

# FIVE WORKING GROUPS ON CAMPUS CULTURAL & CLIMATE

2018-19 Annual Summary

(August 20, 2019)

# Executive Policy 15

The WSU Executive Policy 15 prohibits discrimination, sexual harassment, and sexual misconduct.

## Working Group Charge

The stated objectives, at the beginning of the Campus Culture and Climate initiative were:

- Review EP 15 for language and make recommendations for changes including clearly defined sections about sexual/gender violence and speech
- Clarify speech and protections through legal and community frameworks (e.g. inciting violence, determination of threat, discrimination threshold) including specific examples in policy formulation.
- Review WAC (including 504.26.204), incorporate student conduct and community standards, and align language in all policies relevant to EP 15
- Develop EP 15-specific training for students, faculty, and staff
- Implement a website which identifies specific reporting options for bias incidents and outlines steps university took to address concerns, as appropriate
- Provide recommendations to Bias Assessment Response Team for improving campus culture including best practices from peer and aspiring institutions

## Participants and Meetings

The EP15 workgroup consists of three co-chairs: Brandon Chapman, Candace Chappelle, and Judi McDonald. The group has had multiple responsible administrators and support staff. The current responsible administrator is Holly Ashkannejhad (Civil Rights Compliance and Investigation director). In order to help realize the objectives, the EP15 group has held eight working group meetings and nine co-chair discussions. Additionally, a Free Speech Subcommittee held three meetings.

## Work results (accomplishments)

As a result of the meetings and subsequent action plans, the following has occurred:

- New EP15 draft policy recommendations given to the CRCI. This included significant review of language through legal framework to ensure federal and state compliance.
  - Initially, CRCI reviewed the recommendations and those updates were made.
  - Discussions still ongoing on how to best present this policy (One or more policies?).
- Review of speech and protections through legal framework. Request to be made for help building resources for Free Speech issues.
- A formal request made to Jamie Nolan and her office for centralization of resources dealing with EP15 situations.

## Initiatives

- Expected date TBD for official adoption of draft.
- Protected Speech: What it is and isn't. Symposium in development for later in the fall or early spring.

# Diverse Faculty & Staff

## Working Group Charge

- Increase transparency and availability of faculty and staff diversity data (e.g., department, college, division, campus)
- In alignment with relevant state and federal statutes, develop and enhance proactive programs, targeted outreach, and recruitment plan for diverse faculty and staff
- Recommend and propose a communication plan about progress on efforts to recruit and retain diverse faculty and staff
- Develop and propose institutional practices to ensure accountability in search and hiring process for managers and supervisors
- Formalize administrative support for current and future affinity groups for faculty and staff
- Identify current and future professional development programs for diverse faculty and staff

## Work results (accomplishments)

- Working Group was re-booted in Jan 2019, and re-energized. 4 key initiatives established and work progressing.

## Ongoing challenges

- Subgroup involvement and membership
- Awareness of external partners (faculty/staff) to what this working group or its existence
- Funding and incentivization for Equity Advisors

## Initiatives

### Implicit Bias Awareness Training

- Additional implicit bias resources added to [HRS Recruitment Toolkit](#)
- 15 sessions scheduled through early September to date; ~176 attendees in total
- Sept 4, Sept 13 open sessions scheduled for all deans/faculty/staff and sessions are filling up.
- Tracking attendance and registration in Skillsoft

### Resource Guide

- Refining format
  - Section 1: Systemwide resources
  - Section 2: Campus Specific resources
  - Section 3: General Area Cultural/Recreational Resources
- Building out content through Qualtrics survey and following up with face to face discussions with participants
- Draft proposal w/ recommendations to Jaime Nolan by Nov 2019; draft to H.R.S. and AAG's office by late Jan/early Feb 2020. Go live by Spring 2020

### Equity Advisors

- Faculty/staff resource not affiliated with the search committee
- Meets with candidate per candidate request to answer questions related to WSU
- Phyllis and Sandra to provide update on samples collected from other universities to reference for models and strategies

### Recruitment & Retention Initiatives

- Building a formalized infrastructure
- Review of current effective strategies/initiatives; policies/procedures
- Leverage existing (informal) strategies into coherent and cohesive initiatives
- Create and propose new/innovative retention strategies; policies/procedures

### Collaborations

- Implicit Bias Awareness: Collaboration between student affairs and academic affairs, and system wide outreach.
- Resource guide: participation and input through Qualtrics systemwide, and follow up face to face conversation with campus wide partners both faculty & staff across social identities
- Equity Advisors: Collaboration between Pullman and Tri-Cities in research and recommendations; resource guide works in tandem with Equity Advisors
- Recruitment & Retention Initiatives: extensive collaboration and resource sharing between Pullman and Vancouver; potential for partnership with Implicit Bias/Equity Advisor Group
- All of this work can help to provide support for the populations identified as gap areas / underserved identified by the Cultural & Resource Centers Working Group

## Gender Inclusion & Trans\* Support

### Working Group Charge

- Update and review gender inclusive facilities listing available on all WSU campuses
- Assess gap areas for gender inclusive restrooms
- Develop long term plan to incorporate gender inclusive restrooms on all campuses
- Assess gap areas and make recommendations for trans\* support on each campus
- Review Spring 2017/Fall 2018 free product pilot program by ASWSU Pullman to determine cost and effectiveness
- Propose plan for menstrual product availability on all campuses including budget and staffing

### Work results (accomplishments)

- Updated and reviewed gender inclusive facilities listing available on all WSU campuses
  - Everett: <https://everett.wsu.edu/gender-neutral-restroom/>
  - Pullman: <https://thecenter.wsu.edu/resources/gender-inclusive-restrooms-locker-rooms/>
  - Spokane: <https://spokane.wsu.edu/current/restrooms/>
  - Tri-Cities: <https://tricitie.wsu.edu/current-students/gender-inclusive-bathrooms/>

- Vancouver: <https://studentaffairs.vancouver.wsu.edu/student-diversity/gender-inclusive-restrooms-wsu-vancouver>
- Developed long term plan to incorporate gender inclusive restrooms on all campuses
- Reviewed Spring 2017/Fall 2018 free product pilot program by ASWSU Pullman to determine cost and effectiveness
- Piloted menstrual products in three men's restrooms
- Converted menstrual product dispensers from coin operated to free in Spark and Todd Hall with more to come in academic year 2019-2020

## Initiatives

- Finalize plan for menstrual product availability.
- Increasing lactation spaces and wellbeing spaces on campus.
- Investigating how to best use the American Association of Collegiate Registrars and Admissions Officers guidelines for trans students for:
  - Names
  - Pronouns
  - Sex and Gender
  - Financial Aid and Scholarships
  - Recruitment
  - Admissions
  - Data and Reporting
  - Inclusive Staff and Faculty Practices

## Collaborations

- Student Affairs
- Facilities Services
- ASWSU
- GPSA
- President's Commission on the Status of Women
- International Programs
- Student Financial Services
- Admissions
- Recruitment

# Cultural and Resource Centers

## Working Group Charge

The Cultural and Resource Centers Working Group (CRCWG) was given the charge to perform a system wide assessment of services that define themselves as a cultural or resource centers for students. Our objectives were to review funding and services allocated to support these centers in both the central and academic units; to determine gap areas in meeting the needs of current and future students; to compare peer and aspirational institutions exhibiting national "best practices" or contemporary methods; to make recommendations of specific strategies for addressing these gap areas based on our findings. This assessment included both

undergraduates/ graduates, ethnic/non-ethnic, gender/non-gender specific, and populations deemed as being historically underserved such as our refugees.

## Findings

Of our 25 assigned group members we formed subgroups to focus on each objective reporting monthly to the group of their progress. One subgroup met weekly while others met as needed to complete their tasks. Overall in this yearlong process, we've completed our charge in part with some findings and recommendations for the Associate Vice President for Student Affairs, Community, Equity and Inclusive Excellence (CEIE), Academic Affairs, others related to our interests and /or with expertise in implementing these recommendations.

- All centers identified mention they are open to the public and serve all students
- Centers continue to evolve as deemed necessary by interest groups
- Some programs were unclear as to should they be considered a "center" i.e.??
- Some Centers are combined, such as the Office of Academic Engagement houses four areas of serve in one center. The programs are Cougs Rise, Atlas, Crimson community Group and Investing in Cougs.
- Some services are without Centers such as the Undocumented Initiatives Program.
- Overall, WSU invested about \$56 million in general student support, and a little over \$10 million in centers and support services targeting specific populations.
- Some academic units identified special 17-A funds (particularly scholarships) to help support students, but it was not consistent across colleges.
- Groups that are receiving targeted support include: multicultural (African American, Asian/Pacific Islander, Latinx, Native American), international, LGBTQ, First-generation/Low-income, women, veterans, students with disabilities, and former foster youth.

## Work results (accomplishments)

- We've completed the system wide assessment identifying units that define themselves as a student center either culturally or as a resource
- We've provided financial reports of these centers detailing, staffing, resources and populations (See Appendix A/Systemwide Financial Report of Allocations/Appendix B/Budget Subcommittee)
- We completed the review of services in the central units (Appendix C/Central Units)
- We've completed the review of services in the academic units (Appendix D/Academic Units) As part of this process, we compiled a comprehensive demographic list that helped identify gaps in services: groups that are not currently being served by current centers. Consider where we should list/ include services for new and or emerging populations of concern. Note that while there are some efforts and initiatives focused on these populations, there is need to both better communicate about these efforts as well as better support programs.

These gaps and areas of concern are:

- Refugees
- Migrants
- Undocumented
- \*Disabled
- Formerly Incarcerated
- \*First Generation
- Older/Returning/Non-Traditional

- \*Veterans (PTSD or related mental and physical health)
- \*Foster Care
- \*Homeless
- \*Food Insecure Groups
- Addiction/Alcohol Recovery Groups
- \*English Second Language (ESL)
- Single Parents
- Students' families with no health Insurance
- Pregnant and Parenting Students
- Jewish Student Association/Affiliation

Note: Groups with \* in front—there are programs and initiatives place and the “gap” might reflect the need for better communication, coordination etc.

- We completed a report on comparable institutions modeling the “best practices or modern methods (Appendix E/James Bolden Benchmarking Report, Appendix F/Multicultural Student Services External Review, Appendix G/ASWSU Tri-Cities Proposal for a Center, Appendix H/Cultural and Heritage Houses Usage Report)
- We've established a working network of support for sustaining and continuing dialog through our group members, administrators and other related partners through this assessment

## Recommendations

- Incorporate in the goals of the Campus Climate and Culture a university “memorandum of understanding” with regards to the value of inclusion and access here at WSU and what that looks like for the existing centers and for students needing space.
- Student Affairs/Academic Affairs administration should determine resources, staffing and budgets for filling in these gap areas and addressing the needs of underserved groups.
- Design and implement a system wide resource guide for the campus, i.e. The Campus Map. It should be an online, searchable guide where filters from extensive demographic list and new populations of concerns can be implemented in the search, to provide as wide an array of possible services and resources as possible.
- Continue with Annual/Biannual assessments performed by an oversight committee of all centers system wide; it should include students, faculty, staff, administrators and partners, such as ASWSU, Admissions/ Recruitment office, Alumni Relations and WSU Foundations. These assessments should also consider new/ emerging groups that may not be included in those being supported.
- Invite Directors/Supervisors of the centers to the CRCWG meetings
- Co-partner with other colleges and universities with working models or “best practices” in place. Provide resources for CRCWG to visit other colleges and universities.
- Conduct student focus groups to share findings and elicit feedback. Also, to help identify other populations of concern based on student input.
- Reach out to the city and county civil and governmental communities to share information and lists of resources. We should work together to complement, and support services offered by WSU and Pullman, and provide information on those resources to our students, staff, and faculty.

## Initiatives

- It's our hope that beginning this year we'll see some implementation of the recommendations listed above and that immediate attention will be given to the underserved populations "gaps" identified.
- We have a subgroup in place to follow up with the James Bolden Appendix D/Benchmarking Report that has an extensive list of comparable colleges and universities with Cultural and Resource Centers like WSU. Our members can partner with these schools along with our branch campuses scheduling on site visitations. We still need to identify schools with contemporary center models in place.
- CRCWG still needs to be a part of the dialog and planning with CEIE regarding implementation of the listed recommendations.

# Cultural Competency & Allyship

## **SUMMARY AND RESPONSES TO 8 RECOMMENDATIONS MADE BY CULTURAL COMPETENCY AND ALLY TRAINING WORKING GROUP**

### **1) ADAPT A CORE SET OF LEARNING GOALS THAT ANCHOR ALL TRAININGS, THE DIVERSITY UCORE REQUIREMENT, AND ALL ACTIVITIES RELATED TO DIVERSITY, EQUITY, INCLUSION, AND JUSTICE ON ALL WSU CAMPUSES.**

#### Action Steps Taken:

- Community, Equity and Inclusive Excellence (CEIE) reorg. • Positioning of all units to encourage collaboration, share resources, and to better connect all diversity, equity and inclusion (DEI) initiatives.
- Social Justice Peer Educators (SJPE) Project; student peer-to-peer training: • Diversity Ed Student Peer Education
  - SJPE program leadership collaboration & transition
  - Training sessions include:
    - Development and presentation of Critical Cultural Competency
    - Inclusive Language; Power & Privilege 101
    - Identifying and Challenging Microaggressions
    - Critical Masculinities Workshop
- AVP Administrative support of the 5 Campus Culture & Climate Working Groups • AVP Attending all meetings:
  - Making cross-group connections across system
  - Provided template for Working Group recommendations
  - Development of communications plan with Student Affairs Communications
- WSU *System-wide* Faculty and Staff Cultural Competency Development Collective began development in Fall 2018. Note that this effort is also relevant to Recommendation 3. This effort is led by CEIE's office of Outreach and Education, our training hub.
  - Piloting of trainings Spring and summer 2019
  - Participants in the pilot include:
    - President's cabinet

- University Council
  - Social Justice Peer Educators
  - The Five Working Groups on Campus Climate and Culture
  - President's Commission on the Status of Women
  - HR leadership
  - CRCI (formerly OEO)
  - New Student Programs, Student Orientation Leaders
- The WSU Cultural Competency Training Collective is working in concert with the Cultural Competency and Allyship working group that includes the working group's review of trainings before they are implemented. • The first offering in Fall 2019 will be the "101/intro" seminar that will allow us to develop a shared sense of purpose and understanding of terms and concepts and will connect those to WSU values.
  - Equity 102 and 103 have now been developed and will be offered beginning late fall.

### Ongoing Efforts:

- Monthly Cultural Competency Training series in collaboration with HRS. For Fall 2018:
  - TBA Training Sessions
  - TBA WSU faculty & staff trained.
- Academic Collaborations, Outreach and Education (training arm of Community, Equity and Inclusive Excellence):
  - College of Arts and Sciences
  - Workplace Certificate Analysis
  - Interdisciplinary) collaborative
- MOU with Department of Sociology
  - Development of course, SOC 341—Inclusive Workplace Leadership
  - Resulting in New Minor in Workplace Diversity

### Additional Suggested Action:

- Since there is representation from the Cultural Competency and Ally Training Workgroup on the UCORE committee, there is an opportunity for the working group to affect the desired curricular change articulated in this recommendation.

## 2) CREATE A 1-CREDIT CLASS FOR ALL STUDENTS AT WSU.

### Response:

- Given that UCORE and one credit courses are currently under review, the development of a 1 credit course would not be feasible at this time.

### Recommended Action:

- (See recommendation 6, Also noted under recommendation 1) Since there is representation from the Cultural Competency and Ally Training Workgroup on the UCORE committee, there is an opportunity for the working group affect the desired

curricular change articulated in this recommendation. Therefore, it will be key to foster and strengthen the relationship between the working group and UCORE. Doing so could have meaningful impact on the curriculum broadly and specifically on the diversity requirement.

### **3) ALL FACULTY, STAFF, GRADUATE STUDENTS, AND ADMINISTRATORS REGULARLY TAKE CULTURAL COMPETENCY AND ALLY TRAININGS.**

#### Efforts already in place:

- Monthly Cultural Competency Training series in collaboration with HRS. For Fall 2018:
  - TBA Training Sessions
  - TBA WSU faculty & staff trained.
- Presented state-wide professional development in collaboration with CAHNRS:
  - WSU Navigating Difference: Cultural Competency Training for Outreach Professionals
  - Participants: ▪ WSU faculty and staff
- Land Grant Institutions Outreach professionals
- WSU Navigating Difference Train-the-Trainer (T3) Workshop in collaboration with CAHNRS Human Development faculty
  - WSU faculty and staff
  - Land Grant Institution constituents
- AVP position filled, Community, Equity, and Inclusive Excellence.

#### Action steps taken:

- WSU System-wide Faculty and Staff Cultural Competency Development Collective began development in Fall 2018. Trainings have been launched and Offerings include:
  - Training and Professional Development
  - Tiered offerings
  - Resources Portal/webpage in development
- Pilot of the training took place in Spring and Summer 2019. Participants in the pilot included:
  - Social Justice Peer Educators
  - Cultural Competency Working Group
  - President's Commission on the Status of Women
  - HR leadership
  - CRCI (formerly OEO)
  - Student leaders
- The WSU Cultural Competency Training Collective is working in concert with the working group that will include the working group's review of trainings before they are implemented.
- The first offering in Fall 2019 is the "101/intro" seminar that will allow us to develop a shared sense of purpose and understanding of terms and concepts.

### Progress metrics:

- Data published number of trainings offered
- Longitudinal monitoring of participation rates
- Pre and post training surveys
- Training content informed by data from pre and post training surveys with changes made as needed.

#### **4) ALL TRAININGS BE VIEWED AND ASSESSED; ONCE APPROVED, ALL AVAILABLE TRAININGS WILL BE LISTED AND MADE AVAILABLE THROUGH HUMAN RESOURCES PORTAL.**

### Action steps taken:

- As part of the development of our offerings, we pilot all trainings which includes a post training survey, the data from which informs any changes that need to be made.
- We are partnering with HR and all sessions are available through the HR website which also allows for us to track participation as well as receive post training feedback.
- We are also working with the cultural competency working group so that their feedback also informs changes etc. that might need to be made to trainings.

#### **5) DEVELOPMENT OF A DIVERSITY AND EQUITY RESOURCE WEBPAGE TO SHINE A SPOTLIGHT ON RELEVANT SCHOLARSHIP AND INVEST IN SPEAKERS AND OTHER COMMUNITY EVENTS THAT ADVANCE WSU DIVERSITY, EQUITY AND INCLUSION MISSION.**

### Action steps taken:

- Portal/ system-wide webpage in development
  - Review of similar websites at other institutions (in process)
  - Development and overview of potential content
  - Test the site in late Fall 2019
  - Launch site sometime in Spring 2020
  - Monitor traffic
  - Survey website visitors—once site is launched

#### **6) COLLABORATION BETWEEN THIS COMMITTEE AND THE UCORE COMMITTEE (AND SPECIFICALLY THE UCORE DIVERSITY SUBCOMMITTEE AND ITS ONGOING ASSESSMENT WORK).**

### Action steps taken:

- See action steps under recommendation 1.

## 7) LEADERSHIP DEVELOPMENT FOR HIGH-LEVEL ADMINISTRATORS THAT WILL BUILD CAPACITY IN LEADERS TO ADVANCE AND PARTICIPATE IN CRITICAL CONVERSATIONS ABOUT PRIVILEGE AND SYSTEMIC INEQUALITY

### Action steps taken:

- See recommendation 1 and 3. Note that the President's cabinet and other members of the administration have participated in the Equity 101 training.

## 8) INVESTMENT IN THE DEPARTMENTS CARRYING OUT CRITICAL RESEARCH, TEACHING, MENTORSHIP, AND COMMUNITY INVOLVEMENT AS RELATES TO THE DIVERSITY, EQUITY, AND INCLUSION MISSION AND RECOMMEND THAT THE ADMINISTRATION HIRE PEOPLE TO DO THIS WORK, ESPECIALLY IN DEVELOPMENT OF A 1-CREDIT CLASS.

### Response:

- The Cultural Center Resources working group has conducted a system-wide audit of all resource centers. The full report and recommendations will be available in October of 2019. The report will include discussion on gaps in serving specific student populations.

### Conclusion:

The work of diversity, equity and inclusion asks us to attend to a process rather than only focus attention on results such as increasing representational diversity (Dodson, 2013; Williams, 2013). While the work traditionally associated with diversity maintains an important role—increasing underrepresented students, faculty and staff on campus—the idea of inclusion transcends traditional notions of representational diversity. Williams (2013) notes that the central precept of inclusion is building the capacity to support diversity systemically. Further, we have learned that efforts to increase the number of students, faculty and staff from historically underrepresented communities and addressing issues of climate must occur concurrently (Williams, 2013). Issues of campus climate and diversity are integral to each other because in order to realize the goals of diversity and inclusion, we must create a welcoming campus climate in which all community members can thrive in their living, learning, and working rather than simply survive (Rankin & Reason, 2008).

We are approaching the work of equity and inclusion in this way, which is key to creating meaningful and lasting change. Further, at WSU this work has and will continue to have important impact on **the Drive to 25** broadly and more specifically **Metric 11**. By working on equity, inclusion and community building through this approach, WSU will achieve a more robust and integrated diversity approach that builds on prior equity, diversity and community building, models and such that we will operate in a strategic, evidenced-based, and data-driven manner for which lines of accountability are clear and operational.