

UNIVERSITY OF WYOMING INCLUSIVITY PILLAR

April 16, 2021 Draft



*Our goal is to create a beloved community and
this will require a qualitative change in our souls
as well as a quantitative change in our lives.
~ Dr. Martin Luther King Jr.*

The Inclusivity Pillar: Upholds recognizing the impacts of relational and systemic inequalities in society. At the University of Wyoming, including all colleges, units, and departments work together to foster, encourage, create, promote, and continuously improve a welcoming, supportive, safe, and equitable environment for everyone from all walks of life. To uphold the Inclusivity Pillar, UW will take an active leadership role to identify, address, and rectify those inequalities that can weaken the foundation of the pillar.

The concept of inclusivity is simple to understand, but difficult to implement in an organization which has been operating under the similar “norms” for decades. The goal at UW is to embrace our history while engaging in a cultural shift. Embraced by the Board of Trustees, President, Deans, Vice-presidents and Associate Vice-presidents, resulting in a transformation of a dramatic cultural shift. The outcome will lead to a welcoming, safe and diverse institution for all students, faculty, staff and visitors. An institution that reaches these goals, will be able to recruit and retain the best and brightest faculty, staff, and students and when they participate in the campus, they will feel comfortable to engage. This will lead to diversity of thought, which will lead to enhanced creativity, and innovation across campus.

A campus which creates a culture of respect and inclusivity will experience enhanced interdisciplinary and digital activities; improved retention of students and staff; hubs for innovation; and most of all a diversity of discussion and thought. The vision is to improve research programs, entrepreneurial programming, and improve relations with donors and foundation across the globe.

The primary focus of the University of Wyoming is to educate and prepare students for success in a rapidly changing global economy. Students entering the workforce in 2021 and beyond must have the cultural competence skills to be successful in communicating and performing with a diverse set of co-workers and belief systems that we presently do not provide at UW. We must continue to move forward to provide students with these skills in a world that grows increasingly interconnected.

- **Inclusivity** can be developed at the student level through enhanced experiential learning opportunities targeted at UW Housing. Work closely with all the areas of focus as well as UW Student-affairs to create housing “hubs” for experiential learning. This type of programming (STEM, Entrepreneurship, Innovation, Athletics, Government, et. al) in the housing units will create dialogue among different groups and subsets that often attend the same university, but rarely spend time together.

- **Inclusivity** can assist the engine of innovation through improved diversity of thought as well as hiring and retaining the best and brightest to support expanding inclusive excellence throughout UW.
- **Inclusivity** can help to grow the research enterprise, a different perspective and a different lens, will allow UW to uncover its fullest research potential.
- **Inclusivity** will grow external revenue through grants and better partnerships with agencies, foundations, corporations and private donors.

To incorporate dramatic change, resources are needed to educate, incentivize, recruit, hire, retain, and stand-up and sustain programming in these areas. We are urging the University to invest \$2M (35% Personnel, 40% Programs and Services, 25% Community Engagement and Partnerships) annually to start this immediately. While seeking ongoing external revenue will be ongoing, we urge that the \$2M is our institution's ongoing investment to sustain inclusive excellence. The urgency will be to create a cultural shift that many feel cannot occur in Laramie, Wyoming. We want to be the most creative, innovative, interdisciplinary, entrepreneurial, and digital public land-grant institution in the Rocky Mountain region while embracing, acknowledging, and respecting the indigenous, rural culture, and diverse cultures of the state and its people. To accomplish this we must change and grow to welcome diverse people who bring diversity of thought across all spectrums of the institution, resulting in a new University of Wyoming – inclusive, innovative, creative, entrepreneurial, interdisciplinary, digital, and growing.

Colleges, universities, businesses, nonprofit, government, and K-12, have shifted to know that diversity and inclusive excellence matters. Inclusive excellence defines diversity broadly and is a top priority and foundational to the mission, values, and attainment of excellence for campuses and society. It is the focus for strategic diversity thinking, strategic planning, and is infused through all implementation processes such as policies, practices, educational imperatives, social imperatives, and enhances the overall organizational performance (Williams, 2013). **The framework for inclusive excellence is access and success; institutional climate and human relations; education, research, and scholarship; institutional infrastructure; and community engagement and partnerships.** The goals of this report is organized around this framework. Inclusive excellence is a critical economic asset in the 21st Century for seven reasons:

1. The emergence of more technology in a knowledge-based global economy;
2. Changing demographics with more culturally and racially diverse people becoming interconnected globally.
3. The persistence of inequality in access to education based on gender, gender identity/expression, race, and ethnicity.
4. The elevated importance of providing students with access to higher education with opportunities for curricular and co-curricular experiences that increase their cultural competence as an educational and workforce imperative.
5. Continuous threats to underutilize the richness and benefits of diversity to its fullest potential due to lack of awareness, understanding, knowledge, and skills throughout our society.

6. It enhances problem solving, research, and innovation.
7. It adds strength and vitality to the organizational culture and facilitates brilliant ideas and discoveries in teams that must be implemented at the highest levels and throughout organizations, (US Department of Education, 2016; Williams, 2013).

With this document, we articulate a bold and transformative vision for the University of Wyoming that is grounded in Rev. Dr. Martin Luther King Jr.'s concept of beloved community. What follows is the results of the Inclusivity Pillar Team conversations that creates a framework for a strategic plan for developing inclusive excellence at the University of Wyoming that focuses on what people need to thrive in UW's policies, practices (written and unwritten), and education (curricular and co-curricular) regardless of their social identities.

At the heart of the Beloved Community is experiencing a sense of belonging. As the University of Wyoming looks to the future, it recognizes that its most important asset are the people—students, staff, faculty, administration, trustees, alumni, and supporters—who make up our community. We live in unprecedented times and in a world that is increasingly interconnected. Therefore, it is critical that UW enact an inclusive, equitable, and safety supporting campus community now to be an exemplar 21st Century land grant university.

We commit to making everyone welcome in our community and to creating the conditions for their access, development, and success. Through the goals and action items outlined herein, we seek to develop a vibrant and beloved community that welcomes, invites, values, and supports all people.

Inclusivity Pillar Goals:

1. Institutional climate and inclusion of all people.
2. Integrate and sustain inclusion, belonging, and cultural competence, in education, research, and scholarship.
3. Recruitment and retention that support Wyoming values for equality and equity.
4. Infrastructure designed for access and success.
5. Incentivizing and awarding accomplishments.
6. Community engagement and partnerships.

With these six goals and corresponding actions, to actualize the UW beloved community, we seek to attract and support those of all abilities, ages, countries of origin, cultures, economic classes, ethnicities, gender identities, immigration statuses, races, religions, sexual orientations, veteran statuses, worldviews, and other ways we all contribute to the rich diversity of Wyoming and the world, (UW Strategic Diversity Plan, p.5). The UW beloved community will require that we create a culture that goes beyond tolerating and recognizing diversity, to one that embraces, requires, and celebrates inclusive excellence that fully utilizes the talents of everyone for our survival in the new millennium. Together we must commit to ongoing care and cultivation to sustain our achievements toward full inclusive excellence and to developing new opportunities to expand inclusive excellence as they become known to us.

Inclusivity Pillar Goals and Action Goals:

We underscore that transformative change will require a profound acknowledgement of and reckoning with historical violence and power imbalances grounded in inequities and structural discrimination often connected to social identities and other forms of differences and diversity. **Achieving the goals noted here require us to permanently change many of the ways we think about how we have conducted research, scholarship, education, community engagement, professional development, and the ways we generally conduct business. We cannot make lasting systemic and structural change without actually changing systems and structures.**

Goal 1: Institutional climate and inclusion of all people.

Address and eliminate systemic, structural discrimination, subordination, and inequality at the University of Wyoming in both the short and long-term that support a thriving environment of inclusion and safety.

Dr. Kenneth Monteiro, president of the American Association of Blacks in Higher Education (2016) stated: “If you squeeze an institution, it goes back to what it knows; what it knows best is how to educate affluent white people, so it cancels things like equal opportunity programs, it cancels the multilingual program, it cancels the [LGBTQ] alliance funding. It cancels the things that it sees as less normative.— not to be mean,” Monteiro says. “Systems are hard to change, not because of mean people, but because the system only needs people to just keep doing what they’re doing.” This statement supports that no one intentionally tries to make a campus climate challenging for racially diverse people, women, LGBTQ+ or other diverse groups. Yet, we still perpetuate the same inequities and injustices found in society on college campuses. The University of Wyoming is not insulated from the larger society that we are part of and these inequities and injustices are reproduced at UW as demonstrated by the UW campus climate survey.

- 1. Ensure that the University of Wyoming follows best practices for addressing discrimination and harassment and review its systems and structures to prevent discrimination and inequities by implementing the following:**
 - a. Establish ongoing programs that increase the cultural competence of students and employees.
 - i. Programs that raise awareness, increase knowledge, and builds skills that includes bystander intervention skills.
 - ii. Institute mandatory transformative professional development opportunities
 - b. Continue and increase awareness of other opportunities for cultural competency beyond compliance.
 - c. Review current policies and practices with a diversity, equity, inclusion, and justice lens.
 - d. Provide support for ongoing efforts to ensure follow through and accountability.
- 2. Develop and implement the inclusive excellence audit tool to support and sustain the cultural change necessary to achieve a fully welcoming environment.**

- a. Assess administrative frameworks and processes.
 - b. Support the maintenance, expansion, and creation of multicultural and identity-based spaces for students and employees.
 - c. Outline organizational and communication structures for connecting and supporting all existing diversity, equity, and inclusion university groups.
 - d. Revisit strategic documents regularly to update and to ensure we continue making forward momentum by utilizing existing groups such as the Council on Diversity, Equity, and Inclusion with oversight of the documents.
- 3. Develop university digital platforms, marketing, and physical environments to facilitate connecting people, resources, and initiatives.** Recommendations include:
- a. Develop a marketing and communications plan supporting diversity, equity, and inclusion education, including guidance for responding to incidents that contradict the values and mission of the University of Wyoming.
 - b. Enhance the university’s website to infuse inclusive excellence throughout.
 - c. Create a “Diversity Hub” on the University website to facilitate access to information and initiatives.
 - d. Increase the awareness of physical environments for Office of Diversity, Equity, and Inclusion, Multicultural Affairs, Social Justice Research Center, Black Studies Center, and International Students Services.
4. Establish a UW Restorative Practices and Conflict Resolution Center as a collaborative effort between the Office of Diversity, Equity and Inclusion, Human Resources, and the Division of Student Affairs to provide education, resources, and services that give individuals, organizations, and communities the tools they need to productively communicate and manage conflicts, repair harm, build and restore communities.
- a. Connect conflict resolution partners to promote resolution resources for the campus and community, including Student Conduct, Student Welfare, Employee Conflict, Employee Welfare, Restorative Practices, Bias Education and Response. This effort could possibly include Student Legal Services and the newly established ombudsperson program for students, and ombudsperson program for employees.
 - b. Enhance student conduct by infusing restorative practices to focus on recognizing and repairing harm within the community.
 - c. Support bias incident response with mediation or restorative practices.
 - d. Develop educational workshops to promote community building.
 - e. Build out resources for students in navigating campus and community processes.
 - f. Function as a resource for the broader Laramie community, offering restorative practices to integrate transformative community building beyond campus.
 - g. Serve as a model and leader of Restorative Practices for the state of Wyoming and our region.

Bold and new ideas for the University of Wyoming to move Goal 1 forward are:

Eliminate illusions of inclusion. [Davis \(2021\)](#) argues that to be diverse means to be different from the status quo, white and heteronormative practices that function as tools of assimilation. The

scholars calls this, “the illusion of inclusion.” To structurally address ableism, homophobia, racism, sexism, transphobia, etc., and to move UW forward, we are proposing that the new strategic plan focus on the intersections of the universal values of Belonging, Dignity, and Justice. This is the decolonize design or BDJ model. Inclusive excellence founded on these ideas, creates the potential for everyone to thrive, regardless of their social identities.

Businesses and industries have demonstrated success with this model through dramatic increases in psychological safety that increases productivity, and increases in innovation. Value is placed on lived experiences, acknowledgement of past harms, addressing coded language, repairing and restoring people and groups affected by past harms, and growing trust. The BDJ has been linked to increases in customer loyalty, competitiveness, advantage, attraction of new partnerships and market segments. Additionally, studies indicate that BDJ-focused businesses benefit communities where these companies do business and positively impact employees and public policies. The BDJ would also facilitate advancing the **Wyoming Innovation Network (WIN)** connections to the legacy of the future of Wyoming for generations to come by facilitating an environment to retain students, future employees, and businesses.



The BDJ is centered in the experiences and voices of hitherto marginalized people.
Image: Decolonize Design

Shifting to this design is necessary to avoid repeating the past mistakes of inclusive excellence initiatives. **Belonging** is the experience of physical, emotional, and psychological safety. **Dignity** is the preserving of the sacred nature of personhood and humanity. **Justice** is repairing and restoring individuals and groups (Davis, 2021). Previous inclusive excellence initiatives have done an excellent job in making institutions compliance with laws such as Title VII of the Civil Rights Act of 1964, Title IX compliance, etc. successful. However, little gains, though well-intentioned, have made our society and organizations free of bias, discrimination, or the type of transformative changes necessary to create truly inclusive campus communities (Davis, 2021; [Tran, 2021](#)). Evidence that these concerns have not been adequately addressed manifested in the 2019 UW Diversity Campus Climate Survey results.

The University of Wyoming living and learning communities focus on interests and majors that center inclusive excellence and shift from identity-based living spaces to identity-based spaces available to all students and employees throughout campus. This would mean that living and learning communities focus on STEM, the arts, humanities, teaching, global partnerships, etc. For example, the **Trustee Education Initiative (TEI)** areas of focus are career exploration; experiential learning for preservice teachers; embedded practice in Wyoming schools; and continued support for entry into the profession to develop preeminent educators for Wyoming

and beyond. The living and learning TEI community could attract diverse students who would live together and strengthen these areas of focus. We propose that living and learning communities incorporate inclusive excellence to develop teachers who can meet local challenges as described in the diversity campus climate survey where the results indicated that 9% of the respondents have considered leaving because their children have not felt welcome in the local schools. The TEI living and learning community could address how teachers in the state of Wyoming can make every student, regardless of their social identities, experience BDJ as effective culturally competent educators benefiting the state, nationally, and around the world.

The expansion of identity-based spaces throughout campus for students, could increase the visibility of living and learning communities and create access to these spaces from freshmen to graduate students. Identity-based spaces should be identified in all new buildings and opportunities for renovations throughout campus. We recommend some areas common to all students, staff, and faculty where mentoring relationships could develop organically. Attention should be directed to identifying identity-based gathering, classroom, and study areas with culturally competent student employees and staff who help facilitate “breaking the bubbles” that students described as existing at UW when it comes to inclusive excellence being experienced in the everyday lives of students. These employees would facilitate discussions and interactions across diverse groups and partner with faculty to integrate the BDJ and identity-informed spaces into students’ classroom experiences and co-curricular engagement.

The identity-based spaces can also facilitate student affinity groups for racially diverse students at a Predominantly White Institutions, which can help students avoid experiencing a campus climate that is isolating, challenging to mental health, and social belonging. Research shows that the same experiences can transfer to online and distance learners ([Watts, 2020](#)). The University needs to continue to provide support for registered student organizations (RSO’s) and other types of affinity groups that can support positive learning experiences.

Outlined High-Level Resources to Support This Initiative:

The Inclusivity Pillar Team recommends the reallocation of internal resources to fund this plan. Reexamination of the housing plan for opportunities to incorporate identity-based spaces that are open to all students from freshmen to graduate students. Grant and foundation funding opportunities will also be explored. A more detailed budget will be developed for the Office of the President.

Goal 2: Integrate and sustain inclusion, belonging, and cultural competence, in education, research, and scholarship.

Integrate inclusion and cultural competence into curricular expectations across the university. This should include rich engagement with ethnic, cultural, gender, sexuality, and disability diversity; civic education and decolonized historical knowledge; in addition experiences and skills/tools to apply these insights to individual discipline, research, and profession.

Michelle Asha Cooper, PhD, president of the Institute of Higher Education Policy stated that “Students spend a significant amount of time and money on these college campuses, so they are not seeking to be coddled [or] pampered,” she adds. “They are seeking education and direction, and that is what our college campuses should provide” ([Vollman, 2016](#)). The article contends that many students are seeking a high-quality inclusive education. In the same article, Tia Brown McNair, EdD, vice president of the Office of Diversity, Equity, and Student Success at the American Association of Colleges and Universities (AAC&U) states that, “Diversity and learning are critical to students for their full participation in society, so having them examine questions that are relevant to what’s going on in society gives them the opportunity to explore their identity, their experiences, their cultural background, their preconceptions, and to challenge those and get an understanding of who they are, [as well as] their relationship to others. [That] is a core part of the learning experience for all students.”

The student experience:

It is imperative that as we build out a new UW strategic plan, we develop academic programs that connect to inclusive excellence and build the cultural competence of students. Evidence of this is feedback from a student input session in March 2021 coordinated by a student leader and supported by a staff member from Multicultural Affairs both members of the Inclusivity Pillar Team. Feedback from students indicated support for courses and educational opportunities that focus on inclusive excellence and building of their cultural competence. We call for a prioritization of the USP redesign focused on a scaffolding for cultural change and integrating cultural competence. We also call for the cultivation of curricular integration in every college, department, and program. We have again identified opportunities for interest and major-based living and learning communities.

First we want to **enhance the current living and learning communities** to enable conversations and learning, from the earliest stage of a student’s UW experience, among students from different backgrounds (socio-economic, multicultural, cultural, linguistic, political, etc.) based on majors and interests. We propose building out Freshman Interest Groups (FIGS) connected to social justice and inclusive excellence. We call for the implementation of a four-year plan where every freshman has an inclusive excellence reading partnered with co-curricular engagement opportunities. This would also provide opportunities to implement grand challenges focused on social justice issues that living and learning communities can explore. Residence Life would have a critical role integrating inclusive excellence into programming and physical environment considerations.

We envision a transformative campus community that does not further entrench the neighborhood segregation found in our society. The United States has a history of discriminatory beliefs and engaged in activities that have contributed to the inequities found today in our society that cause most of the citizenry to live in racially and culturally separate neighborhoods and areas (Rothstein, 2017). This team wants a strategic plan that eliminates on the University of Wyoming Campus the segregated living environments that most students experience prior to attending UW. Research indicates that most students come from homogeneous neighborhoods and schools because they are historically separated in society by race and social economic status. Learning communities focused on FIGS and majors will bring diverse students together that reject the reproduction of segregated

communities built upon discriminatory practices and systems established long ago. We envision facilitating and implementing opportunities to build communities that are based on common interests, bold ideas, grand challenges, entrepreneurship, innovation, research, and scholarship that integrates digital competence, inclusion, belonging, and cultural competence.

We envision all undergraduate students from freshman year to graduation and all graduate students to use a digital platform such as SOAR that is portable to career platforms such as LinkedIn to document their competencies across the pillars. All students will be expected to demonstrate the integration of inclusive excellence as defined in this document into their education, research, and scholarship, leadership, and how these skills benefit to prospective and current employers and society.

The faculty experience:

To support inclusive excellence in learning, we propose the development of faculty stewardship, modeling, and investment in classroom climates of safety and respect, with attention to accessible design (UDL), and student support.

In the ACE Shared Equity Leadership (2021), **modeling** inclusive excellence by faculty, on the use of inclusive language that sets the tone for belonging, creating welcoming spaces for dialogues across differences, modeling how to have disagreements that do not uphold marginalization, barriers, and hierarchies. Faculty will model paying attention to whose voice is being heard, who's in the room, whose research is being shared, accountability and more.

The staff experience:

The staff experience will emulate the ACE Shared Equity Leadership model. Staff will also use as standard practice the use of inclusive language that facilitates belonging and creates spaces to dialogue across differences. Staff will engage in professional development that sustain the skillsets to be examples of how to disagree in ways that do not uphold marginalization, barriers, and hierarchies. Staff model paying attention to whose voice is being heard, who is in the room, whose ideas are being shared, holding themselves, colleagues, graduate assistants, and student employees accountable for their cultural competence.

Goal 3: Recruitment and retention that supports Wyoming values for equality and equity.

As a land-grant university our primary mission is to serve and engage the people of the state of Wyoming. The UW is required to make the university accessible and affordable to all the people of the state. Additionally, we are obligated to support the diverse cultures of the state equally and equitably that develop and strengthen existing department, college, and institutional recruitment and retention programs for underrepresented groups across campus.

Student recruitment, enrollment, retention, and graduation at the University of Wyoming:

1. Appropriately resource programs that recruit and retain underserved and underrepresented groups such as women, individuals with disabilities, veterans, minority racial and ethnic groups, first-generation and low-income students, international students, etc. including marketing support for campaigns targeting these students.
 - a. Hire one full-time racially diverse counselor to support the mental health needs of racially diverse students to supplement the work of the UW Counseling Center with

- the goal of hiring one full-time counselor to support the mental health of racially diverse students.
- b. Hire one full-time counselor who specializes in supporting the mental health of LGBTQ+ students and supplement the work of the UW Counseling Center with the goal of hiring a full-time counselor with this area of specialization.
 - c. Hire an Asian American Pacific Islander (AAPI) full time staff member for Multicultural Affairs.
2. Assess and expand scholarship needs and opportunities for diverse student groups.
 - a. Strengthen collaboration with the foundation and campus units to increase scholarships for our underrepresented students.
 3. Fully utilize best practices for recruitment and retention.
 - a. Hire a racially diverse recruiter designated specifically to work with underrepresented undergraduate to actively work and collaborate with admissions in communities of Wyoming and beyond.
 - b. Hire a racially diverse recruiter designated specifically to work with underrepresented graduate student efforts to actively work and collaborate across campus in communities of Wyoming and beyond.
 - i. Increase funding for underrepresented domestic minority (URDM) efforts for graduate students.
 - c. Develop and add resources to existing pipeline programs for underserved and underrepresented students.
 - i. Increase funding to support and strengthen pipelines with minority serving institutions to increase recruitment for underrepresented students.
 - d. Support and promote the food security initiatives across campus to ensure access to healthy food options for all students and employees.
 - e. Continued campus wide support for retention efforts of underrepresented students that speak to their safety, well-being, and sense of belonging

Employee recruitment, hiring, and promotion at the University of Wyoming:

Recruitment and retention of racial minority employees in higher education is not an isolated problem to only rural regions though it is predominant, but for the University of Wyoming this presents unique challenges and is an area of concern that should be proactively addressed. In our most recent Affirmative Action Plan from November 1, 2018 - October 31, 2019, out of 7,779 applicants, 1,541 were minorities and out of 338 new hires 11 were minorities, out of 56 promotions one was a minority, and out of 489 terminations 31 were minorities.

If we take a closer look at the workforce analysis of employees at the University of Wyoming. The data from the table below comes directly from the Affirmative Action Plan which is required by the federal government of all higher education institutions that receive federal funding to provide. Only full-time benefited employees are included in these reports. The table below references the employee roster of the university and is measured over a five year period to coincide with the university's five year strategic plan. The baseline year begins in 2017 and data is captured each year until 2022.

UW AAP Summary 2017-2018 to 2021-2022 with Comparison of Baseline and Current Year Data

	2017-2018 AAP Report (Baseline Year)	2018- 2019 AAP Report	2019-2020 AAP Report (Current Year)	2020- 2021 AAP Report	2021- 2022 AAP Report	Percentage Increase or decrease (Baseline Year – Current Year)
Number of UW Full- time Benefited Employees	2,787	2,625	2,671	N/A	N/A	116 or 4.16% decrease
Minorities	361 or 13.75%	413 or 14.82%	324 or 12.13%	N/A	N/A	37 or 1.62% decrease
Women	1,288 or 49.08%	1,372 or 49.23%	1,335 or 49.98%	N/A	N/A	47 or 0.9% increase
Veterans	N/A	83 or 2.98%	83 or 2.98% (VETS-4212 data expires 3/31/21)	N/A	N/A	No change
Individuals with Disabilities	49 or 1.87%	50 or 1.79%	12.28% (A Self-ID Campaign was implemented Fall 2019.)	N/A	N/A	328 or 10.41% increase

This summary shows the demographics of racial minorities, women, individuals with disability, and veterans all of which the University of Wyoming is required by the federal government to track. The final column on the report details the increase or decrease of the groups as compared to the 2017 data. The snap shot of the employee roster is always taken on November 1st of each year for census purposes. Let's focus on the data regarding racial minorities. The data shows that in 2017 we had 361 employees of racial minority and in 2018 we increased those numbers to 413 but in 2019 we were left with 324. What the numbers are telling us is that in 2018 the university had success in recruiting and hiring racial minorities but in 2019 lost more employees from this group than it had in 2017.

Minorities	361 or 13.75%	413 or 14.82%	324 or 12.13%	N/A	N/A	37 or 1.62% decrease
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Reviewing the applicant data and conversion rate from November 1, 2018 - October 31, 2019. This data comes directly from our applicant tracking system in Human Resources and is included in the Affirmative Action Plan. The data tells us that in out of 7,779 job applications at the University of Wyoming, 1,541 or 19.81% of those are racial minorities. However, out of 338 new hires 11 were racial minorities so our conversation rate is at 3.25%. In terms of promotions, out of 56 only one racial minority was promoted or 1.79% as opposed to 31 out of 489 terminations were racial minorities which is at 6.34%. It is important to note that terminations include resignations in the UW Human Resources system.

Data from our Applicant Tracking System (ATS)			
	Total	Minorities	Female
Administrators	206	28	56
Faculty/Academic Professionals	2,214	831	709
Professional Non-Faculty	3,229	445	1,480
Clerical/Secretarial	1,122	103	766
Technical/Paraprofessional	316	44	181
Crafts/Trades	96	10	2
Service/Maintenance	596	80	159
Total Applicants of Minorities and Females	7,779	1541	3353

New Hire Summary			
	Total	Minorities	Female
Administrators	11	0	3
Faculty/Academic Professionals	89	6	41
Professional Non-Faculty	130	4	68
Clerical/Secretarial	37	0	30
Technical/Paraprofessional	17	0	11
Crafts/Trades	10	0	0
Service/Maintenance	44	1	17
Total Hires	338	11	170

Promotions			
	Total	Minorities	Female
Faculty/Academic Professionals	1	0	0
Professional Non-Faculty	19	1	8
Clerical/Secretarial	12	0	10
Technical/Paraprofessional	6	0	4
Crafts/Trades	2	0	0
Service/Maintenance	16	0	8
Total Promotions	56	1	30

Terminations			
	Total	Minorities	Female
Administrators	20	0	10
Faculty/Academic Professionals	145	16	62
Professional Non-Faculty	162	8	88
Clerical/Secretarial	66	4	57
Technical/Paraprofessional	18	1	15
Crafts/Trades	11	0	0
Service/Maintenance	67	2	18
Total Terminations	489	31	250

The statistics show a trend that the University of Wyoming is not retaining employees of racial minorities in comparison to hiring them. In addition, a closer look at faculty and academic professional hires and terminations tells us that the university is losing more faculty of color than are being brought on board. The table below gives the benchmark goals that the University of Wyoming is supposed to strive for. From November 1st 2018 - October 31st 2019, the University of Wyoming underperformed when it came to employing minorities and veterans. The benchmark goals are based on census data that shows the availability of the workforce for each job category on a national and a regional level.

There needs to be dedicated time to examine the effects of student evaluation on tenure and promotion of faculty who are women, international, and are from racial groups historically marginalized in higher education and develop means to address these biases in student evaluations of teaching (SETs). Boring (2016) research indicates that student evaluators may apply different standards of evaluation for their SETs when assessing the competence faculty that indicates bias against women. Chisadza, Nicholls, and Yitbarek (2019) research randomly assigned students to review video lectures with identical slides and scripts presented by faculty of diverse races and genders. The results indicated that SETs for black faculty received lower ratings when compared to white faculty, regardless of the race of the students. Fan, Shepherd, Waters, et. al (2019) study found that in higher education, evaluations affected by biases in gender and cultural background are the reasons for fewer women and international educators promotions. Their study found that increased representation of groups historically marginalized in education may decrease this phenomenon. Other recommendations include:

- Use multiple measures involving multiple data sources to assess teaching more holistically.
- Ensure that student ratings are not the only source of evidence used to assess instructional effectiveness.
- Consider using alternative methods of evaluating teaching (e.g., solicit feedback from outside observers / peer evaluations; observe faculty members teach; review an instructor's course materials; review reflective statements and read faculty self-evaluations; integrate mid-term course evaluations; and integrate focus groups and small group feedback.
- Offer mentoring of faculty to raise awareness (re: bias in student evaluations) and develop strategies for support.
- Contextualize student ratings data.
- Allow faculty to have a voice in the course evaluation process, through self-evaluation narratives.

For administrators, faculty and academic professionals, and professional non-faculty, the University of Wyoming recruits nationally. For the rest of the job categories, the University of Wyoming recruits locally, statewide, and in the Front Range. The numbers clearly reflect that the university struggled with recruitment and retention of racial minorities in 2019. In comparison to Colorado State University who employs 52.7% female faculty and 12.7% racial minorities including 5.9% non-resident aliens that potentially adds to the racial minority numbers, the

University of Wyoming is not performing as well at 46.78% female faculty and 8.20% racial minorities based on a snapshot of our employee roster which includes non-resident aliens (Collegefactual.com). Compared to Montana State University where 54.6% of faculty are female and 8.14% are racial minorities with 3.41% non-resident aliens that potentially adds to the racial minority numbers, the University of Wyoming also falls behind (Montana.edu).

UW 2020 Full-time Benefited Job Group Snapshot

President, Cabinet, and Deans	Associate Deans, Directors, and Managers	Associate Directors, Administrative Professionals, Assistant Managers, and Assistant Directors	Faculty	Coordinators and Administrative Assistants	Dining, Custodial, Grounds, Transportation, Trades, and Clerical Support Staff	Totals
26	296	628	1024	207	673	2854
8 Female: 32%	118 Female: 39.86%	333 Female: 53.03%	479 Female: 46.78%	150 Female: 72.46%	354 Female: 52.60%	1442: 50.53%
1 Black: 4%	3 Asian, 3 Two or More, 6 Hispanic, 1 Black : 4.39%	22 Hispanic, 6 Asian, 7 Black, 16 Two or More, 2 Native American: 8.44%	1 Pacific Islander, 45 Asian, 8 Black, 16 Hispanic , 5 Native American, 9 Two or More: 8.20%	1 Black, 7 Hispanic, 2 Native American, 14 Two or More : 11.59%	37 Hispanic, 8 Asian, 7 Black, 7 Native American, 1 Pacific Islander, 27 Two or More : 12.93%	262: 9.18%

UW Goal Attainment				
	Veterans	IWD	Minorities	Female
Administrators	6.4%	7%	21.25%	42.56%
Faculty/Academic Professionals	6.4%	7%	26.20%	48.12%
Professional Non-Faculty	6.4%	7%	25.87%	N/A
Clerical/Secretarial	6.4%	7%	18.49%	N/A
Technical/Paraprofessional	6.4%	7%	N/A	N/A
Crafts/Trades	6.4%	7%	19.79%	17.78%
Service/Maintenance	6.4%	7%	N/A	N/A

After review of the hiring trends and the workforce analysis at the University of Wyoming, we need to look at why the university is having difficulty recruiting and retaining its racial minority employees. In a recent article by Wyoming Public Media, “Part of the University of Wyoming's [mission is to value and nurture diversity](#). But that's hard to do when the university struggles to attract and retain faculty and administrators of color. The Office of Diversity, Equity, and Inclusion was established in 2017 to help track and find solutions. Study after study have shown that diversity leads to more creative and innovative thinking. [McKinsey & Company's 2015 study](#) of more than 1,000 companies in 15 countries found that businesses with more diverse leadership were more likely to have above average profits. Diversity was included in UW's strategic plan with innovation in mind. “Inclusive excellence benefits all students, including those who are White” (Watson, 2020). I have heard people of color say “I want to see people like me” represented. Recently hired employees who are racial minorities at the University of Wyoming have said it was important for them to see that there was an Office of Diversity, Equity, and Inclusion at the University of Wyoming and that greatly influenced them to consider applying at the institution.

Faculty Recruitment, Hiring, Retention, Professional Development and Promotion:

Appropriately resource recruitment of racially diverse faculty. According to Turner (2000), the retention of minority faculty is one of America’s most unsuccessful challenges. If institutions of higher education in the United States are to increase the retention of minority faculty, then institutions must put in place programs to assist minorities in becoming connected to institutions. The University of Wyoming must appropriately address the lack of protection from biased student evaluations that affect RTP and the marginalization of work, feelings of isolation, stress, and balancing life and dual cultures of women, racially diverse, and international faculty. We also call for rectifying pay inequities among new hires, women, racially diverse, and other groups who are negatively impacted. There is also a need to develop salary programs to attract women, racially diverse, and all demographic faculty who will contribute to inclusive excellence through teaching, scholarship, research, service, etc. Recommendations that the Inclusivity Team supports are:

1. Consider reestablishing diversity hiring process to enable the campus to increase women, racially diverse faculty on campus.
2. Launch the Search Equity Advisors (SEA) program for faculty hires. (The soft launch is taking place Fall 2021.)
3. Create a fund large enough to be effective for target of opportunity hires and other similar programs.
4. Create ongoing professional development opportunities for supervisors and colleagues who evaluate tenure and promotion to support recognizing bias and can properly address it as it may manifest in student evaluations, peer evaluations, etc.
5. Integrate into the promotion process promotion of faculty who demonstrate cultural competence and the ongoing professional development in this area.

Staff Recruitment, Hiring, Retention, Professional Development and Promotion:

Appropriately address the marginalization of work, feelings of isolation, stress and balancing life and dual cultures of women, racially diverse and international staff. Rectify pay inequities among new hires, women, racially diverse, and other groups who are negatively impacted. Develop salary programs to attract women, racially diverse, and all demographic staff who will contribute to

inclusive excellence through scholarship, research, work, service, etc. Recommendations that the Inclusivity Pillar team support are:

1. Consider establishing diversity hiring process to enable the campus to increase women, racially diverse staff and administrators on campus.
2. Launch the Search Equity Advisors (SEA) program for staff and administrative hires. (Tentative soft launch in Spring 2022).
3. Create a fund large enough fund to be effective for target of opportunity hires and other similar programs.
4. Launch the six-week Inclusionary and Global Leadership Program for staff. (Program is being piloted Spring 2021 with 4 staff volunteers. Launching the full program with staff in Fall 2021.),
5. Integrate into the promotion process promoting staff who demonstrate cultural competence and ongoing professional development in this area.

Bold and new ideas for the University of Wyoming to move Goal 3 forward are:

There needs to be investment in people to make systemic and lasting changes for the Inclusivity Pillar. We first recommend adding five fulltime positions. This is followed by a recommendation of modifying existing positions to infuse inclusive excellence throughout the campus community.

Division of Academic Affairs:

1. Hire faculty with the expertise to teach diversity, equity, inclusion, and social justice in every college to ensure that cultural competence is integrated in the educational experiences for every student throughout their academic careers at the UW.

Division of Student Affairs:

1. Associate Dean of Students who works with the Multicultural Affairs team and implements inclusive excellence initiatives in the Division of Student Affairs.

Office of Diversity, Equity, and Inclusion:

2. Director for the Social Justice Research Center: Advance community engagement, partnerships, and research related to social justice. Chair related pipeline and inclusive excellence initiatives, Oversee restorative justice and practices initiatives.
3. Associate Director for Restorative Justices and Practices. Works in collaboration with students, faculty, staff, and the community to implement restorative practices. Supports related pipeline and inclusive excellence initiatives.
4. Director for Faculty and Staff Recruitment and Retention Initiatives: Oversee recruitment and retention for faculty and staff inclusion, and generating the affirmative action plan report. Chair related pipeline and inclusive excellence initiatives.
5. Assistant Director for Diversity, Equity, Inclusion Education and Recruitment Initiatives. Oversee ODEI hiring in HCM and support the development of the affirmative action plan report. Develop and implement diversity education workshops.

Campus-Wide Deputy Chief Diversity Officer Program:

1. Create a program to establish Deputy Chief Diversity Officers (DCDOs), who are current employees and who are compensated and provided with position modifications, i.e., course release, adjustment to job duties, etc. for their roles representing, implementing, and advancing diversity, equity, inclusion, and social justice initiatives specific to each of their respective colleges and units with 100 employees or more, such as Athletics, Finance and Administration, etc.
2. The College of Arts and Sciences would have Co-DCDOs due to their size and scope. One person would represent the Arts and the other the Sciences. The DCDOs would receive a stipend and course release.
3. Additional compensation would be provided for DCDOs who partner with the CDO to lead strategic diversity, equity, inclusion, and social justice initiatives that are unit specific and potentially that go above and beyond the typical work duties of the DCDO such as coordinating and leading a pipeline program, leading a campus-wide inclusive excellence initiative, i.e. the Search Equity Advisors (SEA) Program, etc.

The DCDOs would work in collaboration with the Office of Diversity, Equity, and Inclusion to infuse inclusive excellence throughout the campus community. For example, the DCDOs would customize inclusive excellence initiatives for their areas; consult with faculty on curriculum; work with the SEA Program, provide support for areas that have developed unit-specific diversity strategic plan and support the development of new ones, etc.

Goal 4: Infrastructure designed for access and success.

Envision the learning environment of the future that embraces and celebrates inclusion in bold and innovative ways by ensuring that all classrooms, technologies, support services, buildings, grounds, and all other artifacts in both the UDL and physical environments are accessible and inclusive for everyone including but not limited to individuals with disabilities and the LGBTQIA+ community.

Examples of this innovative learning environment and inclusive physical space will include:

1. **Visibility.** Promote the university such that any student, faculty, staff, or visitor will be welcomed to a campus that celebrates its inclusion of diversity by proclaiming via campus-wide signage that the UW campus has re-imagined how physical space and learning environments can be conceived and structured.
 - a. Each building is to have signage that is highly visible and positive stating the wide range of available architecture, physical accommodations, and technology to allow learning by all.
 - b. Each campus entrance is to have signage embracing and celebrating inclusivity.
 - c. There will be a campus-wide removal, storage, and/or relocation of artifacts in the physical environment such as paintings, pictures, signage, or graphics that demeans, marginalizes, or stereotypes any social groups or demographics of people, etc.
 - d. The idea is that UW will model for the state of Wyoming what inclusivity looks like and show that it is a positive growth, not a corrective strain. There will be celebration of the progress UW is making.
 - e. Budgets/resource plans to be determined by Facilities and Institutional Marketing and Communications.

2. **Technology will be progressive, anticipatory, and on-going.**
 - a. Closed-captioning will occur automatically for all public webinars, public talks, events, broadcasts, etc. Everyone will experience this.
 - b. Sign language participation will occur automatically at all public events with an audience. Everyone will experience this.
 - c. All classrooms will be smart classrooms where cameras, recording, and multiple viewing screens are the norm and occur automatically. Everyone will experience this.
 - d. Recordings will be automatically linked to qualified students as determined by Disability Support Services (DSS).
 - e. Designated testing centers in high-profile, technological advanced settings, such as School of Energy Resources. These testing centers will be available for all students who qualify for extra time for testing and fully staffed so that students are not disadvantaged by limited schedule availability.
 - f. Both athletes and DSS-served students will make up exams in these testing centers. These testing centers will have lots of sunlight and accessible classroom furniture. All students, not just athletes and DSS-served students, will use these testing centers.
 - g. As technology advances, UW will stay current and provide the innovations to all students in a timely manner.

- h. The cost of the technology is not to be born disproportionately by the students or the support systems (DSS-served students are not to be negatively impacted by not having access to current technology due to their lack of ability to pay for it.)
 - i. Other items will occur as technology allows and understanding increases.
 - j. Budgets/resource plans to be determined by Institutional Marketing and Communications, DSS, ECTL, Facilities, and IT.
- 3. Edit and consolidate University Regulations, Policies, Standard Administrative Policies, Procedures, (SAPPs), etc. to address outdated or problematic statements.**
- a. Allow students to have access to electronic devices without being singled out.
 - b. Restrict additional class or exam times.
 - c. Restrict evening exam times outside of scheduled class times unless expressly noted in the syllabus.
 - d. Use inclusive language.
- 4. Building and grounds will surpass Americans with Disabilities Act (ADA) compliance guidelines by being anticipatory and on-going.**
- a. Make all campus buildings, outdoor areas, walkways, parking areas, and other spaces fully accessible and inclusive.
 - b. Make every classroom and work area accessible in every way.
 - c. Provide all-gender and ADA accessible restrooms in every building, on at least every other floor.
 - d. Redesign the grounds to include curb cuts for every sidewalk on campus and entry ways to campus, accessible outdoor eating and gathering spaces, etc.
 - e. Place important items within reach and based on how easily students in wheelchairs can reach these items.
 - f. Design walkways based on campus grading to enable the inclines navigational by students, employees, and visitors in wheelchairs and other mobility devices.
 - g. Identify places for students with disabilities to sit in multiple places within the same space to have different experiences and vantage point as other students will have in the same area.
 - h. Install elevators in every building and be willing to sacrifice program space or aesthetics to install an elevator because accessibility should always take priority.
 - i. Have inclusive spaces such as lactation rooms, all gender bathrooms, prayer and meditation rooms, places for foot washing, etc.
 - j. Provide centers for all students that focus on wellness.
 - k. Provide spaces to ease the demands on commuter students, especially given the geographical isolation and the dangerous winter driving conditions during large portions of both fall and spring semesters.
 - l. Plan for the physical needs, both on the UW campus as well as sites across the state that students who are accessing UW through distance and online education might have. We should anticipate what those needs might be rather than wait to respond to a problem.
 - m. Budget/resource plan will be determined by the demands on Major Maintenance working with Facilities.

5. Buildings and grounds will anticipate and accommodate the social and cultural needs of the students.

- a. Designated space for cultural, racial, religious, LGBTQIA+, sports, interests, groups. All groups are to have access to the same quality of space.
- b. Designated space for various racial, religious, cultural Centers as requested.¹
- c. Incorporate indigenous history and design into the physical grounds, landscaping, and buildings.²
- d. Create funding drives to establish these spaces and Centers.

¹ When it comes to advancing inclusive excellence virtually, the University of Wyoming should build into its strategic plan connecting with programs such as [Propel: The Global HBCU for Innovation + Learning](#). Propel Center is designed to serve as an epicenter of in-person and online learning that provides HBCU students with education, skills, and resources that are necessary to transform the United States talent pipeline and workforce. The vision is to build generations of black leaders who will have a positive social impact advancing equity and justice through technology, innovation, entrepreneurship, and education.

² The University of Wyoming can explore programs such as this when advancing inclusive excellence in our infrastructure, ([UNM-Indigenous Design & Planning Institute, 2021](#)).

Goal 5: Incentivizing and awarding accomplishments.

Outline a plan for incentivizing and rewarding inclusive excellence and cultural competence throughout the campus community. Serve as an exemplary inclusive and safety upholding university that continuously partners, collaborates, engages, and responds to current events as they unfold in our campus, community and world in ways that builds society's capacity for inclusive excellence.

Research indicates that the practice of leaders creating rewards and incentives is still emergent and unfolding on many college and university campuses. Regardless of this, leaders noted the importance of motivating inclusive excellence work through **creating rewards and incentives**. Campuses have tried experimenting with formally dedicating portions of faculty members' time or their full-time equivalent (FTE) to inclusive excellence work and making it part of the faculty review process. There are opportunities to tie the work to research and award internal inclusive excellence grants. At UW we have opportunities to raise the profile and amount of these types of grants by partnering with the Social Justice Research Center Research (SJRC) Grant Awards. The SJRC grants also incentivize students to conduct inclusive excellence research because they are eligible to apply for SJRC grants as undergraduate and graduate students. Staff and faculty are also eligible for SJRC grants. We recommend that the inclusive excellence grants are similarly open to students, faculty, and staff. Inclusive excellence work for staff work can be assessed annually during performance evaluations. Inclusive excellence professional development funding can be awarded for faculty, staff, and students (ACE Shared Equity Leadership, 2021).

In the ACE Shared Equity Leadership 2021 Workbook, they recommend that campuses tie budgets to achievements toward inclusive excellence goals. Different methods of accountability were explored informally. Where colleagues agree to hold one another accountable for words and actions that uphold inclusive excellence or agreeing to the values and being self-accountable to more formal methods through performance evaluations and reviews and review of diversity, equity, and inclusion goals. Also formal accountability was through including the elements of inclusive excellence in the mission, vision, strategic diversity plans, and being held accountable at the institutional, department, or unit levels. Incorporate cultural competence and inclusive excellence into annual performance evaluations.

1. Incorporate inclusive excellence work into the tenure and promotion process.
2. Explore merit pay, certification and recognition for work to further infuse inclusive excellence throughout curricular and co-curricular education and engagement for students.
3. Explore opportunities to incentivize students to excel in their awareness, understanding, knowledge, and skills in the area of inclusive excellence (cultural competence).
4. Develop positive reinforcement of demonstrations of inclusive excellence commitment whenever possible.
5. Implement solutions to inequities and eliminate barriers without placing undue additional burdens on historically marginalized students, faculty, and staff.

Bold and new ideas for the University of Wyoming to move Goal 5 forward are:

1. Recognize and give weight to the importance of diversity work by incorporating it into research descriptions and expectations for faculty in diversity related positions.
 - a. Clearly identify the programmatic efforts, trainings, conversations, activities, and other outputs that are expected as part of that faculty's research. These should be included in hiring statements, job descriptions, and tenure and promotion documents. Departmental tenure and promotion documents should clearly state the types of outputs that are recognized as research activities and define how these are to be evaluated for varying levels of research percentages.
 - b. These research expectations must then be supported at all levels, from the Department Head and Dean, up through the Provost, and at all levels of annual, tenure, and promotion reviews.
2. Create a Provost's Fellows for Diversity program, modeled after WIHR, which is led by a faculty director and includes opportunities for faculty, staff and students.
 - a. Faculty fellows:
 - i. Faculty fellows will be selected every semester or every year.
 - ii. Each cohort will have one fellow from each college.
 - iii. Faculty fellows will receive a one course buyout and supplemental pay.
 - iv. The next cohort will be chosen by the current cohort, with the fellow from each college choosing the next fellow from that college.
3. Staff fellows:
 - a. Same process as above, except job expectations are adjusted to add in the fellowship component and reduce accordingly another area of job expectations, in addition to supplemental pay.
4. Student fellows:
 - a. Selected every semester or every year through an application and/or recommendation process.
 - b. Provide pay, offer internship and research opportunities, provide access to travel funds.

Goal 6: Community engagement and partnerships.

Serve as an exemplary inclusive and safety upholding university that continuously partners, collaborates, engages, and responds to current events as they unfold in our campus, community and world in ways that builds society's capacity for inclusive excellence.

Creating spaces within communities - Encouraging civil discourse and connecting individuals who share a variety of cultural, ethnic and socioeconomic backgrounds.

Assumption: UW Land Grant Mission to educate happens better with a diverse faculty, staff, and students that are supported to learn and work together.

Yet data from the UW Campus Climate Survey (2020) indicate that members of the UW campus community have not felt welcome and have considered leaving. These numbers are concerning.

1. 17% of the respondents staff have considered leaving because their children or a member of their household have not felt welcome or included in the local community
2. 9% of the respondents have considered leaving because their children have not felt welcome in the local schools.
3. When asked if they have considered leaving or transferring from UW, 31% of students, 62% of faculty and 53% of staff replied yes.

(Overall survey respondents 56% were students, 28% were staff and 16% faculty. In terms of total responses, 94% were at the Laramie campus, 5% distance learning and 1% at the UW Casper campus. When asked about which race/ethnicity respondents identify with, they shared: 84% White, 4% Asian, 2% African American, 2% American Indian, Alaskan Native, Native Hawaiian or other Pacific Islander, 2% other and 6% preferred not to answer. 6.64% of respondents identify as Hispanic or Latino.)

Goal 6 Actions:

- a. Check in with UW's Office of Engagement and Outreach (<http://www.uwyo.edu/engagement/index.html>) to seek feedback on goal 6's ideas and to make sure we are not reinventing the wheel.
- b. Infuse Service Learning and Community Engagement into experiences for UW students.
 - i. Include local, national, and international experiences.
- c. Fully create and implement affirming spaces and programs for marginalized groups through UW communities with the following groups :
 - i. Multicultural Affairs Student Circles
 - ii. ODEI Affinity Groups
 - iii. Underrepresented Graduate Minority student programming
 - iv. International Students and Scholars programming
 - v. Develop a process to share what is learned from these spaces with the greater campus community
- d. Diverse spaces create unique communities.
- e. Incentivize researchers, scholars, educators, and staff who partner and collaborate with the community, state, nationally, and globally for inclusive excellence and safety endorsing or upholding efforts and campaigns.
 - i. This will require both institutional funding and outside (grants/foundation) funding.
 - ii. Prioritize partnerships with people/groups that participate in DEI workshops and courses, e.g. Diversity, Equity, and Inclusion Certification program through ECTL. (<https://www.uwyo.edu/ctl/knowledge-base/teaching-and-learning-certification/dei/>); the Inclusionary and Global Leadership Program through ODEI, etc.
- f. Invest in expanding and sustaining restorative justice and practices that support inclusive excellence.
- g. Create or continue to support comprehensive community inclusive and safety encouraging partnerships, collaborations, policy, and practices on campus, at Wyoming Community Colleges, on the Wind River Reservation, statewide in grades K-12, and throughout Wyoming.

- i. For example how do we maximize inclusivity within some existing the Wyoming School University Partnerships, Wyoming Latina Youth Conference: <http://www.uwyo.edu/wlyc/>, Native American Summer Institute: <http://www.uwyo.edu/naercc/nasi/index.html>, Gender and Sexualities Day: <https://shepardsymposium.weebly.com/gsa-day.html> NEED TO CHECK IN WITH LEADERS/ORGANIZERS to see if they are okay with being listed.
- h. Re-envision reporting and response program for responding to incidents of bias.
- i. Endeavor to contract with Wyoming-owned, women-owned, racially diverse-owned, and immigrant-owned businesses as much as possible.
- j. Engaging communities of faith.
 - i. Having a UW chaplain to provide spiritual guidance.

Bold and new ideas for the University of Wyoming to move Goal 6 forward are:

how we provide what is needed in the communities, then gets to finances and resources questions of what we need to be able to do this, from the lens of what community partners need

“Our Beliefs and Values: Disability and the need for assistance is a natural part of the human condition. Everyone is born dependent and most will have periods of disability at times in their life. Inclusion of those with disabilities is a fundamental moral imperative based on this recognition.” (<https://uofapartners.uark.edu/>)

“Partners provides:

Advocacy

Information Sharing

Practical Support

Research

Training”

(<https://uofapartners.uark.edu/>)

To implement the initiatives outlined in this draft, it will take financial resources to support programs and people to run them. Tangible suggestions for funding are:

1. Funding support for student scholarships and internships.
2. Funding support for inclusive excellence researchers and scholars.
3. Funding support for staff positions that focus on inclusive excellence.
4. Funding support for cultural competence professional development for students and employees.
5. Funding support for recruitment, retention, and pipeline initiatives for students, faculty, and staff.
6. Funding support for inclusive excellence campus and community initiatives.

7. Dedicated UW major maintenance funding to support accessibility of building and all gender restrooms.

Per President Seidel and Provost Alexander - Other areas to incorporate:

1. How does it fit in Wyoming and targeted to the needs of the state?
2. What are the common themes of the Pillars?
3. Each Pillar report should contain the following:
 - a. Resource plan (high-level for campus, more detail for President office)
 - b. How does it fit in Wyoming? Becoming more targeted to the needs of the state.
 - c. How does it fit in UW?
 - d. How to boost current initiatives (TEI, Living and Learning Communities, Tier One, Science Initiative, etc.)
 - e. How does each Pillar support WIN?
 - f. Hubs in each Pillar-how is that acknowledged?
 - g. Faculty fellows could direct HUBS for a year
 - h. Also to take a quick look at the WIN 10- pager that includes how they embrace the pillars
 - i. How does the Pillar enhance the student experience?
4. Future idea from Synakowski—put together a narrative of different students as they roll through the pillars in their education.

Appendix A

Pillar Team Membership

Pillar Team Co-Chairs

- Thomas Burman, Director, Intercollegiate Athletics
- Dr. Emily A. Monago, Chief Diversity Officer, Office of Diversity, Equity, and Inclusion

Pillar Team Staff Assistant

- Kaila Mills, Administrative Assistant, Office of Diversity, Equity, and Inclusion

Pillar Team Members

- Chad Baldwin, Associate Vice President, Institutional Marketing and Communications
- Jacquelyn L. Bridgeman, Director, School of Culture, Gender, and Social Justice, Kepler Professor of Law, College of Law
- Christi Carter, Diversity Analysts, Office of Diversity, Equity, and Inclusion
- Fredrick Douglass Dixon, Assistant Professor, African American and Diaspora Studies, Black Studies Center Director
- Shelley Dodd, Director, Admissions
- Tara Evans, Vice President and General Counsel, General Counsel's Office
- Jess Fahlsing, Gender and Sexuality Program Advisor, Student Affairs
- Teena J. Gabrielson, Associate Dean, College of Arts and Sciences
- Susanna L. Goodin, Department Head, Philosophy & Religious Studies
- Michelle Jarman, Associate Professor, Wyoming Institute for Disabilities (WIND)
- Jill Johnson, Director, International Students and Scholars
- David L Jones, Dean, College of Health Sciences
- Sam Kalen, Associate Dean, College of Law
- Richard Kitchen, Wyoming Excellence in Higher Education Endowed Chair in Mathematics Education
- Maeve Knepper, Co-Chair United Multicultural Council, ASUW
- Tom Koczara, Associate Vice President, Human Resources
- Morgan Huiwen Lu, Graduate Assistant, Office of Diversity, Equity, and Inclusion
- Devin Moss, Assistant Director of Residence Education, Residence Life and Dining Services
- Lydiah Nganga, Associate Professor, School of Teacher Education
- Connor Patrick Novotny, SEO Project Coordinator, Student Educational Opportunity, Director, Restorative Justice Practices, Office of Diversity, Equity, and Inclusion
- Ryan McGarry Dinneen O'Neil, Dean of Students, Student Affairs
- Brent Pickett, Dean, UW Casper
- Erin Kristine Olsen Pueblitz, Associate Director, Center for Student Involvement and Leadership
- Hannah Rhymes, Chief of Staff, Associated Students of the University of Wyoming
- Kathryn E L C M Tay, Co-Chair United Multicultural Council, Associated Students of the University of Wyoming

- Reinette Redbird Tendore, Director of NAERCC and Native American Program Advisor, Student Affairs
- Melanie A. Vigil, LatinX Student Program Advisor, Student Affairs
- Chrissy Wade, Department Head, Family and Consumer Sciences
- Kate Welsh, Associate Professor of Elementary and Early Childhood Education, College of Education, Director, Social Justice Research Center
- Casey Wood, Senior Program Coordinator, University Disability Support Services

Appendix B
Definition of Terms

Appendix C

References