

Wright State University Diversity and Inclusion Plan

2016-2021

(1/27/2016 DRAFT)

Background

Since Wright State became a university in 1967, it has taken pride in partnering with the municipalities in Raider Country to serve what has come to be known as the post traditional student. Whether these be students of color from its home city of Dayton which is quickly becoming a minority majority city with more than 40% of its residents identifying as African-American, students with disabilities, veterans, students who are also parents, or those who are the first in their families attend college, Wright State University has taken steps, consistent with its mission, to meet all of these students where they are in order to empower them to reach their intellectual, personal and professional potential.

In 2012 Wright State University took the critical step of creating a cabinet level position to coordinate these efforts and to capitalize on a unique opportunity to build on existing strengths to create the infrastructure that would allow it to achieve its vision of being known and admired for its inclusive culture. At that time, offices dealing with both domestic and global diversity were well established. All of the cultural centers advocating for the interests of underrepresented racial and ethnic groups and women had served the university for more than a decade, one for several. The University had been recognized on the President of the United States' Higher Education Community Service Honor Roll for several years and was poised to take its community engagement to the next level. In addition, both multicultural competence and service learning had been given a place among outcomes expected of students as part of their CORE (general education) requirements. However these and other diversity and community engagement efforts were not working in a coordinated fashion.

The University also had a sense of urgency to act due to several remaining unmet challenges related to diversity and community engagement. Despite its success over the years in cultivating a student body representing many cultures and walks of life, they have been less successful in recruiting diverse faculty and staff. Wright State, like many institutions, also struggled with ways to close the achievement gap in terms of retention and graduation for groups historically underserved by higher education including African-American students, students who are the first in their families to attend college, and low income students.

In a survey and forums conducted by outside consultants in 2010, staff indicated the need for a trusted and timely way to resolve disputes related to employment matters and voiced concerns regarding a lack of recognition of their value within the campus community. Staff, particularly classified staff, also reported supervisors unwilling to allow them to participate in professional development and to provide service to the university and community by participating on committees and in shared governance. Members of the LGBTQ community voiced concerns

related to inequitable treatment. And as the University has become more successful with the recruitment of international students, issues related to their adjustment to U.S. culture and higher education as well as how to respond to stereotyping of international students on the part of the campus community, particularly related to academic integrity, anti-Arab sentiment and Islamophobia, have become areas of concern.

Signs of Progress

In order to begin to better capitalize on this confluence of circumstance, both the long standing strengths resulting from the institutions commitment to inclusion as well as the very real challenges identified by the campus community, the newly hired Vice President for Multicultural Affairs & Community Engaged embarked on a short-term comprehensive plan that focused on three broad areas. These areas were strengthening relationships, capacity building and accountability. The work began with an appreciative inquiry process to establish a mission, vision, set of values and goals for the new Division. Part of this process was the first Diversity Stakeholders retreat, held October 2012. The retreat brought all those with primary responsibilities related to diversity and community engagement together to create a shared vision.

As part of the work related to this initial plan much was set in place to help ensure that Wright State University would become “Ohio’s most learning-centered and innovative university, known and admired for its inclusive culture...” Some examples of structures set in place include: several new policies to facilitate the hiring of a diverse workforce; training for individuals participating in search committees including information on implicit bias; a grant program to support and assess inclusion work; a reporting data-base to include both diversity and community work for use by faculty, staff and students; new mentoring and first year transition programs for targeted student groups to help decrease the achievement gap; faculty leadership and community of practice groups to support diversity and engaged scholarship; a re-envisioned and revitalized annual diversity conference; a comprehensive campus climate survey was developed and implemented; and a new office of LGBTQA Affairs was created, among other initiatives.

As a result we have experienced an increase in diversity of the full-time faculty and a staff. Of particular note is the more than 80% increase in the number of full-time African-American tenure track faculty. When comparing the 2010 survey of campus climate with 2014 results we noted several indications of improvement in campus climate. In 2014 a much higher percent of both faculty and staff reported that they agreed that the university had an inclusive environment than in 2010 (56% for employees in 2010 compared to 83% for faculty and 80% for staff in 2014). In addition the percent of students reporting that they had experienced discrimination associated with the university decreased by more than half, with 20% reporting discrimination in 2010 compared to 9% in 2014. In acknowledgement of our recent achievements related to both community engagement and inclusion, we received several local and national awards and

recognition including the 2015 Community Engagement Classification from the Carnegie Foundation for Advancement of Teaching.

Despite progress, several areas continue to be problematic. First, we continue to see a significant difference in the retention and graduation of African-American and low income students, with these groups having lower rates of success than other students. Even with the increases we have seen in all categories of diversity hires of full time employees, the diversity of faculty and staff doesn't reflect the diversity of students nor the diversity more broadly in the region. In addition in the 2014 climate survey women, most groups of people of color, people with disabilities, and members of the LGBTQ communities were more likely to report having experienced discrimination than other groups. And as campus climate assessments and student protests locally and around the country indicate there is much room for improvement on campus in terms of our collective cultural competence and ability to approach our interactions from an equity-minded lens. In terms of administrative processes, we need to develop strategies to better illustrate the impact of the good work we are doing related to diversity and community engagement as well as update the University Diversity Statement to reflect a more contemporary context for this work. Work remains to integrate an inclusive approach into all of our practices.

The Planning Process

In order to help develop a shared vision for our diversity and community engagement work as we institutionalize inclusion, the staff in the Division of Multicultural Affairs & Community Engagement embarked on a planning process in the fall of 2015 that has resulted in this document. It began in fall 2015 with planning for our second Diversity Stakeholders Retreat which involved almost 60 university faculty, staff and administrators. The core group was faculty and staff with primary responsibilities related to diversity and community engagement work from across the institution. University executive leadership, Vice Presidents and Deans, also participated as well as the recently appointed Faculty Equity Fellows. The focus of the day was to conduct a gap analysis between where we are related to achieving our vision for inclusion and where we would like to be. Participants also shared suggestions regarding how to achieve our goals in this area.

Consultants facilitated the retreat and submitted summaries and recommendations based on discussions during the meeting as well as archival data shared by the Vice President for Multicultural Affairs and Community Engagement. Simultaneously a group of graduate students in Public Administration gathered input from a range of stakeholders including students, faculty, alumni, and staff via the Campus Climate Survey, deans of colleges and administrative staff during the Diversity Stakeholder Retreat, and individual interviews with thought leaders on campus related to diversity including Dr. David R. Hopkins, WSU's President. In addition, the Vice President for Multicultural Affairs & Community Engagement gathered additional information in the process of sharing results of the Campus Climate Survey with individual constituent groups as well as during a campus-wide town hall on campus climate.

Next a draft plan was developed based on all of the input gathered. The draft plan was initially shared with individuals who participated in the Diversity Stakeholders Retreat, including

directors within the Division of Multicultural Affairs & Community Engagement. Revisions were made based on the input of the aforementioned group. Then a draft document was shared with the university community, including alumni representatives and community partners for further input and refinement. Finally the plan was indorsed by the President's Cabinet and Dean's Council and shared with the Board of Trustees for their information and input.

Implementation

After the planning process is complete, implementation of the plan will begin in the fall. Five areas of priority have been identified. For each priority change leaders, specific strategies, outcomes and assessment methods have been identified. This information is to serve as a guide as all employees work every day to take an equity-minded approach to their work, considering how their practices and decisions impact all members (and potential) of our campus community. The University Diversity Council which has representation from every unit and constituency on campus and the Vice President for Multicultural Affairs & Community Engagement will monitor and provide oversight for plan implementation. But everyone's participation is essential to achieving the objectives of the plan. The ultimate goal is to integrate diversity and inclusion in all that we do (not have it as an add-on).

Those designated as Change leaders are expected to create an administrative context in which the strategies outlined can occur by providing expertise, resources, structures and incentives as well as modeling the cultural competence and equity-mindedness we hope to institutionalize at Wright State University. However each employee must approach their work a bit differently in order to achieve the beneficial outcomes that can result from this plan. Consequently, achieving these shared goals that are not only essential to the success of the University but our communities depends on the active participation of all of us in its implementation.

2016-2012 Diversity and Inclusion Plan Priorities

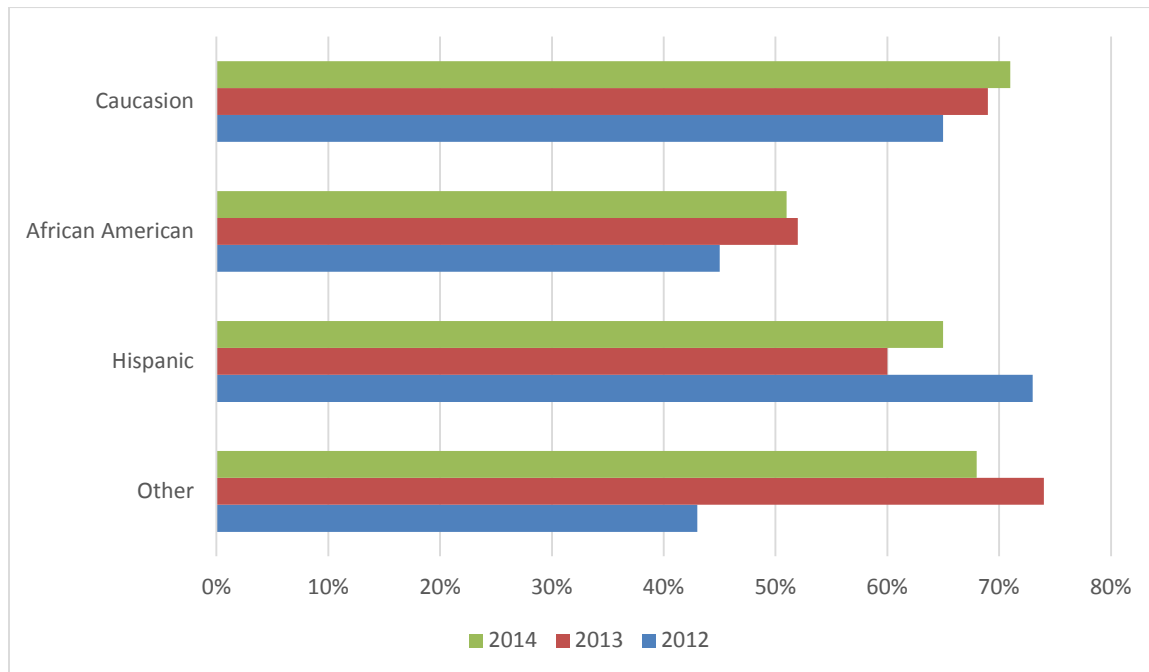
Based on input received during the aforementioned planning process as well as institutional data related to representational diversity on campus and student success, five areas of emphasis or objectives have been identified for this plan. Three are broad areas of focus while two are more narrowly defined administrative processes. They include the following:

1. Eliminate the achievement gap among groups of students and achieve equitable outcomes related to all aspects of student success
2. Increase the number of underrepresented faculty and staff employed in all departments and units
3. Increase knowledge and skills related to cultural competence on the part of faculty, staff, and students
4. Develop a system to better illustrate the outcomes related to our diversity and community engagement work in terms of student learning and development, employee (faculty and staff) success, and community impact (increased capacity and success of community partners)
5. Update the University's Diversity Statement

Objective/Priority One: Eliminate the achievement gap among groups of students

Although Wright State University has long standing reputation for accessibility and has been relatively successful in recruiting a diverse student body as indicated in Appendix A, it continues to have markedly lower rates of retention and graduation for some groups of students, particularly those who are African-American, Hispanic and low income. Figure 1 illustrates trend data for the achievement gap by race/ethnicity for second year retention rates.

FIGURE 1
Second Year Retention by Ethnicity

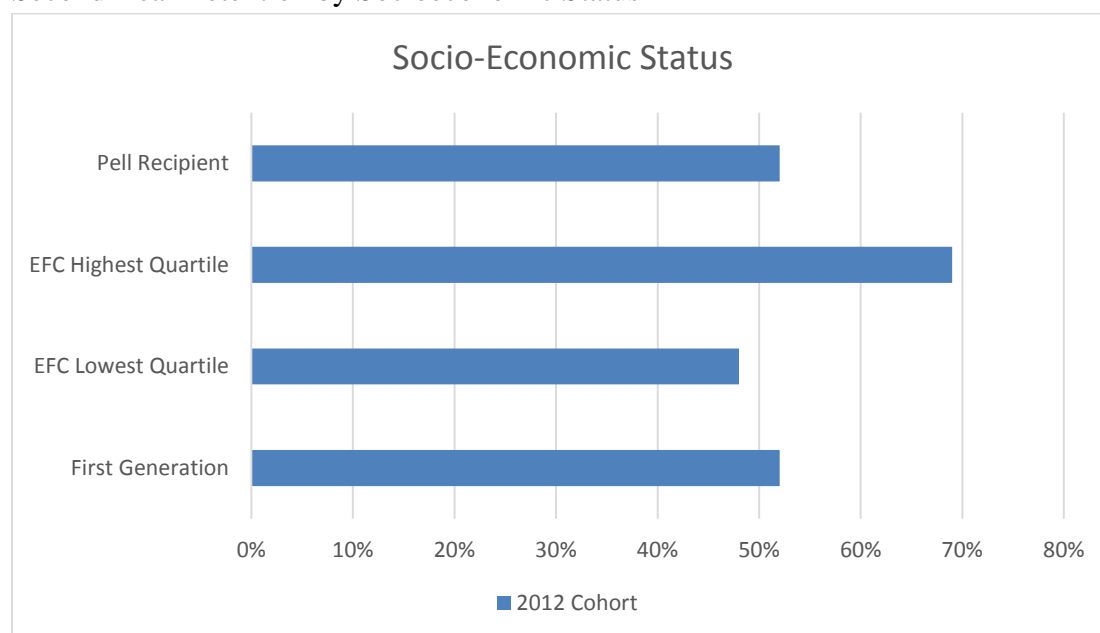


Source: WSU MPA Student Diversity Strategic Plan, fall 2015

Figure 2 illustrates first to second year retention data for students entering in 2012 by socioeconomic status according to estimated family contribution, being a Pell recipient and being the first in their family to attend college. However the most telling data regarding the impact of disparate educational outcomes is found in graduation rates. For example, for the student cohort entering in 2008 African-American and Hispanic students had a 6 year graduation rate of only 19 and 20 percent respectively, while Caucasian and Asian students had graduation rates of 44 and 50 percent respectively.

Research related to ways to increase retention and student success suggest that two elements are key to college student persistence and success. These two elements are student involvement, meaningful engagement with the life of the campus, and structured, intrusive advising. In surveys conducted with Wright State students without a degree who did not return to the

FIGURE 2
Second Year Retention by Socioeconomic Status



Source: 2014-15 Student Success Report, WSU Campus Completion Committee

institution focusing on students of color, respondents most often indicated financial reasons as the cause for their not re-enrolling. Financial reasons of course can encompass a number of personal circumstances including medical bills to be repaid, a parent or guardian losing a job, loss of a scholarship, failure to apply for financial aid, the need to work full time or simply the lack of realistic financial planning for the cost of attending college among other things. This is supported by national research indicating that diminished public financing of higher education and the resulting increasing costs that are passed on to students have a disproportionately negative impact on the persistence of African-American and Hispanic students in higher education. In addition students of color are impacted by inadvertent discrimination that can often occur when you are one of a few (or the 'only') students in a class, major or campus from your identity group. As a result, campus climate appears to have a significant impact on the social and academic integration of these students which in turn impacts their ability to complete a degree.

Figure 3 provides a comprehensive look at the factors that impact student success. In order to address the factors that are most central to the success of students in groups with significantly lower rates of retention and graduation we have committed to implementing a number of activities outlined in the summary found on the next page on Table 1. Foremost among these is the development of a Personal Improvement Plan for each student as part of the advising process and supplemental advising for all students placed on probation prior to the start of a new semester. The Personal Improvement Plan will address academic factors, personal and emotional factors (EQ), cultural competence, financial literacy and career development. Both the plan and supplemental advising will be part of a more intrusive, comprehensive approach to advising on

campus. In this process all employees serve as mentors and advisors in what could be called an intellectual apprenticeship helping students work through the complex geometry of factors that impact their ability to complete a degree.

FIGURE 3
Factors Influencing Student Persistence and Achievement



*Source: Retaining Minority Students in Higher Education
ASHE-ERIC Higher Education Report: Volume 30, Number 2 Adrianna J. Kezar, Series Editor*

Objective/Priority Two: Increase the number of underrepresented faculty and staff

Racial and ethnic minorities make up approximately 20% of the full-time faculty and 15% of the full-time staff. The largest group of faculty of color is Asian. African American students make up about 11% of the student body while African-American faculty comprise approximately 6 percent of full-time faculty. Women students long ago became the majority on most campuses and in most majors. Wright State is no exception. Women are also becoming the majority in the new assistant professor ranks, although, the rank of tenured full professors is still predominately white men. Appendix B illustrates the representation of women in the ranks of faculty and staff at Wright State while Appendix C and D show the proportion of faculty and staff by ethnicity. While the business case for employee diversity in terms of ethnicity and gender has been made quite clear in industry in terms of recruiting the best talent, increased profits and expanding markets, in higher education the benefits can be found in these and additional areas related to campus climate as well as faculty and student success.

The literature on the experiences of underrepresented faculty is replete with stories of the extra demands on the time of faculty and staff of color and women to serve on committees, paradoxically, for the sake of diversity. They are also sought out by minority and women students who feel they can relate to them because of their identity. These added demands can

make it more difficult for these faculty to do the work required for tenure and promotion. If they refuse to engage, it can leave students without mentors with whom they are comfortable on campuses that have not yet mastered effective cross-cultural mentoring and supervision.

When the numbers of diverse faculty are small, majority (i.e., white and/or male) students also miss out on experiencing the benefits of learning in a multicultural milieu that helps prepare them for success in the increasingly diverse, global workplace. So it benefits us on many levels when we diversify our faculty and staff. This was a common concern and need identified at the Diversity Stakeholders retreat and in the 2014 campus climate survey. A number of strategies to achieve this are outlined in Table 2.

Objective/Priority Three: Increase the cultural competence of members of the campus community

Cultural competence for the purposes of this plan is defined as a set of knowledge, skills, attitudes and practices that enable individuals and organizations to interact effectively with those perceived as different in some significant way. It is an ongoing, long-term developmental process. A related concept is equity-mindedness. It is an understanding of issues affecting equal access to and outcomes for programs offered by an organization and, most importantly, being committed to take action to provide equal access to and outcomes for all who can contribute to and benefit from these programs.

As such these form the foundation for the other work that we hope to achieve as part of this plan. One condition that we can reasonably associate with a culturally competent, equity minded institution is that people from all groups feel like they belong. Results of the campus climate survey indicates that vast majority of members of our university community agree that it is important for people to have a sense of belonging to our community. However almost half of African-American, Hispanic and White student do not report having a sense belonging in the University community. On the recent climate survey, African-American students reported lower rates of general satisfaction, inclusiveness on campus and adequate academic support than other racial/ethnic groups of students. Similarly female students reported a higher rate of experiencing discrimination, harassment, bullying and aggression. Female students also reported much lower rates of feeling safe on campus. Students identifying as gay reported lower rates of feeling like they belonged and lower rates of being satisfied with their experience than students identifying as heterosexual.

Approximately a fifth of the faculty and staff reported being discriminated against by another person associated with the University, even higher rates of minority faculty and women reported experiencing such behavior. In fact, faculty and staff respondents identifying as African-American reported experiencing discrimination at more than 3 times the rate of those identifying as White. In addition, faculty and staff participating in the Diversity Stakeholders Retreat discussed the concept of “social emergencies”, conflict and difficult discussions about diversity issues that emerge in the classroom related to student’s identities. Participants voiced concerns about the inability of many to deal with these situations. And that many times the largest minority group on campus, is “invisible” in discussions of diversity on campus.

TABLE 1

OBJECTIVE ONE: Eliminate the achievement gap among groups of students

Objective	Change Leaders	Strategies	Outcome Measures	Assessment Method
Eliminate the achievement gap and achieve equitable student success outcomes	President Provost VP Enrollment VP MACE VP Development VP Research MACE Directors Service Learning Deans Chairs University College First Year Experience Advisors	<p><u>Personal Improvement Plans:</u> Implement more Intrusive and comprehensive advising for all students</p> <p><u>Supplemental advising required of all probationary students</u> prior to start of classes each semester</p> <p><u>Need Based Financial Aid:</u> Increase the funding available for these awards and emergency assistance</p> <p><u>High Impact Educational Experiences (HIEE):</u> Each area responsible for coordinating various HIEE will implement plans to increase participation of African American, Hispanic, first generation and low income students</p> <p><u>Ujima Mentoring Program:</u> Improve and expand the mentoring program linked to work study coordinated by the Bolinga Center</p> <p><u>Pathways Orientation Program:</u> Increase participation by first generation students</p> <p><u>Increase pre-college programs and k-12 partnerships</u></p>	<p>Number of students participating in HIEE from targeted groups</p> <p>Difference in retention, graduation, and rates of academic probation among students from various ethnic and socio-economic groups</p> <p>Success of students participating in the Ujima Program compared to other students</p> <p>Percent of students who have personal improvement plans and receive supplemental advising when on probation</p> <p>Student satisfaction with advising</p> <p>College readiness of new students</p>	<p>(a) Review retention and graduation data disaggregated by ethnicity and income contained in the Student Success Report (at least annually)</p> <p>(b) Annual assessment of advising (student surveys and focus groups)</p> <p>(c) National Survey of Student Engagement (NSSE)</p> <p>(d) Annual program evaluation of Ujima Mentoring Program</p> <p>(e) Graduating student exit survey</p> <p>(f) Non-returning student survey</p> <p>(g) Number of local low income and minority students enrolled and thriving in college prep curriculum</p>

TABLE 2

OBJECTIVE TWO: Increase the number of underrepresented faculty and staff

Objective	Change Leaders	Strategies	Outcomes	Assessment Method
Increase the number of underrepresented faculty and staff employed in all departments and units	President Provost VP MACE Faculty Equity Fellows Human Resources Equity and Inclusion Deans Chairs Directors Hiring Managers	<p>Provide annual reports to each unit regarding the groups underrepresented in their area (and trends related to addressing this underutilization)</p> <p>Create a “best practices” in recruitment guide</p> <p>Create relationships with organizations affiliated with potential employees from under-represented groups</p> <p>Continue implementation of the Opportunity Hire and Dual Career Hiring policies and expand to include staff</p> <p>Continue and expand participation in the Ohio/WV/Western Pennsylvania Higher Education Recruitment Consortium (HERC)</p> <p>Fully implement and expand the Faculty Equity Fellows program</p> <p>Create structured support networks for diverse employee groups</p>	<p>Increased quality of faculty and staff</p> <p>Multicultural milieu on campus</p> <p>More role models for/from diverse groups</p> <p>Decreased burden on underrepresented faculty and staff who are often sought out be diverse student for mentoring, research sponsorship, to be the diversity on committees etc. in addition their regular workload</p> <p>Increased student and employee success</p>	<p>(a) Review number and percent of underrepresented faculty and staff in each department and overall across the university</p> <p>(b) Include this information in an annual diversity and community engagement report</p>

These examples as well as other information gathered during the planning process suggest an urgent need to better equip faculty and staff with the skills to function effectively in a multicultural environment. When asked what types of training would best meet this need faculty staff and students responded with the following topics on the 2014 Climate Survey. Students most frequently indicated that there should be more training to enhance knowledge of ways to address bias and discrimination and diversity awareness programs for student, faculty, staff and administration. Faculty indicated that we need more financial aid for students from underrepresented groups and training to enhance knowledge of ways to address discrimination and bias. Staff most frequently reported that we should engage more in training to enhance knowledge of ways to address discrimination and bias and diversity awareness programs.

When asked what programs or workshops would be helpful to them (personally) to gain a better understanding of multiculturalism, students most frequently indicated intercultural communication skills, working effectively with international students, and understanding cultural diversity in the U.S. and working effectively with others in a diverse workplace. Faculty most frequently indicated that the following would be helpful to them; working effectively with international students and effective pedagogy for a diverse classroom. Staff most frequently indicated that programs or workshops related to intercultural communication skills and working effectively with international students would be most helpful. More than half of faculty and staff responding to the survey also mentioned that training on the topic strategies to promote diversity and inclusion would be helpful to them.

When asked which campus initiatives help students achieve a better understanding of diversity most students agreed that cultural events that highlight diversity and diversity awareness for students, faculty, staff and administration would accomplish this. A majority of students also agreed that courses focusing on diverse cultures and peoples did this. Faculty most frequently indicated that courses that focus on diverse cultures and peoples and diversity awareness for student, faculty, staff and administration help improve student understanding of diversity. Most faculty also agreed that hiring faculty from under-represented groups help achieve this. These topics will be addressed in the implementing the strategies to help us achieve this objective. General approaches are outlined in Table 3.

Objectives Four and Five are administrative processes that help provide a way to concisely represent our collective commitment to this work and to provide information regarding our progress. Objective four is to develop a system to better illustrate outcomes related to our diversity and community engagement work while objective five is to update the University's diversity statement. Implementation summaries for objective four and five are found in Tables 4 and 5 respectively. The following information can be found in additional appendices: a draft revised diversity statement, the current diversity statement, MACE and WSU mission, vision, and values, and information about the relationship of this work to the University's strategic plan.

TABLE 3

OBJECTIVE THREE: Increase the cultural competence of members of the campus community

Objective	Change Leaders	Strategies	Outcomes	Assessment Method
Increase the knowledge and skills related to cultural competence on the part of faculty, staff and students	Cabinet MACE The Center for Teaching and Learning Human Resources Faculty Leadership and Development Faculty Equity Fellows Equity and Inclusion	<p>Incorporate concepts related to cultural competence into orientation for all new members of the campus community (faculty, staff and students)</p> <p>Incorporate cultural competence skills in annual performance reviews</p> <p>Create Professional Development Plans as part of the performance review incorporating cultural competence</p> <p>Professional development for faculty related to implicit bias and stereotype threat in the classroom</p> <p>Incorporate concepts related to implicit bias and strategies for diminishing its impact into training for search committees</p> <p>Implement the Inclusion Education Suite incentivized, tiered diversity training program</p> <p>Incorporate relevant cultural competence skills in all job descriptions</p>	<p>Improved campus climate and morale</p> <p>Increased sense of belonging on the part of students and employees</p> <p>Decreased instances of discrimination</p> <p>Increased diversity in the student and employee applicant pool</p> <p>Increased demographic diversity in students and employee</p> <p>Improved employee productivity and effectiveness</p> <p>Increased student learning and development</p> <p>Increased retention of faculty, staff and students</p>	<p>(a) Campus climate survey(s)</p> <p>(b) Performance evaluations</p> <p>(c) Course evaluations using the rubric for assessing intercultural competence developed by the Association of American Colleges & Universities (AAC&U)</p> <p>(d) Program evaluations employing pre and post-tests regarding knowledge and personal action related to cultural competence and diversity</p> <p>(e) Review of retention and success data for students and employees from underrepresented and/or underserved groups</p>

TABLE 4

OBJECTIVE FOUR: Develop strategies to better illustrate outcomes related to our diversity and community engagement work

Objective	Change Leaders	Strategies	Outcomes	Assessment Method
Develop strategies to better illustrate outcomes related to diversity and community engagement work in terms of student learning and development, employee success and community impact	Provost VP MACE Service Learning Chief Information Officer AVP for Curriculum Deans Unit heads	<p>Incentivize continuous use of the University's diversity and community engagement reporting tool on the part of individual faculty, staff and students</p> <p>Increase the user-friendliness, ease of use of the aforementioned reporting tool</p> <p>Facilitate use of a common reporting tool for student organizations related to community service</p> <p>Incorporate diversity and community engagement explicitly into unit annual reports and program reviews</p> <p>Produce an annual diversity and community engagement report for the University (including accomplishments from units across campus)</p>	<p>Obtain better data for use in program assessment and continuous improvement</p> <p>Gain the ability to better tell our story to the public in order to enhance our reputation, receive awards, recognition, accreditation and external funding</p>	<p><u>Student Learning and Development:</u> CORE (general education) assessment of intercultural and global competency</p> <p>Multicultural Competency course assessments</p> <p>Program evaluation data for co-curricular diversity events/activities</p> <p>Alumni and senior survey items about graduates civic engagement</p> <p><u>Employee Success:</u> Conduct focus groups w/campus thought leaders engaged in this work annually</p> <p>Data related to outcomes collected in the Diversity and Community Engagement reporting tool database annually</p> <p><u>Community Impact:</u> Discussions during the two annual Regional Summits</p> <p>Service learning partner organization surveys (annual) Economic impact studies</p>

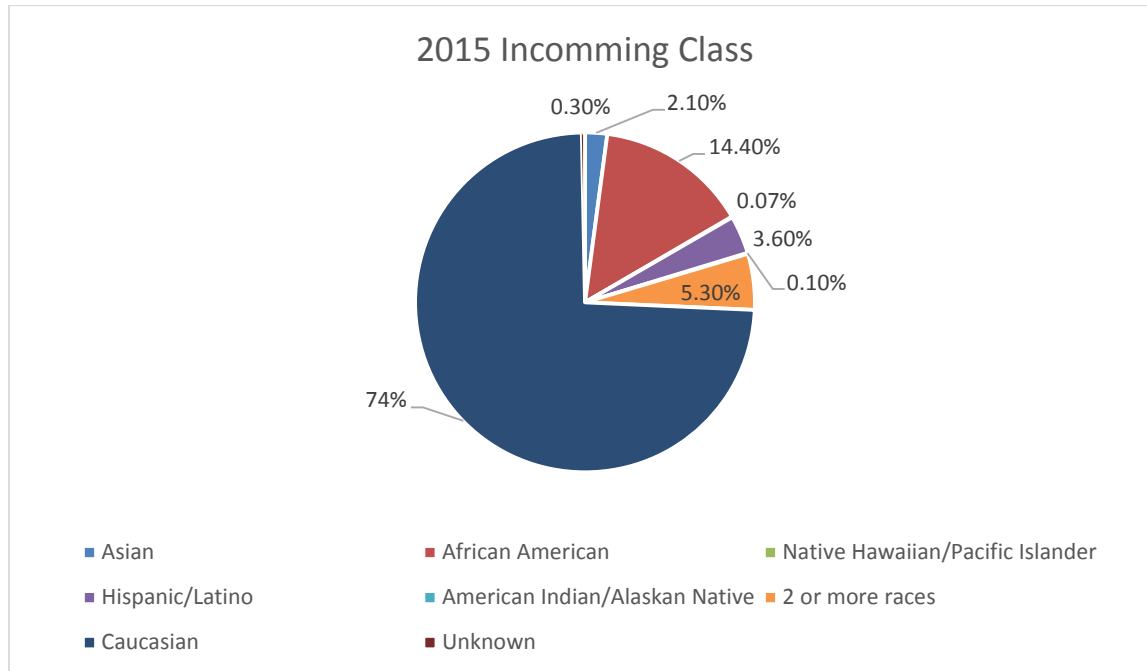
TABLE 5

OBJECTIVE FIVE: Update the University's Diversity Statement

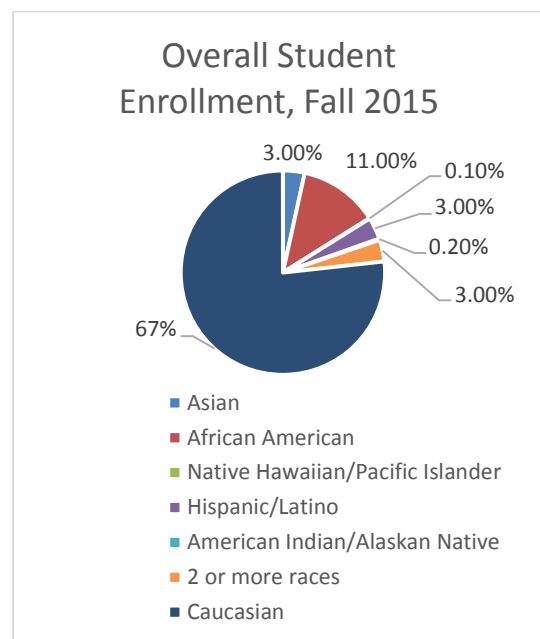
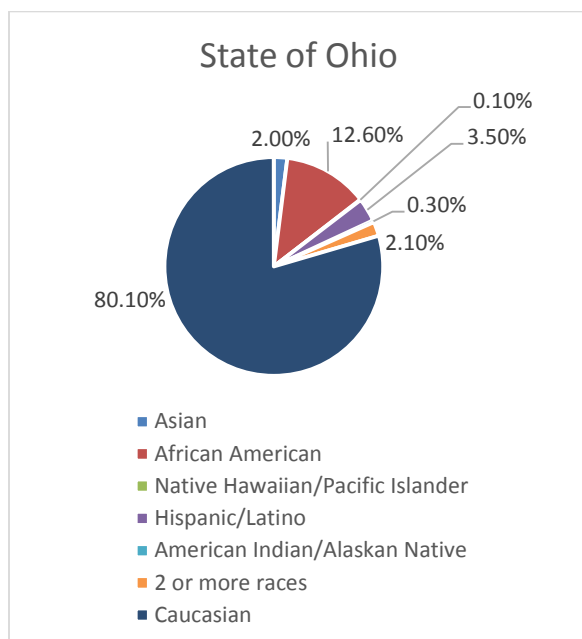
Objective	Change Leaders	Strategies	Outcomes	Assessment Method
Update the University's Diversity Statement	Board of Trustees President Cabinet Provost VP MACE Academic Diversity Initiatives Advisory Council Campus Community	Draft proposed revision Seek input from constituencies Gain adoption by Trustees	Statement better reflects current context related to diversity on campus and in higher education, and is more easily used and referenced	N/A

APPENDIX

APPENDIX A: WSU Student Demographics Compared to State

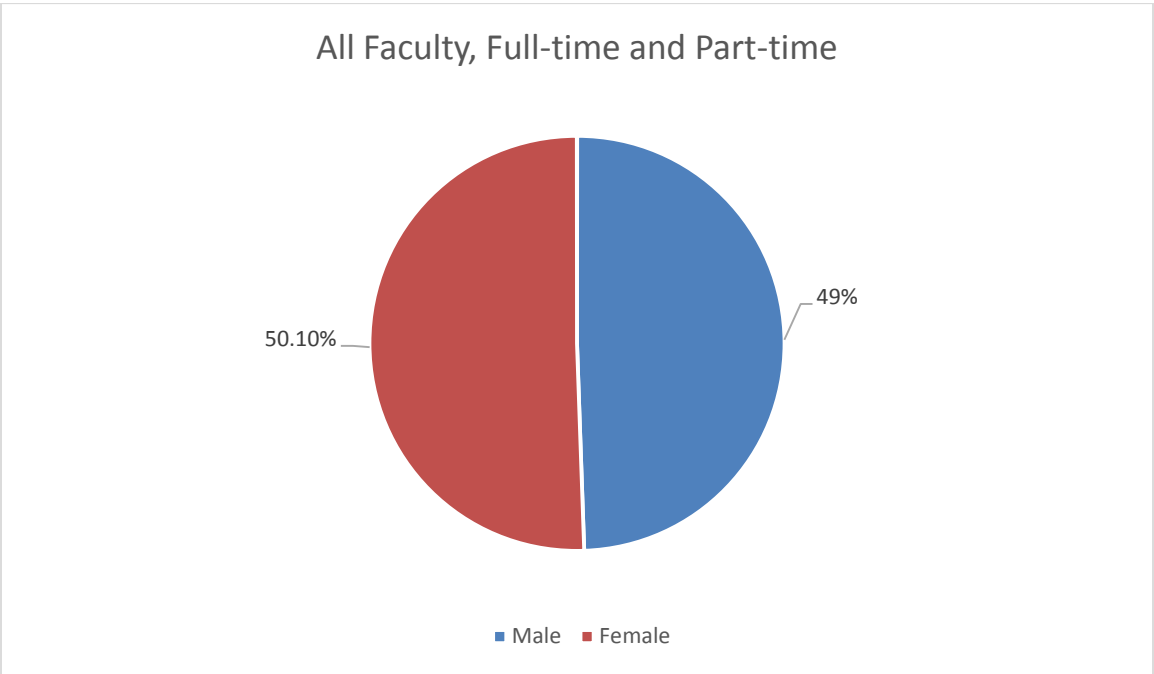


Source: WSU, Office of Institutional Research

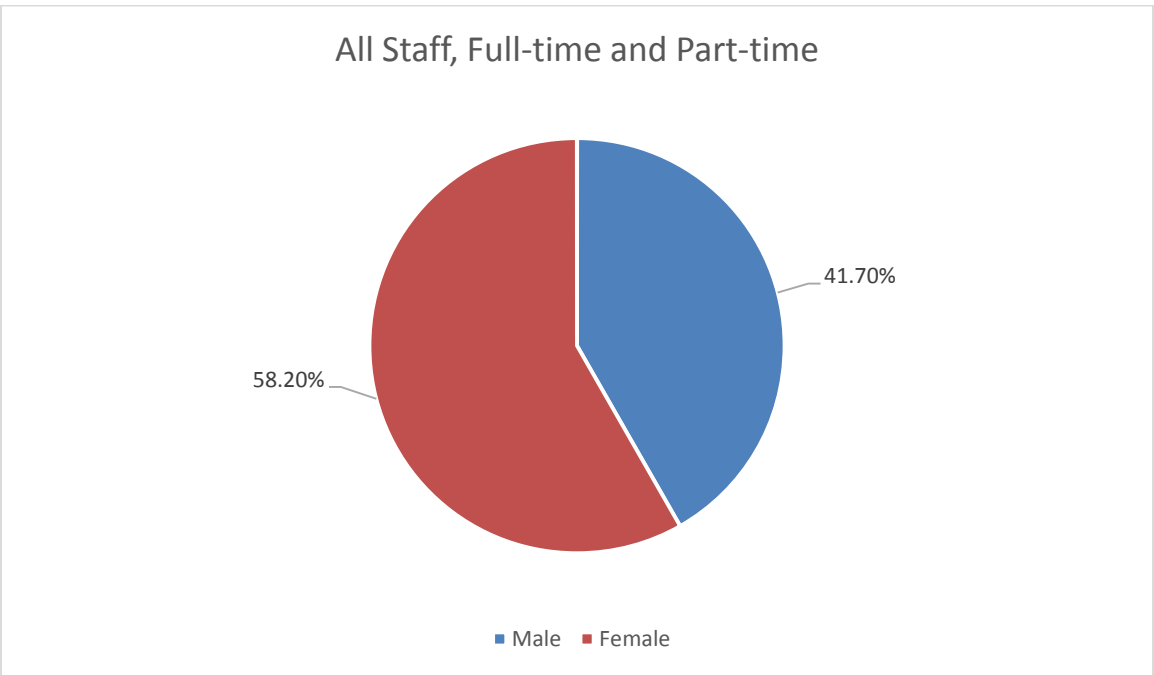


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Appendix B: 2015 Faculty and Staff by Gender

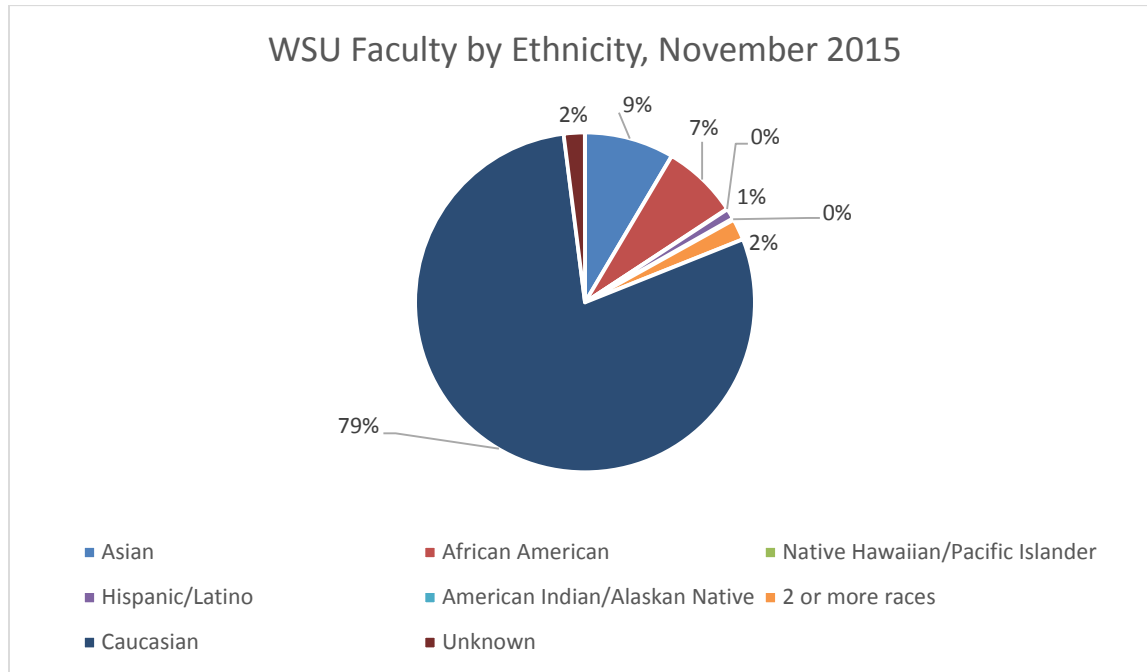


Source: WSU, Office of Equity and Inclusion

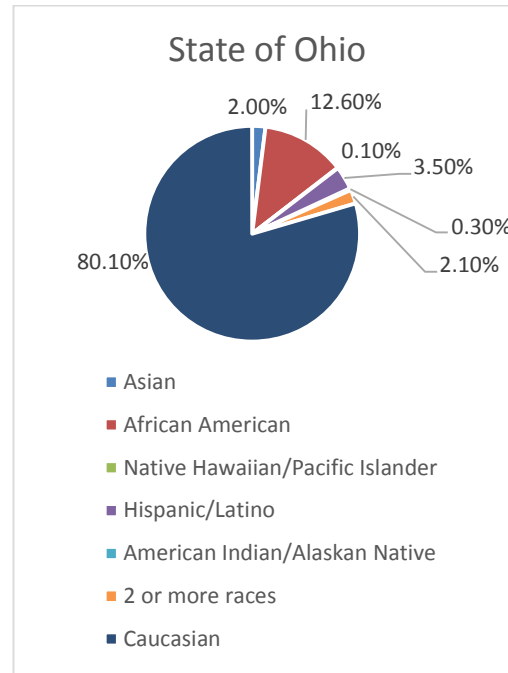
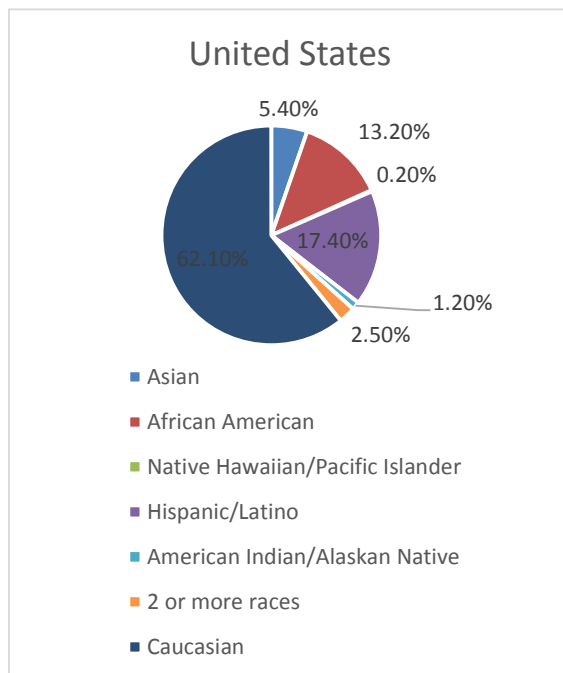


Source: WSU, Office of Equity and Inclusion

APPENDIX C: WSU Faculty Demographics compared to U.S.

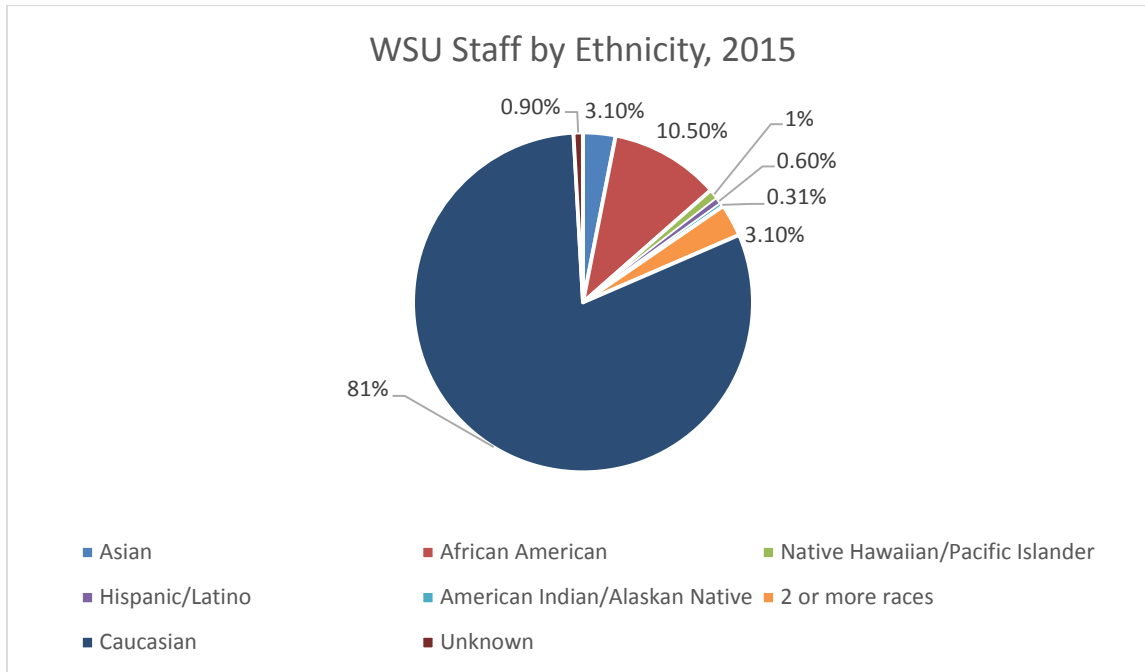


Source: WSU, Office of Equity and Inclusion

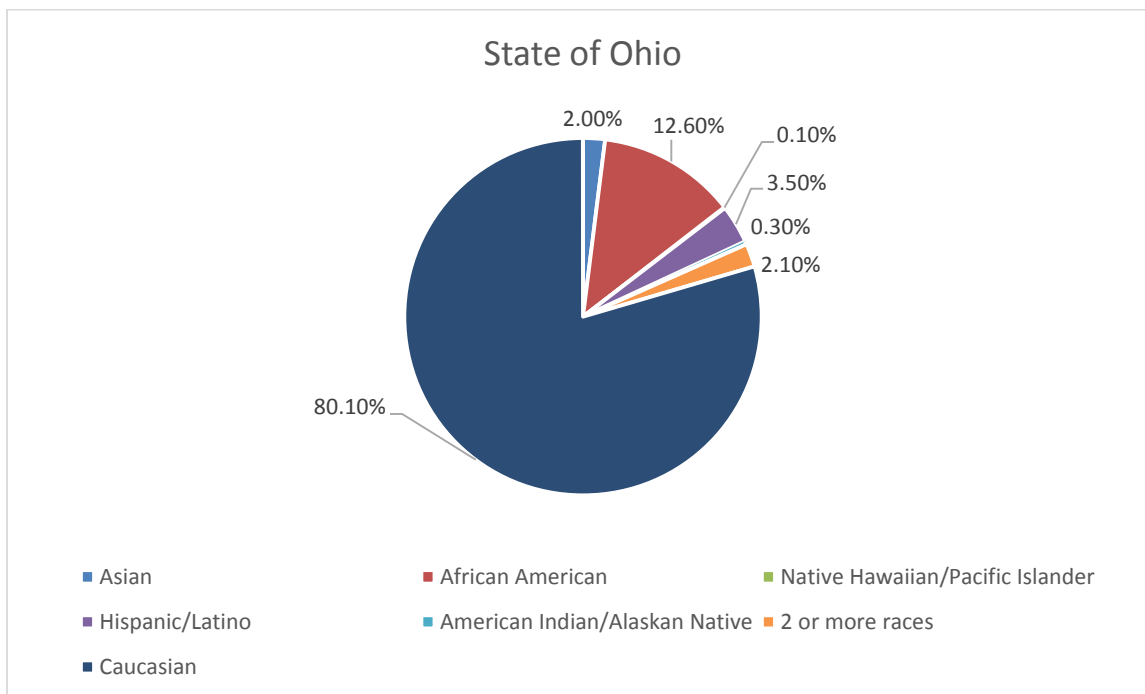


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APPENDIX D: WSU Staff Demographics Compared to US



Source: WSU, Office of Equity and Inclusion



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APPENDIX E: WSU Draft Revised University Diversity Statement

Wright State University is committed to inclusive excellence. Each member of humanity has a potential contribution to make to the whole. Since the interplay of these diverse contributions of thought and ability embodied by people of various backgrounds stimulates creativity and achievement in all facets of our existence, it is our duty, through the educational enterprise in which we are engaged, to promote that contribution. To this end, Wright State University will implement policies, curriculum, activities and other related practices to create an intellectual, cultural, and social environment on campus in which all are empowered to reach their unique potential free from discrimination. Wright State University will be a model of inclusive excellence for higher education and our region, exemplifying how communities are strengthened through diversity.

APPENDIX F: Current WSU Diversity Statement

Diversity Statement

Wright State University celebrates diversity. Our daily life is made rich by the diversity of individuals, groups, and cultures. The interplay of the diverse stimulates creativity and achievement in all facets of our existence.

Respect, tolerance, and goodwill are the keystones to enjoying the diversity of our world. We are all linked to each other in a world created for all of us to share and enjoy. Each member of humanity has a potential contribution to make to the whole. It is our duty to encourage and promote that contribution.

Wright State University is committed to achieving an intellectual, cultural, and social environment on campus in which all are free to make their contribution. We will achieve an environment in which every student may think, learn, and grow without prejudice, without intimidation, and without discrimination. We will achieve an environment in which personal dignity and respect for the individual are recognized by all.

Wright State University promotes the acceptance and appreciation of every individual regardless of race, gender, age, ethnicity, ability or disability, sexual orientation, socioeconomic status, religious affiliation, or national origin. We encourage appropriate activities and events that foster learning about the diversity of our world.

Wright State University will be a model for our geographic region, exemplifying that a human community can exist that celebrates diversity, enjoys the richness that diversity brings to our lives, and grows stronger with every new member.

Adopted by the Wright State University Board of Trustees, March 28, 1991.

APPENDIX G: WSU Mission, Vision, Values

Wright State University Mission

We transform the lives of our students and the communities we serve.

We will:

- build a solid foundation for student success at all levels through high-quality, innovative programs;
- conduct scholarly research and creative endeavors that impact quality of life;
- engage in meaningful community service;
- drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.

Vision

Wright State University, inspired by the creative spirit of the Wright brothers, will be Ohio's most learning-centered and innovative university, known and admired for our inclusive culture that respects the unique value of each of our students, faculty, staff, and alumni and for the positive transformative impact we have on the lives of our students and the communities we serve.

Wright State University Values

People: Success, diversity

Learning: Discovery, innovation, scholarship

Partnerships: Regional, entrepreneurial, global

Relationships: Collegial, professional, ethical *Sustainability:* Social justice, economic opportunity, environmental protection

Stewardship: Fiscal, intellectual

APPENDIX H: MACE Mission, Vision, Goals

Mission, Vision, and Values

MISSION:

The Division of Multicultural Affairs and Community Engagement works to transform the lives of our students and the communities we serve by promoting intergroup understanding, equity, social responsibility, and service while working to prevent discrimination. Our work helps to ensure access so that all who can contribute to and benefit from a relationship with Wright State University are welcomed.

VISION:

The vision of the Division of Multicultural Affairs and Community Engagement is to institutionalize inclusion so that: (1) students leave the university with the ability to participate in our democratic society as informed, compassionate, and engaged citizens; (2) members of the campus community are motivated to solve the social problems we share with the greater Dayton area, other municipalities in Raider Country, and the world; and (3) everyone who is touched by Wright State University is in some way empowered to reach their unique potential.

VALUES:

INCLUSION: Honoring our University's and Nation's ongoing aspiration to create a sense of community among the many groups that make up our diverse democracy as well as the tradition of shared governance in higher education, we welcome many voices to our conversations, particularly those who have been underrepresented or disenfranchised.

AUTHENTICITY: We "walk the talk" of inclusion, modeling the change we would like to see with humility and courage.

COLLABORATION: We capitalize on the high-level problem solving, creativity, innovation, and synergy that result from partnering with those engaged in similar work.

EMPOWERMENT: We strive to help the people with whom we work identify their strengths and abilities to apply to the issues we address together. Our goal is to help others understand and use their own agency. We are servant leaders facilitating the success of students, faculty, staff and our community.

TENACITY: We are relentless in pursuit of our goals related to diversity, inclusion, and civic engagement.

APPENDIX I: Diversity and Inclusion Work Relationship to Strategic Plan



The diversity and inclusions strategies in the plan will enhance the overall implementation of the 2013 University Empower Strategic Plan specifically related to the following goals:

Goal 1: Academic Quality and Program Distinctiveness

- Objective C: Recruit and retain a nationally/internationally recognized diverse, learning-centered faculty and staff

Goal 2: Student Access and Educational Attainment

- Objective A: Improve the enrollment and retention of direct-from-high-school, graduate, and nontraditional student populations
- Objective B: Enhance degree completion

Goal 3: Research and Innovation

- Objective B: Broaden the participation of faculty, staff, and students in collaborative research programs that revitalize the region's economy

Goal 4: Community and Economic Development

- Objective A: Increase the opportunities within the curriculum for community engagement

Goal 5: Essential Resources

- Objective A: Enhance human resources operations to support the professional development and wellness of faculty and staff (Empower, 2013)