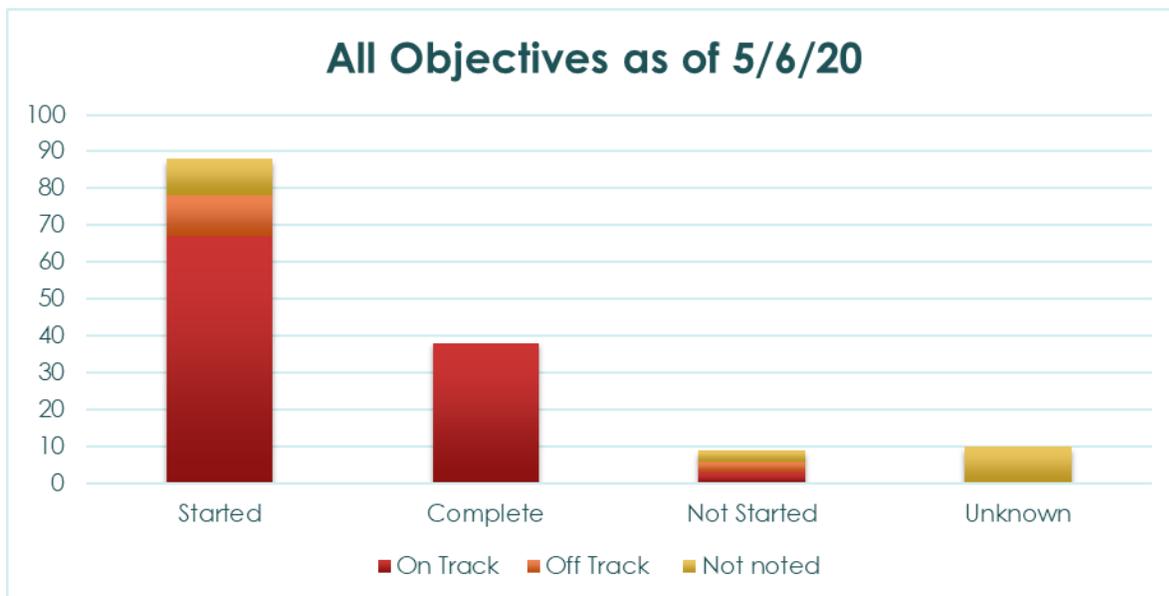# Destination 2025 Quarterly Update

Projects, activities, and initiatives defined in the Destination 2025 plan continue to progress with nearly 40 complete and many expected to be complete over the summer. Due to the COVID-19 pandemic and its impact on our students we have begun to pivot some of our planned actions to address immediate issues. The chart below illustrates the changes we've made to adjust the Destination 2025 Plan.

COVID-19 Impacts

Category	Value
Continued as Planned	90
New	23
Paused	12
Altered	7
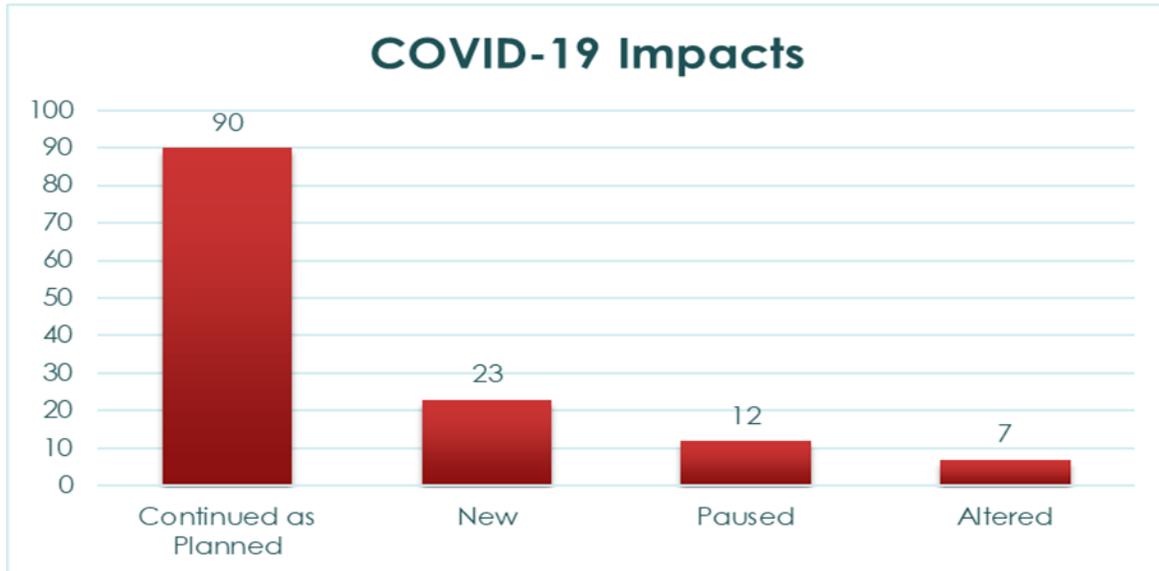
All three objectives of the Destination 2025 Plan continue to move forward and make progress as represented in the chart below.

All Objectives as of 5/6/20

Legend: On Track, Off Track, Not noted

Categories: Started, Complete, Not Started, Unknown

We'd like to highlight some of the excellent work being done as part of the Destination 2025 Plan.

Retention Outreach Initiative - This initiative was intended to establish a cross-divisional outreach program to support our students during their transition to an all online Spring Quarter. A multi-channel approach of text messages, direct calls and emails were used to establish contact.

The first engagement campaign focused on students who hadn't engaged in at least one of their online courses and students who might benefit from some additional support. Our volunteers called a total of 767 students and answered questions that students had, provided resources and often direct contact from one of our support services.

The next week we again looked at students who hadn't engaged in their online coursework as well as the students we were unable to reach via phone from the prior week. This ended up being 648 students who we called or emailed. Again, answering questions, directing them to appropriate resources or putting them in contact with a specialist that could help them resolve any issues they were having.

Lastly, we developed a call list of all 10,600 enrolled students and over the next 12 days our volunteers called them all. Many of our students expressed they were doing well and were appreciative of the faculty and staff that they have been working with. Others had concerns or issues and were provided the resources and support that they were looking for.

The **Diversity Advocacy Program** is supporting Object 3 of the plan and is intended to advance the University's efforts to attract faculty and staff from underrepresented populations. It will equip current employees with diversity/inclusivity-related skills to mitigate bias and provide oversight and guidance to the ongoing recruiting, hiring and retention efforts.

In winter and spring of 2020, the Diversity Advocacy Program was developed and hosted the first pilot workshop. After attending the Search Advocate training at Oregon State University (OSU) and obtaining materials from OSU, their Diversity Advocate program was adapted for CWU in collaboration with Human Resources Talent Acquisition Team (TAT) and support from Project Management. This included a handbook, an Unconscious Bias document, and curriculum for the Diversity Advocacy Program.

In April, seventeen faculty and staff participated in the pilot workshop from diverse backgrounds in position and in identity. Due to COVID-19 restrictions, a 2-full day workshop became a 3-hour online workshop with modified content to adapt to the new format. Prior to the workshop participants took several Harvard Implicit Bias tests and viewed the Diversity.Edu Search Committee module on the Central Learning Academy website.

On May 15 and May 20, Human Resources staff will participate in the Diversity Advocate workshop.   feedback, in combination with the evaluation from the pilot group, will enhance the program and everyone will have a full understanding of the role of Diversity Advocates. In addition, this will initiate the adoption of new search processes that address bias, and provide hiring officials and search committees with recruitment strategies and resources to attract minoritized faculty, staff, and administrators to CWU. The search process will comprise of new documents to reduce bias in the development of position descriptions, in the screening of applicants, and during interviews.

Sincerely,

The SEM Advisory Council