be \$4,500.50 with an intended completion by June 30, 2013. The Director of Diversity and Inclusivity will be responsible for managing the project and overseeing the faculty member.
- analyses of employee exit interviews.

UNIVERSITY OBJECTIVE 2.2 Increase faculty, staff, and student diversity by active programs of recruitment and retention for members of underrepresented groups.					
Outcomes	Indicators	Expected Performance Level (Criterion)	Responsible Reporting Unit	Key Strategies/ Initiatives	Budget/Resource Analysis
2.2.2 Increase diversity of students by active program recruitment and retention of underrepresented groups.	2.2.2.1: Recruitment, retention, and graduation results	Annual increase in the percentage of students from underrepresented groups recruited, retained and graduated.	Reported by the Director of Organizational Effectiveness Reported by the Dean of Student Success	C-Port to identify and target specific groups for recruitment. Camp, SSS, STAR advising programs that help to retain students from underrepresented groups.	Cost of C-Port and staff: \$200,000.00 CAMP - \$424,986.00 SSS - \$260,000.00 STAR - \$365,610.00
	2.2.2.2: Student satisfaction studies	75% of students are satisfied with their experiences at CWU.	Reported by the Dean of Student Success	CDSJ collaborating with Colleges and units to increase participation in co-curricular programming. FSSE/NSSE	NSSE/FSSE: \$10,000.00

Results/Findings

		Graduation Rates by Group											
		2001		2002		2003		2004		2005		5 Year Average	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Total	4 Year	347	28.1	346	26.0	365	27.6	370	26.8	394	27.6	364	27.2
	5Year	601	48.7	641	48.2	653	49.4	656	47.6	705	49.4	651	48.7
	6 Year	682	55.3	738	55.5	740	56.0	769	55.8	796	55.8	745	55.7
	TOTAL COHORT	1234		1329		1321		1379		1427			
Female	4 Year	210	32.4	216	30.2	235	33.6	246	33.0	234	30.7	228	32.0
	5Year	343	52.9	364	50.9	389	55.6	403	54.0	400	52.5	380	53.2
	6 Year	377	58.2	410	57.3	427	61.0	454	60.9	440	57.7	422	59.0
	TOTAL COHORT	648		715		700		746		762			
Male	4 Year	137	23.4	129	21.0	129	20.8	123	19.4	160	24.1	136	21.7
	5Year	258	44.0	276	45.0	264	42.5	253	40.0	305	45.9	271	43.5
	6 Year	305	52.1	328	53.4	313	50.4	315	49.8	356	53.5	323	51.8
	TOTAL COHORT	586		614		621		633		665			
International	4 Year	1	10.0	5	83.3	3	33.3	3	75.0	4	44.4	3	49.2
	5Year	2	20.0	5	83.3	7	77.8	4	100.0	6	66.7	5	69.6
	6 Year	4	40.0	5	83.3	7	77.8	4	100.0	6	66.7	5	73.6

	TOTAL COHORT	10		6		9		4		9			
Hispanic	4 Year	11	18.6	11	15.7	15	17.2	21	19.6	22	18.3	16	17.9
	5Year	23	39.0	32	45.7	32	36.8	54	50.5	56	46.7	39	43.7
	6 Year	27	45.8	36	51.4	35	40.2	66	61.7	67	55.8	46	51.0
	TOTAL COHORT	59		70		87		107		120			
American Indian/Alaskan Native	4 Year	11	44.0	10	34.5	4	15.4	5	17.9	7	23.3	7	27.0
	5Year	15	60.0	13	44.8	8	30.8	8	28.6	14	46.7	12	42.2
	6 Year	17	68.0	14	48.3	10	38.5	11	39.3	17	56.7	14	50.2
	TOTAL COHORT	25		29		26		28		30			
Asian	4 Year	11	18.6	11	15.7	15	17.2	21	19.6	22	18.3	16	17.9
	5Year	23	39.0	32	45.7	32	36.8	54	50.5	56	46.7	39	43.7
	6 Year	27	45.8	36	51.4	35	40.2	66	61.7	67	55.8	46	51.0
	TOTAL COHORT	59		70		87		107		120			
Black	4 Year	5	22.7	0	0.0	6	31.6	11	31.4	7	17.1	6	20.6
	5Year	6	27.3	2	8.7	10	52.6	18	51.4	10	24.4	9	32.9
	6 Year	7	31.8	4	17.4	11	57.9	20	57.1	16	39.0	12	40.6
	TOTAL COHORT	22		23		19		35		41			

White or Middle Eastern	4 Year	295	28.8	288	26.6	306	28.4	310	28.3	333	29.7	306	28.4
	5Year	513	50.0	534	49.3	535	49.7	525	47.9	576	51.4	536	49.7
	6 Year	576	56.2	617	57.0	612	56.9	610	55.7	638	56.9	611	56.5
	TOTAL COHORT	1025		1083		1076		1095		1121			
Unknown	4 Year	13	25.0	17	30.4	11	22.0	9	22.5	3	16.7	11	23.3
	5Year	24	46.2	30	53.6	30	60.0	20	50.0	5	27.8	22	47.5
	6 Year	29	55.8	33	58.9	32	64.0	23	57.5	6	33.3	25	53.9
	TOTAL COHORT	52		56		50		40		18			

		Retention Rate by Group									
Retention Rate		2001		2002		2003		2004		2005	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	Retention to 2nd Year	927	75.1%	1019	76.7%	1049	79.4%	1081	78.4%	1129	79.1%
	Retention to 3rd Year	800	64.8%	855	64.3%	870	65.8%	889	64.5%	909	63.7%
	TOTAL COHORT	1234		1329		1321		1379		1427	
Female	Retention to 2nd Year	501	77.2%	532	74.4%	548	78.3%	602	80.7%	594	78.0%
	Retention to 3rd Year	424	65.4%	452	63.2%	465	66.4%	491	65.8%	481	63.1%
	TOTAL COHORT	648		715		700		746		762	
Male	Retention to 2nd Year	452	77.2%	457	74.4%	486	78.3%	511	80.7%	518.7	78.0%
	Retention to 3rd Year	383	65.4%	388	63.2%	412	66.4%	417	65.8%	420	63.1%
	TOTAL COHORT	586		614		621		633		665	
International	Retention to 2nd Year	6	60.0%	5	83.3%	8	88.9%	4	100.0%	9	100.0%

	Retention to 3rd Year	5	50.0%	5	83.3%	7	77.8%	4	100.0%	8	88.9%
	TOTAL COHORT	10		6		9		4		9	
Hispanic	Retention to 2nd Year	39	66.1%	51	72.9%	66	75.9%	90	84.1%	96	80.0%
	Retention to 3rd Year	33	55.9%	39	55.7%	50	57.5%	69	64.5%	76	63.3%
	TOTAL COHORT	59		70		87		107		120	
American Indian/Alaskan Native	Retention to 2nd Year	24	96.0%	22	75.9%	17	65.4%	21	75.0%	25	83.3%
	Retention to 3rd Year	20	80.0%	17	58.6%	11	42.3%	13	46.4%	16	53.3%
	TOTAL COHORT	25		29		26		28		30	
Asian	Retention to 2nd Year	31	75.6%	47	75.8%	46	85.2%	43	71.4%	69	78.4%
	Retention to 3rd Year	28	68.3%	41	66.1%	36	66.7%	43	61.4%	54	61.4%
	TOTAL COHORT	41		62		54		70		88	
Black	Retention to 2nd Year	16	72.7%	14	60.9%	17	89.5%	27	77.1%	31	75.6%
	Retention to 3rd Year	11	50.0%	10	43.5%	15	79.0%	24	68.6%	26	63.4%
	TOTAL COHORT	22		23		19		35		41	
White or Middle Eastern	Retention to 2nd Year	773	75.4%	837	77.3%	853	79.3%	860	78.5%	886	79.0%
	Retention to 3rd Year	670	65.4%	710	65.6%	713	66.3%	710	64.8%	722	64.4%
	TOTAL COHORT	1025		1083		1076		1095		1121	
Unknown	Retention to 2nd Year	38	73.1%	43	76.8%	42	84.0%	30	75.0%	14	77.8%
	Retention to 3rd Year	33	63.5%	33	58.9%	37	74.0%	27	67.5%	7	38.9%
	TOTAL COHORT	52		56		50		40		18	

Suggested Improvements, outcomes, indicators, criterion, strategies, activities, budget

The theme committee is recommending a need to:

- Develop PR plan to target specific groups in the region to be developed by June 30, 2013.
- Develop administrative relationships with tribes to encourage attendance of native students. President to have coffee etc. with tribes on the Westside. Meet with tribes on Eastside on annual basis to be developed by June 30, 2013
- Develop a meeting place for Native students and other underrepresented students to gather. Is part of the Capital Budget request.
- Use of FSSE –Faculty Student Success and Engagement Survey in analysis
- Increase participation in CAMP, SSS, and other programs on campus
- Create mechanisms to allow sexual minority and LGTBQQ students to self-identify.

UNIVERSITY OBJECTIVE 2.2 Increase faculty, staff, and student diversity by active programs of recruitment and retention for members of underrepresented groups.

Outcomes	Indicators	Expected Performance Level (Criterion)	Responsible Reporting Unit	Key Strategies/ Initiatives	Budget
2.2.3 Increase the number of students who have served in the military of the United States by active recruitment and retention programs.	2.2.3.1: Recruitment, retention, and graduation results	Annual increase in % of veterans students, increase in retention and graduation rates	Reported by the Director of Organizational Effectiveness	Central Washington University has been named a military-friendly school by Victory Media in its 2013 edition of its G.I. Jobs magazine (www.gijobs.com). Central has been identified as on of the top 15 schools that provide comprehensive services to military veterans including a variety of programs aimed at veterans and their families.	Staff, goods and services, and secretary costs
	2.2.3.2: Student satisfaction studies	Maintain status as veteran friendly campus.	Conducted by the Dean of Student Success		

Results/Findings

Veteran Retention and Graduation Rates

Freshman Retention Fall 1 to Fall 2

Fall Term	# Vets	# Retained	% Retained
2004	17	12	70.59%

2005	24	18	75.00%
2006	42	30	71.43%
2007	20	13	65.00%
2008	27	22	81.48%
2009	40	33	82.50%
2010	37	29	78.38%

Transfer Retention Fall 1 to Fall 2

Fall Term	# Vets	# Retained	% Retained
2004	66	55	83.33%
2005	57	43	75.44%
2006	48	37	77.08%
2007	51	44	86.27%
2008	52	43	82.69%
2009	78	61	78.21%
2010	68	54	79.41%

**Freshmen Entering fall 2004, 2005, 2006
Graduation Rates: 6 Years to Graduate**

Fall Term	# Vets	Graduated	% Graduated
2004	17	7	41.18%
2005	24	12	50.00%
2006	42	22	52.38%

**Transfers Entering fall 2004 through Fall
2009 Graduation Rates: 3 Years to Graduate**

Fall Term	# Vets	Graduated	% Graduated
2004	66	47	71.21%
2005	57	40	70.18%
2006	48	35	72.92%
2007	51	41	80.39%
2008	52	36	69.23%
2009	78	35	44.87%

Suggested Improvements, outcomes, indicators, criterion, strategies, activities, budget

The theme committee is recommending a need to:

- establish baseline data for veteran student satisfaction to be completed by Veteran Affairs Coordinator and Associate Dean of Student Development responsible.
- increase use of C-Port to recruit veterans as monitored by Associate Vice President for Enrollment Management
- conduct focus groups to determine veteran student satisfaction. Requires partial release time (5 WLU) for a faculty member. The cost is anticipated to be \$4,500.50. The Director of Diversity and Inclusivity will be responsible for managing the project and overseeing the faculty member to develop focus group methodology.
- provide increased veteran friendly programming. Will require \$2000.00 for programming costs. To be completed by Veteran Affairs Office. Association Dean of Student Development and Dean of Student Success responsible.
- encourage greater collaboration with Veterans Affairs Office and local/regional veteran groups to meet veteran needs.

UNIVERSITY OBJECTIVE 2.2 Increase faculty, staff, and student diversity by active programs of recruitment and retention for members of underrepresented groups.					
Outcomes	Indicators	Expected Performance Level (Criterion)	Responsible Reporting Unit	Key Strategies/ Initiatives	Budget
2.2.4 Increase the number of international students by active recruitment and retention programs.	2.2.4.1: Recruitment, retention, and graduation results	Annual increase in the percentage of international students enrolled, retained and graduated	Reported by the Director of Organizational Effectiveness	Active recruitment of International students by the Assistant Vice President of International programs. Provided space on CDSJ website to report Bias Incidents to Director of Diversity and Inclusivity	International Student Recruiter: \$54,100.00 Operating Budget: \$25,000.00 Global Services & Initiatives Director Operating Budget: \$25,000.00 OISP AVP Operating Budget: \$25,000.00 Total: \$129,100.00 per year Student satisfaction studies not currently funded.
	2.2.4.2: Student satisfaction studies	Annual increase in International student satisfaction with CWU Decrease number of student bias complaints	Reported by the Dean of Students Success	None defined	None budgeted
Results/Findings: 2011-2012 Baseline international student enrollment: Undergraduate International Students Ellensburg Campus: 188 Undergraduate International Students Lynnwood Campus: 53 Undergraduate International Students DesMoines Campus: 27 Grad Eburg: 44 Grad Lynnwood: 1 Grad DesMoines: S					

AEP Exchange Students: 13 UESL: 120 AUAP: 32 Total International Students: 480	
Suggested Improvements, outcomes, indicators, criterion, strategies, activities, budget The theme committee is recommending a need to conduct a satisfaction study to determine International student satisfaction as completed by Director of Diversity and Inclusivity and Assistant Vice President of International programs. Requires partial release time (5 WLU) for a faculty member. The cost is anticipated to be \$4,500.50. The Director of Diversity and Inclusivity will be responsible for working with Assistant Vice President of International programs managing the project and overseeing the faculty member to develop focus group methodology.	

UNIVERSITY OBJECTIVE 2.3 Ensure that CWU has an inclusive and diverse curriculum					
Outcomes	Indicators	Expected Performance Level (Criterion)	Responsible Reporting Unit	Key Strategies/ Initiatives	Budget/Resource Analysis
2.3.1 Increase the number of students and faculty who engage in international exchanges or experiences.	2.3.1.1: Number of students and faculty engaged in study abroad and student and faculty exchange programs to and from CWU	Annual increase in the number of faculty and students who participate in exchange programs to and from CWU.	Reported by the AVP for International Programs	International Programs recruiting students to intern in China. Building other exchange programs. NSSE analysis	\$129,100.00 per year total budget
Results/Findings					
<p>2011- 2012</p> <p>Baseline international student and faculty exchanges:</p> <ul style="list-style-type: none"> • 203 CWU students either completed a short or long-term study abroad. 17 study abroad experiences were bilateral exchange students with international partners. • 2 CWU faculty participated in exchanges. <p>2012</p> <p>NSSE: 3% of first year and 9% of seniors students report that have participated in study abroad; while 37% of first year students and 9% of seniors report that they plan to participate in student abroad.</p>					
Suggested Improvements, outcomes, indicators, criterion, strategies, activities, budget					
<p>The theme committee is recommending a need to:</p> <ul style="list-style-type: none"> • Develop PR program to increase interest in international experience. • Provide permanent resources for faculty to go abroad. • Provide permanent resources for students to go abroad. • Identify challenges to faculty for study abroad programs. • Streamline the process for faculty-led study abroad programs 					

UNIVERSITY OBJECTIVE 2.3 Ensure that CWU has an inclusive and diverse curriculum					
Outcomes	Indicators	Expected Performance Level (Criterion)	Responsible Reporting Unit	Key Strategies/ Initiatives	Budget/Resource Analysis
2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum.	2.3.2.1: Number and type of courses reflecting international/global integration as identified by NSSE/FSSE	Increase in the number of courses that include international/global perspectives	Reported by Director of General Education, Curriculum, and Program Planning	Developing operational definition of international cultural perspectives.	The minimum average cost for these courses is 4500.50 per 5 WLU at overload rate. Class size varies from 3WLU to 5WLU. NSSE/FSSE: 10,000
<p>Results/Findings</p> <p>Baseline number and type of courses reflecting international/global integration:</p> <p>2011-2012 According to 2011-2012 University catalog there are approximately 100 courses that appear to relate to international perspectives by title. According to 2011-2012 University catalog there are 20 departments that offer minors, classes, or a specialization that addresses issues of diversity and inclusivity.</p> <p>2012 FSSE results demonstrate that 49% of CWU faculty that teach lower division classes report that students should engage in study abroad; 40% of faculty who teach upper division courses report that students should engage in study abroad.</p> <p>NSSE results reflect that 3% of first year CWU students have completed study abroad and 37% plan to; while only 9% of seniors have completed study abroad and 9% report that they plan to.</p>					
<p>Suggested Improvements, outcomes, indicators, criterion, strategies, activities, budget</p> <p>The theme committee is recommending a need to create operational definitions for courses. The IDC. Director of Diversity and Inclusivity will be responsible for this area of development.</p>					

UNIVERSITY OBJECTIVE 2.3 Ensure that CWU has an inclusive and diverse curriculum					
Outcomes	Indicators	Expected Performance Level (Criterion)	Responsible Reporting Unit	Key Strategies/ Initiatives	Budget/Resource Analysis
2.3.3: Increase the inclusion and integration of underrepresented group perspectives in the curriculum	2.3.3.1.Number and type of courses reflecting diverse group integration.	Integration of minor programs that focus on diverse groups under one umbrella. Increase the number of courses that include a diverse perspective on an annual basis	Reported by Director of General Education, Curriculum, and Program Planning	None identified	Not currently funded.
Results/Findings					
2012					
80% of CWU peer institutions as identified on the CWU IR website https://www.cwu.edu/institutional-research/peer-institutions have a diversity core component (2-3 courses) in the general education program. (CWU has one course.).					
Suggested Improvements, outcomes, indicators, criterion, strategies, activities, budget					
The theme committee is recommending a need to:					
<ul style="list-style-type: none"> • include FSSE/NSSE data as an indicator \$10,000 annually • encourage elements of theme two of the strategic plan within future program reviews • encourage evaluation mechanisms that include a commitment to diversity and inclusion • modify university expectation for Tenure and Promotion, PTR to include demonstrated evidence of a faculty member’s engagement with any of the dimensions of Theme 2 of the Strategic Plan • devote resources for professional development • require increased release time or additional compensation for Chairs of departments to increase the needed documentation in program reviews, workload plans, and activity reports. • encourage administrative bargaining team to bargain for Tenure/Promotion and PTR expectations as related to theme 2 objectives • establish diversity component as a unique category of the general education expectations for graduation. This would bring us into alignment with peer institutions. 					

UNIVERSITY OBJECTIVE 2.3 Ensure that CWU has an inclusive and diverse curriculum					
Outcomes	Indicators	Expected Performance Level (Criterion)	Responsible Reporting Unit	Key Strategies/ Initiatives	Budget/Resource Analysis
2.3.4: Increase the number of students and faculty who engage with local and regional under-represented communities	2.3.4.1: Number of students and faculty who are engaged with local and regional under-represented communities.	Annual increase in the number of faculty and student who engage in local and regional community	Center for Community Engagement and Excellence	Collaborating with Community members, Downtown Association, and organizations to build relationships with local and regional communities. Dr. Pappas and a group of scholars perform community projects.	Not currently funded.
Results/Findings					
2012					
20 major programs and courses on campus include participation in the community as part of the curriculum. These include individual courses, the Museum that works closely with the Wanapum, The Resource Management Program that works closely with the Yakama and Wanapum. Anthropology works with the local and regional under-represented communities.					
Suggested Improvements, outcomes, indicators, criterion, strategies, activities, budget					
The theme committee is recommending a need to:					
<ul style="list-style-type: none"> • identify additional courses and other programs that interact with under-represented communities. • gather and analyze trend data to identify existing courses and programs that engage the local and regional under-represented community • gather and analyze trend data identifying faculty that are involved with underrepresented communities in the local area and region • require additional resources for position in Organizational effectiveness and resources for faculty release time to develop methodology to collect and analyze data 					

