Eastern Washington University

Feedback to Working Groups

The directions for the groups were as follows:
"Each group should appoint a recorder who will turn in a summary of the group discussion after reporting to the larger group. Use additional paper if necessary. Please make sure responses are labeled clearly

Each group should address the following two questions about the draft strategies. Please feel free to use the handout provided as a refresher on goal statements:

- Are there any ideas or concepts in the statements that are not clear?
- What, if anything is missing from the statements?"

Goal One: Belonging through Justice, Equity, Diversity and Inclusion
TOWN HALL FEEDBACK:

- Below is summarized feedback from the April 30 Town Hall. The numbers in parentheses indicate the number of times an item was mentioned
- Strategy One- 25% is too low (7)
- Some strategies are outcome statements (3)
- How can training be made mandatory (2)
- Mentorship strategy is good (2) How will it be measured?
- Train the trainer model is good (2)
- Co-Curricular Education is not clear (2)
- What is meant by integration? (2)
- How are staff included in strategies one and two? (2)
- More connective newsletters
- Highlight our successes
- Does reference to faculty include adjuncts/lecturers
- How do we identify underrepresented populations?
- Outcomes are not measurable
- What is an equity minded audit? Use outside source to do audit
- Will equity minded audit cause issues with some programs?
- Update student course review systemand evaluate the student perception of JEDI
- How does training academy connect to pedagogy and curriculum?
- Remove "policies" from university units bullet
- Strategy 6 – 5% is to low
- How does the Teaching Academy differ from Co-Curricular Education?

- Can Faculty Commons be expanded to Center for Teaching and Learning?
- Shorten audit time lines
- Strength – Not too many strategies
- Students need training in DEI
- Clarify what a unit means
- Do faculty participate in Co-Curricular Education?

CONSULTANT COMMENTS AND OBSERVATIONS

OUTCOMES:

- Outcomes 1 and 2 are strategies. Outcome should state what will happen as a result of these strategies being implemented e.g " By 2029 xxx per cent of the faculty will participate in a Culturally Responsive Teaching/Learning experience
- Outcome 3: Suggest the following wording:
- By 2029 the number of students who participate in a university mentorship program will increase by 10% and will have 2% greater outcomes (measured by retention and graduation) than those who did not participate in a mentorship.
- NOTE: Completing an analysis of existing mentorship opportunities is a strategy
- Outcome 6: Eliminate the first sentence

STRATEGIES

- Strategy 3 _ "leading to an increase in the number of students……" is an outcome
- Strategy 4 – This is an outcome
- Strategy 5 – This is an outcome
- Strategy 6 – Regarding first sentence – How will recruitment and retention be improved?
- Strategy 6 – Second sentence is an outcome statement

Goal 2: Investing in Our People and Places

TOWN HALL FEEDBACK

Below is summarized feedback from the April 30 Town Hall. The number in parentheses indicates the number of times an item was mentioned.

- Support improved onboarding process- make it personal; make first 90 days great; have department included (9}
- Support for professional development is great. More resources are needed (5)
- There needs to be a pay equity lens (3)
- Implement exit interviews (2)
- Strategy 1 – add pay equity, enhance psychological safety (2)
- Retention requires more competitive pay (2)

- Define "sustainable campus environment"
- Better training for staff employees
- Improve appearances of campus spaces
- Benefit ideas – Discount at Eagle store, employee day once a quarter, discount at dining locations
- Strategies 1 and 4 are similar – just worded differently
- Outcome 1: What does second sentence in the outcome statement mean?
- Outcome 2: Discuss meaning of this outcome. Is there an existing Tuition Waiver program?
- Outcome 3: What does roadmap mean
- How do you measure sense of belonging?
- Tactic ideas - No meetings on Friday; 4/10'2 in summer
- No strategies to address sustainability
- Kitchen staff are overworked
- Train student workers
- Re-evaluate Catalyst – Difficult for Computer Science, Data Science and Math students
- Math and Music buildings are old and not taken care of
- Invest in building improvements such as more projectors that work
- Use data informed rather than data driven
- Support affinity spaces and gatherings
- EWU is not equipped to handle multiple generation in the workplace
- Have annual performance reviews that hold people accountable
- Need new residence halls
- Re-name counseling and wellness functions
- Trust employees who travel to use corporate credit cards
- Transparent pathways for staff to move up the ladder
- Use tuition waivers for self-support programs
- Create sleep pods for staff
- Flexibility for employees with children
- Opportunities for faculty and staff to be connected if they are not on the Cheney campus
- Strategies 3 and 5 sound more like goals
- Define unit
- Provide link to campus master plan so it is more transparent
- Improve accessibility for basketball courts and football field
- Strategies are very broad
- Climate survey data needs to be used
- Figure out a way to telework
- Add strategy regarding psychological safety
- Benefits of tuition waiver are "bait and switch"
- Restore staff in essential positions
- Clearer job descriptions

- Better price for faculty/staff parking
- More recognition for good work

CONSULTANT COMMENTS AND OBSERVATIONS

Outcomes:

- Outcome 6: Is there a desired amount of financial support or is there a percentage increase desired?
- Outcome 7: Developing and implementing an onboarding experience tracker……. is a strategy. Second sentence can be an outcome statement

Strategies

- Strategy one – Second sentence would be strengthened as a strategy by indicating that University will undertake a review of the following areas by 2027 …..
- Second sentence in strategy 2 does not appear to relate to onboarding
- Strategy 3 – How will this be done?

Goal 3: Regional Anchor/ Regional Impact

TOWN HALL

Below is a summary of the feedback from the Town Hall on April 30. The number in parentheses indicates the number of times this item was mentioned

- Very important to generate financial support for students to participate in community service/research projects (3)
- How would community engagement work for a staff person?
- Community Service Project Day has to be part of the job not in addition
- How will faculty be rewarded for working on projects of regional importance
- Like the out of classroom engagement for students
- There is overlap with Goal one's focus on mentorship
- Is it possible to require all students to do community engagement?
- Add a University Graduation requirement that includes a list of internship/community service/research project courses- create a master list of outside companies/school districts/pay students for involvement in these experiences (2)
- Look at ASU model for partnering with companies/region for experiential learning
- Include development of community engagement office on campus (2)
- Really like meeting the needs of the community
- A lot of community engagement activities are already being done in some parts of the campus (2)

- Eagle Career Network already exists (3)
- Strategy one – Avoid getting new software- purchase additional module and use Eagle Sync
- Peer mentorship would get more buy in from students
- Strategies are very faculty focused
- Call out a specific Spokane strategy
- Include staff along with faculty and students in these activities – Strategies 6.7, 8
- Like Strategy 10
- Strategies really lean into "Polytechnic" idea
- One hundred per cent of students participating feels unrealistic to implement
- Some students are already employed full time -perhaps give those students recognition for this work experience
- Consider removing some other requirements if community engagement becomes a graduation requirement
- This is a very good part of the strategic plan
- Mentorship program ideas are a great idea
- Consider barriers to internship involvement. How can we eliminate the barriers?

CONSULTANT COMMENTS AND OBSERVATIONS

OUTCOMES

- Outcome 1: First sentence is an outcome statement. Second sentence is a strategy
- Outcome 2: First sentence is a strategy.
- Suggest this wording:
- By fall, 2029, 25% 0f the faculty will participate in community engagement in the areas of applied learning activities
- Outcome 3: First sentence is an outcome statement. Second sentence is a strategy
- Outcome 4: First sentence is an outcome statement - Do you wish to indicate a target number of participants or demonstrate a % increase each year?
- Second sentence is a strategy
- Outcome 5: Second sentence is a strategy.
- Outcome 6: This is a strategy statement
- Outcome 7: Might want to indicate by what year this outcome would occur
- Outcome 8: This is a strategy statement

Strategies

- There are to many strategies identified.
- The list of strategies originally provided could be grouped into the following areas:
    1. Increase student involvement in internships, community engagement and research through following actions
    2. Increase service-learning experiences and support faculty engagement

3. Development of strategic partnerships with businesses, government agencies, community organizations and school districts
4. Engage alumni in support of community engagement and service learning
5. The University will engage with the region in the following ways
6. Lead in the development of selected sustainability initiatives

- The revised strategies presented to the town hall could be used with some modifications: A strategy to address outcome 7 should be included.

Goal 4: Student Success and Student Experience

TOWN HALL

Below is a summary of the comments received at the April 30 Town Hall. The number in parentheses indicates the number of times this item was mentioned

- Number of strategies must be reduced (7)
- Strategy three overlaps with BJEDI strategies (2)
- Strategy suggests First Year Experience(FYE) should be "enhanced". However, it does not appear that we actually have a FYE currently
- Most of the summarized strategies appear to be goals not strategies
- It is not clear how data would be used
- There should be a focus on three core areas that we know impact student success/define a path to student success
- Adopt student success model used at Gonzaga (ZAG360)
- Decolonial has a negative connotation -there are other ways of explaining without using this word
- Strategy 4 – use term first generation rather than "those unfamiliar with U.S' college experiences"
- Strategy 8 – More clearly define cultural humility and oppression
- Develop an early alert system
- Develop a well being task force to come up with strategies
- There are no strategies to address the academic experience

- Develop a culture of assessment
- Assumption is that we are dealing with 18-24 year olds – EWU has a high enrollment of non-traditional older students
- Better, affordable food options including vegan/vegetarian options
- Better structure and organization regarding advising and counseling for students
- More support for students who aren't prepared for college as a result of the pandemic – writing center
- Focus in three areas: Campus activities; classroom experiences; pathways to graduation
- Robust investment for what services – How does this align with SRA process?

- Help students get to class
- Academic departments should focus on academic success
- FYE programs are great – need to have similar experience for transfer students and non-traditional students (2)
- Create more opportunities for academic programs to connect services with students where they are at
- What is adequate funding vs robust funding
- How does academic discovery differ from personal discovery?
- Adding more courses to existing requirements is not realistic. Need to eliminate some courses of others are added
- There are resources available that students don't know about
- There are no strategies focused on increasing student enrollment
- Specifically call out the need for parent/family support in languages other than English
- Identify policies that create barriers to continuation and graduation
- Connections at department level must be addressed
- Advising needs to be addressed
- More aggressively seek out students to prevent dropping out
- Use peer mentoring
- Get more feedback from students in this process – so necessary and currently lacking
- No more mandatory living on campus
- If data is collected it needs to be used in decision making!

CONSULTANT COMMENTS AND OBSERVATIONS

- Suggest the elimination of the phrase" With adequate funding, personnel and resources" in each of the outcomes. The strategies should address what is needed in order to achieve the outcomes identified.
- Outcome 1: Eliminate aspire and state "we will …….."
- Outcomes 3 and 4: These are strategy statements
- Desired outcome 7: Suggest the following statement:
- Increase new student enrollment in the following student sub-populations as follows:

Strategies

- There are to many strategies. Should be no more than 6-8 strategies for goal area. The focus should be on the most important steps which must be taken in order to achieve the goal and outcome areas. As the plan is implemented over the five year period changes in strategies can be made based upon what is learned from implementing identified strategies.
- If strategies are not reduced it is likely that no significant progress will be made in addressing the goal and the outcomes.