

# Final Report and Recommendations from the Five Working Groups on Campus Culture & Climate:

Developing and Sustaining an Inclusive and Equitable Campus Community  
at Washington State University

September 14, 2020



# INTRODUCTION/REFLECTION

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Many students, faculty and staff from historically underrepresented communities and WSU community members who have been continuously engaged in diversity, equity and social justice efforts, have long been aware of significant climate issues both on-campus and in the broader community. The increasing visibility of recent events, however, provided the broader WSU community with a “wake up call” that has provided us with an opportunity to act broadly, align and coordinate efforts, and create a process whereby all community members recognize that they are stakeholders in creating and sustaining a WSU community where all are welcome, safe, and valued. The student protest and subsequent student demands were also powerful catalysts in this recent call to action. To this end, President Schulz and VPSA Gonzales called for Five Working Groups to serve the WSU community in our current socio-political context.

The Five Working Groups on Campus Culture and Climate consisted of 126 concerned WSU community members (students, faculty and staff from each of our campuses) who were appointed by President Schulz and VPSA Gonzales with a general charge to build a more welcoming, equitable and inclusive environment at WSU. Creating a more diverse WSU also is one of the key elements in the University’s Drive to 25, the system-wide initiative to advance WSU to recognized status as one of the nation’s top 25 public research universities by 2030. Some of the highest priority concerns identified coming out of the student protests of 2017 included:

- The unavailability of annual progress reports from WSU departments and committees responsible for enhancing faculty and staff diversity.
- Poor internal communication about progress regarding the recruitment, persistence, and graduation of diverse student populations.
- The need for more frequent and comprehensive cultural competency training for students, faculty, staff, and administration.
- The need for additional training and education about [WSU Executive Policy 15](#), specifically sections pertaining to free speech, discrimination and harassment, and the section describing available reporting mechanisms when incidents occur.
- The lack of consistent institutional support for student diversity-related events, activities, and programs, including the need to invite contemporary and relevant speakers to campus
- The need to examine the courses that qualify for UCORE Diversity general education requirements for all students.

The Five Working Groups met for the better part of two years. Often meeting weekly, they have engaged in frank, difficult and challenging conversations, reviewed data, programs and initiatives and responded to immediate community concerns through action and monitored and acknowledged campus community initiatives that also addressed issues of diversity, equity and campus climate. A central lesson we have learned and/or had affirmed, is that while we have participated in, and have witnessed, some meaningful change and progress, we understand that there are WSU community members who continue to have negative, hurtful and harmful experiences and suffer day-to-day indignities. We understand that these experiences are burdensome and create barriers to having a successful living, learning and working experience. We believe that a core operating principle of the ongoing work of diversity, equity and healthy community building is to acknowledge and engage with the seemingly contradictory forces of progress and regression. We must all be willing to be authentically self-reflective which can mean holding up a cracked mirror and seeing ourselves as we honestly are in all of our very human imperfection; the best and the worst of ourselves. It is also important for us to convey that what follows in this report and recommendations represents a step forward, not a journey completed. It is our hope that our work, and the work of many in the WSU community, has created the momentum needed to take the next step forward.

## **Building Excellence on the Foundation of Diversity and Equity**

This report of the Five Working Groups on Campus Culture and Climate provides a vantage from which to view progress and consider steps towards continued growth and will inform our ongoing efforts to address issues of community equity and inclusive excellence. More specifically, the purpose of this report is threefold: 1) to provide a vantage from which to view institutional progress with regard to diversity and equity efforts, 2) to articulate and make visible some of the challenges and obstacles that may impede further progress and 3) to provide a set of recommendations that include action steps and metrics for monitoring progress and lines of accountability, all of which took into consideration student demands that came out of the Fall 2017 protest. The student demands, a result of the 2017 protest, provided an important catalyst for change. As such the demands were a key touch stone for the efforts of the Five Working Groups, as they were significant in informing our actions and our self-reflection. It is important for us to acknowledge that we see this report as a living document. This document will change as context, action and any inaction will impact the primary intention of the recommendations, action already taken contained in this report; to provide a vehicle for institutional transformation. Note that there is a [comprehensive report from each of the Five Working Groups that can be accessed here](#).

# MONITORING AND SUSTAINING MOMENTUM GENERATED BY THE FIVE WORKING GROUPS: PHASE 2

We believe that the work of the Five Working Groups should continue through a permanent structure and become **The President's Commission on Campus Culture and Climate**. The Commission will then continue in this important work and monitor the progress of recommendations contained in this report and report out to the WSU community on progress once each semester. The Commission will also be a sounding board and advising body to the President and other WSU leaders on issues of community, equity, inclusive excellence and social justice.

## MISSION OF THE PRESIDENT'S COMMISSION ON CAMPUS CULTURE AND CLIMATE

**Advise and inform the President and other leaders on issues of community, equity, inclusion and social justice on our campuses. Monitor progress and revise as needed, recommendations outlined in the final report of the Five Working Groups on Campus Culture and Climate—July 20, 2020.**

### **Commission Mission, Purpose and Structure**

- The Five Working Groups will become the President's Commission on Campus Culture and Climate.
- The Commission will meet monthly and/or as needed.
- The Commission will meet with the president twice each semester.
- The Associate Vice President for Community, Equity and Inclusive Excellence will co-chair the Commission.
- The Commission will be co-chaired by a designee from Academic Affairs.
- The Provost and the Vice President of Student Affairs will be ex-officio members of the Commission.
- The Commission will consist of no more than 30 members and will include students, faculty and staff from each of the WSU campuses. Representation in the first year of the commission should include:
  - One representative from each of the Five Working Groups
  - One representative from Compliance and Civil Rights (formerly CRCI)
  - One representative from Human Resource Services
  - One representative from the Office of the Provost
  - One representative from Faculty Senate
  - President or designee from the GPSA
  - President or designee from ASWSU
  - Two at large faculty
  - Two at large staff
  - Four students
  - Two representatives from WSU Spokane
  - Two representatives from WSU Vancouver
  - One representative from WSU Everett
  - One representative from WSU Global
  - Two representatives from WSU Tri-Cities
  - One representative from WSU Extension
- The President will approve and appoint members.
- The Commission will report out to the WSU community on the status of recommendations once each semester beginning Fall of 2020.

### **Community, Equity and Inclusive Excellence at Washington State University: Broader Goals and Objectives**

In accordance with WSU's strategic plan, the following three, broad, interrelated goals relevant to community, equity and Inclusive Excellence are presented below, along with related outcomes. These goals encompass creating a systemic approach to realizing strategic goals for diversity and inclusion, increasing student, faculty, and staff diversity, and creating a welcoming campus climate. The below broader goals from each of the working groups preliminary reports were also considered throughout our process and informed action steps, metrics and the identification of lines of accountability.

## **1. Create a systemic approach to facilitate collective efforts toward diversity and inclusion.**

Diversity efforts at WSU must be driven by the principle that diversity is transformative and changes the way an institution responds to its community and constituencies through policies, practice, programs and curriculum. This is Inclusive Excellence. Crucial to responding to this principle is the understanding that there must be concurrent efforts that address the need for change across WSU and that operate out of the understanding that it is at those points of tension and seeming contradiction where the greatest opportunity for positive change is present.

- Facilitate collaboration between programs and create dialogue that identifies promising practices, commonalities, strengths and weaknesses, and complimentary programs.
- Provide opportunities for team building by linking and coordinating a departmental and a university-wide network of individuals and offices that recruit and provide services to students, faculty and staff of color.
- Incorporate diversity as a performance dimension within the annual employee performance appraisal process for all faculty, administration, and staff.

**Outcome:** As we have learned from the structure, and efforts of the Five Working Groups, this systemic and connected approach will facilitate a collective diversity effort by building community between seemingly disparate programs and serve as a model to the larger WSU community. Thus, diversity and inclusion efforts will be much more visible as core institutional values in accordance with the strategic plan, the Drive to 25 and more specifically Metric 11 of the Drive to 25.

## **2. Increase the diversity of students, faculty and staff from underrepresented communities**

Diversifying the faculty remains a challenge not only for WSU, but also for colleges and universities across the nation. Although the President and Provost support developing hiring processes that will diversify the faculty, departmental search committees must ultimately implement such policies.

- Develop and support internal and external pipelines and pathways for recruitment and retention.
- Go beyond racial/ethnic-specific frameworks in strategic planning to implement a systemic approach involving programs and initiatives that foster a healthy climate in which faculty of color can thrive (Rankin & Reason, 2008).
- Consider models that will increase the yield of student acceptances (contact with faculty at the front end of the recruitment process as well as during, as well as involving family).
- Develop and strengthen pipelines and pathways through partnerships with K-12 schools and K-12 initiatives, such as bridge programs, that will allow WSU to recruit nationally and locally.
- Develop networking opportunities across departments and programs.
- Create a research grant/award for outstanding research being centered on some aspect of diversity, equity, and/or inclusion.

**Outcome:** The initiatives tied to this goal will increase diversity in all its complexity and positively impact the climate for inclusion at WSU among all members of the community. Focusing on and making visible the academic, living, and learning benefits of creating a more diverse and inclusive community can facilitate broad institutional investment in efforts toward to not only the diversification of the student body, faculty, and staff, but their retention. Even in Washington's seemingly homogenous culture, diversity and inclusion efforts are crucial to serving everyone in the state, particularly when considering the increasing racial and ethnic diversity through immigration and the resulting changes to WA demographics. We have a changing pipeline and pathways to higher education.

## **3. Develop, foster, and sustain an inclusive campus climate**

Strategic planning must go beyond developing race/ethnic specific initiatives so as to implement a systemic approach involving programs and initiatives that foster a healthy climate in which all students, faculty, and staff, particularly those from historically underrepresented communities can thrive rather than merely survive (Rankin & Reason, 2008).

- All departments should draft and/or update diversity/inclusion plans as part of their strategic plans.
- Incorporate precepts of diversity and inclusion as a performance dimension within the annual employee performance appraisal process for all faculty, administration, and staff.
- Use institutional data, such as that collected through Office of Compliance and Civil Rights (formerly CRCI) to drive new policies and programming to create an inclusive climate.
- Create incentives for diversity and inclusion that are tied to the budget process.
- Develop and implement a comprehensive system of education and training focused on effectively organizing and leveraging inclusion/diversity for students, faculty, and staff.
- Connect efforts focused on fostering an inclusive campus community to efforts promoting the internationalization of WSU.
- Develop programming and/or enhance existing programs and outreach to ensure more involvement from majority students.

- Establish institutional expectations for the support of equity and inclusion core values.

**Outcome:** WSU is doing a good job serving the needs of many students, faculty and staff, but the university has considerable ground to cover in serving many students, faculty, and staff from underrepresented communities, which includes international students, and other students from historically underrepresented and marginalized communities. Viewed from the perspective of increasing academic, living, and learning outcomes, creating a responsive, safe, and welcoming campus climate for everyone is essential.

#### **4. Communication**

- Continue to develop clear channels and processes for communication that simultaneously make WSU's equity and inclusion efforts visible to the entire WSU community as well as to the external community.
- Develop and execute a comprehensive communications plan for diversity, equity and climate initiatives.

**Outcome:** Well developed, coordinated and executed communication plans will positively impact issues of connectivity, increase awareness of progress, make visible obstacles and allow all community members to be informed. Communication in this way plays an important role in changing institutional culture and campus climate.

# MEMBERS OF THE FIVE WORKING GROUPS

## Recruitment and Retention of Diverse Faculty and Staff

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**Abby Howard**, Physician's Assistant Cougar Health Services, WSU Pullman  
**Alex Spradlin**, Assistant Professor, Psychology, WSU Pullman  
**Ashley Kuznia**, Career Consultant, Carson College of Business, WSU Pullman  
**Bonnie Dennler**, Manager, Employee Relations and Recruitment, Human Resources, WSU Pullman  
**Bryan Blair**, Deputy Athletic Director, WSU Pullman  
**Chip Hunter**, Dean, Carson College of Business, WSU Pullman  
**Dan Records**, Coordinator & Sr. Investigator, Office for Equal Opportunity, WSU Pullman  
**Dion Crommarty**, Assistant Director, Student Diversity, International Life, WSU Spokane  
**Jaide Wilhelm**, Assistant to AVP and Chief Human Resource Officer, WSU Pullman  
**Jaime Nolan**, AVP Student Affairs, Community, Equity & Inclusive Excellence, WSU Pullman  
**James Dalton**, VetCorps Navigator, Office of Veterans Affairs, WSU Pullman  
**Jason Abrams**, Principal Assistant, Student Affairs, WSU Pullman  
**Jon Walter**, Administrative Planning Specialist, Institutional Research, WSU Pullman  
**Kate McAteer**, Assistant Vice Chancellor, WSU Tri-Cities  
**Katie Cooper**, Associate Professor, School of the Environment, WSU Pullman  
**Lisa Gehring**, Senior Director, Employment Services, Human Resources, WSU Pullman  
**Mary Rezac**, Dean, Voiland College of Engineering and Architecture, WSU Pullman  
**Melanie Neuilly**, Interim Asst. Vice Chancellor for Academic Affairs, WSU Pullman  
**Obie Ford III**, Associate Vice Chancellor for Equity, Diversity and Inclusion, WSU Vancouver  
**Paul Strand**, Professor, Dept. of Psychology, WSU Tri-Cities  
**Phil Weiler**, Vice President, Marketing and Communication, WSU Pullman  
**Phyllis Erdman**, Executive Associate Dean for Academic Affairs, College of Education, WSU Pullman  
**Ray Acuna-Luna**, Director, Cougs Rise, Office of the Provost, WSU Pullman  
**Renny Christopher**, Vice Chancellor, Academic Affairs, WSU Vancouver  
**Sandra Haynes**, Chancellor, WSU Tri-Cities  
**Savanna Kresse**, ASWSU-TC President, WSU Tri-Cities  
**Theresa Elliot-Cheslek**, AVP and Chief Human Resource Officer, WSU Pullman  
**Todd Butler**, Associate Dean, College of Arts & Sciences, WSU Pullman  
**Veneice Guillory-Lacy**, Vice President GPSA, WSU Pullman

## Cultural Competency and Ally Training

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**Allen Sutton**, Executive Director, Office of Outreach & Education, WSU Pullman  
**Amanda Morgan**, Director, New Student Programs, WSU Pullman  
**Amir Gilmore**, Clinical Assistant Professor, WSU Pullman  
**Amy Nusbaum**, Teaching Assistant, Department of Psychology, WSU Pullman  
**Brandon Bracket**, Assistant Director, Residence Life, WSU Pullman  
**Christina Sanders**, Associate Director, Governmental Studies & Services, WSU Pullman  
**Courtney Anne Jackson**, Study Abroad Coordinator, WSU Pullman  
**David Hugo Garcia**, Assistant Dean, Elson S. Floyd College of Medicine, WSU Spokane  
**Donald Eugene Read**, Manager, Human Resource Services, WSU Pullman  
**Felix Braffith**, Director, Student Equity & Outreach, WSU Vancouver  
**Francisco Ochoa**, ASWSU Director of Inclusion, Diversity & Veterans Affairs, WSU Pullman  
**Heather McPherson**, Coordinator, Office of Outreach and Education, WSU Pullman  
**Jennifer Moss**, SNAP-ED Extension Coordinator, WSU Extension  
**Jerry Martinez**, ASWSU Director of Inclusion, Diversity & Equity, WSU Pullman  
**Jesus Bravo**, Clinical Assistant Professor, Carson College of Business, WSU Tri-Cities  
**Jhordin Prescott**, ASWSU Vice President, WSU Pullman  
**Johnna Lash**, Academic Coordinator, College of Education, WSU Pullman  
**Jose Garcia-Pabon**, Associate Professor Metro Center, WSU Everett  
**Katie Banks**, Instructor, Politics, Philosophy & Public Affairs, WSU Tri-Cities  
**Kendra Wilkins-Fontenot**, Director, Disabilities Services, Human Resource Services, WSU Pullman  
**Mariela Frias**, ASWSU Director of Inclusion, Diversity & Equity, WSU Pullman  
**Merrianneeta Nesbitt**, Asst Director, Office of Outreach & Education, WSU Pullman  
**Miles Sari**, Ph.D. Candidate, Murrow College of Communication, WSU Pullman

**Rick Flores**, Professional Worker, Office of Outreach & Education, WSU Pullman  
**Rochelle Dach**, Asst. Director & Advisor, Access Center, WSU Pullman  
**Sophia Hutton**, Administrative Manager, School for the Environment, WSU Pullman  
**Stephen Bischoff**, Director, Multicultural Student Services, WSU Pullman  
**Sue Gilchrist**, Assistant to Vice President of ITS & CIO, WSU Pullman  
**Taylor Ellsworth**, Health Education Coordinator, Cougar Health Services, WSU Pullman  
**Venice Guillory-Lacy**, Vice President GPSA, WSU Pullman

## **Cultural and Resource Centers**

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**Ana María Rodríguez-Vivaldi**, Associate Dean, College of Arts & Sciences, WSU Pullman  
**Arlene Parkay**, Academic Coordinator, College of Arts & Sciences, WSU Pullman  
**Dion Crommarty**, Student Diversity Coordinator, WSU Spokane  
**Don Holbrook**, Budget Director, Academic Affairs, WSU Pullman  
**Donna Arnold**, Associate Director, Multicultural Student Services, WSU Pullman  
**Edwin Hamada**, Associate Dean of Students and Director, Residence Life, WSU Pullman  
**Eric Scott**, Director for Student Development, WSU Vancouver  
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**Jaime Nolan**, AVP Student Affairs, Community, Equity & Inclusive Excellence, WSU Pullman  
**Jason Abrams**, Principal Assistant, Student Affairs, WSU Pullman  
**Jessie Hockett**, Graphic Designer, Division of Student Affairs, WSU Pullman  
**Josie Rodriguez**, Career Consultant, Carson College of Business, WSU Pullman  
**Julie Mercado**, Admission Counselor, WSU Vancouver  
**Kim Holapa**, Associate Vice President, External Engagement, WSU Pullman  
**Kim Mueller**, Director, Alumni Engagement, Alumni Relations, WSU Pullman  
**Kyle Norbert**, Grad Student, and Veteran, WSU Pullman  
**Larry Clark**, Editor, Washington State Magazine, WSU Pullman  
**Marcela Pattinson**, Asst. Director, Undocumented Initiatives, WSU Pullman  
**Mark Beattie**, Clinical Assistant Professor, School of Hospitality Business Management, WSU Everett  
**Meredyth Goodwin**, Director, Access Center, WSU Pullman  
**Olivia Yang**, Associate Vice President, Facilities Services, WSU Pullman  
**Pam Duran**, Assoc. Director, International Center, WSU Pullman  
**Sherry Anne (Shea) Voss**, Grad Student, and Veteran, WSU Pullman  
**Sylvia Bullock**, Program Coordinator, Multicultural Student Services, WSU Pullman  
**Tabitha Espina Velasco**, GPSA Sustainability and Environmental Diversity Website Committee, WSU Pullman  
**Veronica Sandoval**, Ph.D. Student, American Studies, WSU Pullman

## **Executive Policy 15**

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**Anna McLeod**, Academic Coordinator, WSU Everett  
**Anna Schilter**, Principal Assistant, Dean of Students, WSU Pullman  
**Anne McCoy**, Deputy Director, Athletics, WSU Pullman  
**Brandon Chapman**, Director of Marketing & Communications, College of Education, WSU Pullman  
**Hannah Martian**, Undergraduate Student & ASWSU Senator, WSU Pullman  
**Holly Ashkannehad**, Director, Compliance and Civil Rights, WSU Pullman  
**Kimberly Anderson**, Former Executive Director, Office of Equal Opportunity  
**James Mohr**, Vice Chancellor, Division of Student Affairs, WSU Spokane  
**Jill Creighton**, AVP, Dean of Students, WSU Pullman  
**Judi McDonald**, Assoc Dean, Graduate School, WSU Pullman  
**Kalista Newman**, Undergraduate Student, WSU Pullman  
**Karen Metzner**, Director, Office of Student Conduct, WSU Pullman  
**Kenitra Keeney**, Food Service Manager, Dining Services, WSU Pullman  
**Linda Vargas**, ASWSU Senator, WSU Pullman  
**Lucila Loera**, Executive Director, Office for Access & Opportunity, WSU Pullman  
**Matthew Sutherland**, GPSA VP-Legislative Affairs, WSU Pullman  
**Nikki Hinshaw**, Student Services Manager, Student Involvement & APAC, WSU Vancouver  
**Orion Welch**, Undergraduate Student, Center for Civic Engagement Peer Mentor, WSU Pullman  
**Paula Adams**, Director Health Promotion, Cougar Health Services, WSU Pullman  
**Quinton Berkompas**, ASWSU President, WSU Pullman  
**Sophia Gaither**, Associate Director, Carson College of Business, WSU Pullman

## **Gender Inclusion and Trans\* Support**

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**Amy Sharp**, Director, Women's Center, WSU Pullman

**Aydan Miner**, Service Worker, WSU Pullman

**Casey St. Clair**, Assistant Director, Business Services, WSU Pullman

**Craig Cole**, Director, Facilities Services, WSU Pullman

**Cyn Zavala**, Commission for Gender Identity/Expression and Sexual Orientation Graduate Student Representative, WSU Pullman

**Jared Braswell**, Service Worker, WSU Pullman

**Jordyn Creighton**, Student Services Manager, WSU Tri-Cities

**Kara Lane**, Graduate Student & ASWSU Global President, WSU Pullman

**Karen Fischer**, Associate Dean of Student, Office of the Dean of Students, WSU Pullman

**Kelly Demand**, Student Services Manager, Provost & Executive Vice President, WSU Pullman

**Loretta Dragoo**, Principal Assistant, Division of Student Affairs, WSU Pullman

**Margaret Singbeil**, Program Administrative Manager, WSU Seattle

**Matt Zimmerman**, Associate Registrar, Registrar's Office, WSU Pullman

**Matthew Jeffries**, Director, GIESORC, WSU Pullman

**Olivia Yang**, Associate Vice President, Facilities Services, WSU Pullman

**Ralph Chikhany**, GPSA President, WSU Pullman

**Shamema Nasrin**, Professional Worker, Pharmaceutical Sciences, WSU Pullman

**Shannon LaRoza**, Assistant Director, Shared Facilities & Aquatics, UREC, WSU Pullman

**Sharyl Kammerzell**, Director, Global Services, WSU Pullman

**Stacy Gravel**, Interior Design, Facilities Services, WSU Pullman

**Stephanie Kalili**, Residence Education Director, Residence Life, WSU Pullman

**Terry Boston**, Associate Vice President, Operations & Finance, Division of Student Affairs, WSU Pullman

# FIVE WORKING GROUPS ON CAMPUS CULTURE AND CLIMATE EXECUTIVE SUMMARY

In Fall of 2017, student protest and subsequent demands provided an important catalyst for change at WSU. As such the demands were a key touch stone for the efforts of the Five Working Groups as they were significant in informing our actions and our self-reflection. It is important for us to acknowledge that we see this report as a living document. This document will change as context, action and any inaction will impact the primary intention of the recommendations, action already taken contained in this report; to provide a vehicle for institutional transformation.

In the late Fall of 2017, WSU President Kirk Schulz directed Provost and Executive Vice President Dan Bernardo and Vice President for Student Affairs Mary Jo Gonzales to engage the University's students, faculty, and staff system-wide in formulating a comprehensive plan to improve WSU's campus culture and climate. The President's directive originated from his commitment to building a more welcoming and inclusive environment at WSU. Creating a more diverse WSU also is one of the key elements in the University's Drive to 25, the system-wide initiative to advance WSU to the recognized status as one of the nation's top 25 public research universities by 2030. After reviewing the concerns expressed and the formal requests made by WSU students, faculty, and staff to become a more inclusive and welcoming University, Daniel Bernardo, Provost and Executive Vice President, and Mary Jo Gonzales, Vice President for Student Affairs, identified several areas in which the University needs to improve in order to better support the WSU community. From the concerns identified came the creation of the Five Working Groups on Campus Culture and Climate.

Since their formation in early 2018, each of the Working Groups have addressed the priorities identified by the WSU community, including students, as critical to advancing the University's equity and inclusions initiatives. Among those topics and primary objectives addressed:

- **WSU Executive Policy 15 prohibiting discrimination, sexual harassment, and sexual misconduct:**
  - Review EP 15 for language and make recommendations for changes, including clearly defined sections for sexual/gender violence and speech
  - Critically review and update EP 15-specific training for students, faculty, and staff.
- **Cultural competency and allyship:**
  - Review and evaluate cultural competency and ally trainings offered by WSU and trainings proposed by students
  - Identify specific implementation plan for students, faculty and staff
- **Campus cultural and resource centers:**
  - Review current funds allocated to central- and academic college-supported cultural and resource centers
  - Review services and activities offered on all campuses by centers/programs to determine gap areas and recommend strategies to meet the needs of current and future students
- **Recruitment and retention of diverse faculty and staff:**
  - In alignment with relevant state and federal statutes, develop proactive programs, targeted outreach and a recruitment plan for diverse faculty and staff
  - Identify current and future professional development programs for diverse faculty and staff
- **Gender inclusive and trans\* support:**
  - Develop long-term plan to incorporate gender-inclusive restrooms on all campuses
  - Assess gap areas and make recommendations for trans\* support on all campuses

Significant progress has been made in addressing these concerns and as of Spring 2020, the Five Working Groups have completed their charges and their submitted recommendations for action are contained in this report. Progress made to date includes:

- **WSU Executive Policy 15 prohibiting discrimination, sexual harassment, and sexual misconduct:**
  - EP-15 Policy Revisions approved by University Stakeholders with multiple forums held to walk the WSU community through EP-15 updates.
  - EP 15 will be reviewed regularly for clarity, legal updates, and pursuant to feedback from the WSU Community. Feedback can be provided on an ongoing basis directly to the Office of Compliance and Civil Rights (formerly CRCI) at: <https://ccr.wsu.edu/contact-us>
  - First Amendment Symposium held on November 14, 2019 and attended by students, faculty, and staff; additional annual symposia being planned
  - Free speech in Higher Education Website for WSU in development.

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- **Cultural competency and allyship:**

- Completion of the System-Wide Equity Series (Equity 101, 102, 103. More than 700 WSU staff and faculty have participated as of July 2020).
- Nearing completion of the creation of the Diversity, Equity, and Inclusion Report Template to:
  - Capture college, departmental, unit, university growth and change in diversity, equity, and inclusion
  - Provide an interface with the changing external and internal realities of the WSU campus community.
  - Ensure ease of setup and that diversity planning is a continuous process.
  - Inform the planning process by generating trends and highlighting areas that are either considered strengths or those that need additional support.
  - Ensure responsibility, accountability and collaboration among those using it.
- Planning underway for launch of a CEIE Certificate for launch in October 2020 which will consist of Equity 101, 102, 103 and the foundational requirements with many other offerings/trainings to fill out certificate requirements.

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- **Campus cultural and resource centers:**

- Comprehensive use/financial analysis completed and responses to recommendations in progress; some recommendations already being addressed as follows:
  - Space, budget, staffing has been allocated to support Undocumented Initiatives; Immigration Law Clinic in place; Immigration 101 Training & UndocuAlly Training will be part of the CEIE certificate curriculum.
  - Access Center @ WSU Pullman is connecting across the system in support of students with disabilities. Disability Awareness Training has been developed and will be part of the CEIE Certificate curriculum. Annual Disability Awareness Symposia and Faculty Liaison program have been implemented
  - Veterans Task Force has been formed; Veterans Symposium @ WSU-TC held on March 5, 2020 to address promising practices in place, identify gaps and identify action items to make an impact ASAP systemwide.
  - Basic Needs Task Force formed to address food, housing, and healthcare insecurity for students systemwide.
  - Interfaith council formed to address space, security, support for students of faith across multiple spiritual backgrounds.
  - Working to convene Symposium in support of Formerly Incarcerated Students in Fall 2020 to identify best practices based on peer institution analysis and leverage the expertise of the founder of “Prison to PhD” program.
  - Working to identify space in campus housing to dedicate to support Addiction/Recovery/Sober Living.

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- **Recruitment and retention of diverse faculty and staff:**

- Equity Advisors proposal being submitted to President, Provost, President’s Cabinet for systemwide launch in Fall 2020.
- New tools developed and added to the [Equity Guide for Faculty Search Committee Members](#) in the Faculty Recruitment Toolkit which include
  - [Assessment Guidance for Equity, Diversity, and Inclusion \(EDI\) Statements](#)
  - [Equity, Diversity, and Inclusion Interview Questions](#)
  - [Guidelines for Contributions to Equity, Diversity, and Inclusion Statements](#)
- Resource Guide template developed with content built out specific to Pullman Campus; online and print formats currently being completed by Student Affairs Marketing.
- Continuing to address the need to effectively assess raw demographic data as a part of WSU’s Modernization initiative.

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- **Gender inclusive and trans\* support:**

- Submitted Report and Recommendations
- Free Menstrual Product dispensers have been installed in hundreds of locations systemwide.
- Addressed the need for multi-use spaces in support of foot washing spaces and lactation rooms.
- Continuing work on American Assoc. Of College Registrars & Admissions Officers (AACRAO).
  - Working on web info for processes/transparency for trans students and financial aid / federal reporting processes.
  - Admissions is working on overhaul of webpage and soliciting input from this working group.
  - Housing and Residence Life is doing a lot to support trans students – working to improve visibility to these efforts.
- LGBTQ+ Ally training will be part of the CEIE Certificate curriculum; working on a development of a pronoun education campaign

What follows this Executive Summary, is a synthesis and aggregation of all recommendations into a comprehensive final report. As a critical next step, within this report, is a proposal for the creation of the President's Commission on Campus and Climate. Members of this commission will consist of students, faculty, and staff and be appointed from each campus to monitor the efforts and initiatives of the Five Working Groups and to address needs related to these initiatives as they develop. The President's Commission will meet 2x per semester with President Schulz. Provost Chilton and VPSA Gonzales will serve on the Commission as ex-officio members.

# REPORTS AND RECOMMENDATIONS FROM THE FIVE WORKING GROUPS

## 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.
- Critically review and update 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 Community 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 (Director of Compliance and Civil Rights). 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):

- EP-15 Policy Revisions completed.
- Compliance and Civil Rights and AAG's office have researched law, regulations, case studies, and best practices; working group has been working to adhere to legal standards but make the language understandable by non-legal experts.
- Articulate resolution processes for conduct that may not rise to civil rights violations and list out student's rights and responsibilities under the policy.
- Expanded Compliance and Civil Rights informational materials, on-demand trainings, and consulting options for individuals experiencing misconduct, and engaged in greater outreach about options available to individuals experiencing misconduct.
- Made recommendations regarding protected speech which led to the development of a protected speech informational website and a Free Speech Symposium, coordinated by the Division of Student Affairs.
- **Updates to EP 15 include:**
  - Expanded the list of types of discrimination and provided examples to help students and staff understand the many types of complaints they can report to Compliance and Civil Rights (formerly CRCI).
  - Updated definitions of violating conduct pursuant to case law, state and federal regulations, and OCR guidance.
  - Balance between protected speech and non-protected speech.
  - Acknowledged that some conduct, which is discriminatory and offensive, does not violate these civil rights standards, but still causes harm. Identified other proactive steps WSU can take to address these concerns.
  - Provided examples of discriminatory conduct.
  - Provided resolution options for complainants.
  - Clearly identified limitations on confidentiality.
  - Listed participants' rights and responsibilities.
  - Listed WSU department responsibilities to promote an environment free of discrimination.
  - Expanded the application of the policy to cover more misconduct situations.

## **Moving forward**

- Compliance and Civil Rights established a Student Feedback Committee to regularly review policy, procedures, and informational materials.
- Compliance and Civil Rights will convene a yearly review of EP 15 for clarity and legal updates, pursuant to feedback from the WSU community, stakeholders, and the Student Feedback Committee.
- Feedback can be provided on an ongoing basis directly to Compliance and Civil Rights (formerly CRCI) at <https://ccr.wsu.edu/contact-us>

## **Recruitment/Retention of 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.
- **Equity Advisors**
  - Preparing proposal to submit to President, Provost, President's Cabinet outlining scope, budget / funding sources / incentivization; Pilot Program for Spring 2020; Systemwide launch Fall 2020.
- **Institutionalizing Equity, Diversity, and Inclusion Statements**
  - Guidelines for Candidates to be linked to HRS website as a part of the position description and posting to ensure consistency and equity.
  - EDI Statement Assessment Rubric Draft for Search Committees has been developed for faculty searches.
  - Looking to pilot this in some searches happening now for positions that request an Equity Statement from candidates.
  - Address the need to craft guidance for staff positions as well.
- **Resource Guide**
  - "Template" is in place, with content built out specific to Pullman Campus, with intentionality around how this is distributed to systemwide partners.
- **Recruitment/retention efforts**
  - Prioritizing pre-planning efforts to ensure searches are all setup with an equity lens.
  - Addressing need for building a pipeline for faculty/staff to "grow your own" as a method to recruit/retain faculty and staff of color and attract recent graduates to stay and work at WSU; dispelling the perception that to move up within the institution, you have to leave and go somewhere else.
  - For the 3000+ faculty/staff that are already here, address methods to impress upon them the need for us all to have a vision for equity, diversity, and inclusion.
  - Address the need for a better understanding of how we are doing with retention efforts for communities of color – and how to organize raw demographic data in a way that is helpful.

## **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):

The Gender Inclusive and Trans\* Support Working Group has compiled the first iterations of its recommendations. These recommendations include providing access to free menstrual products system-wide and aligning signs for gender inclusive bathrooms system-wide. This proposal addresses the first objective and portions of the second. The Working Group has resolved most of the initial objectives. In this section, we outline how these have been achieved.

- Update and review gender inclusive facilities listings available on all WSU campuses
  - Facilities Services and Auxiliary Facility Services system-wide evaluated all bathrooms in the system that were designated single user. These were compiled and each campus' website is updated and maintained by the respective office.
  - 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://tricity.wsu.edu/current-students/gender-inclusive-bathrooms/>
  - Vancouver: <https://studentaffairs.vancouver.wsu.edu/student-diversity/gender-inclusive-restrooms-wsu-vancouver>
- Assess gap areas for gender inclusive restrooms
  - The full report of the Gender Inclusion & Trans Support\* includes a list of buildings that would benefit from having gender inclusive restrooms.
- Develop long term plan to incorporate gender inclusive restrooms on all campuses
  - WSU Building Standards were changed in August 2018 to require all new construction and major renovations to include a single user/gender inclusive restroom.
- Review Spring 2017/Fall 2018 free product pilot program by ASWSU Pullman to determine cost and effectiveness
  - Reviewed this during first few meetings as a working group.

## Recommendations:

These recommendations predominately address the final objective: propose plan for menstrual product availability on all campuses including budget and staffing, as well as, continuity of this working group.

### Recommendation 1: provide access to free menstrual products system-wide.

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#### Action steps:

- Convert coin operated menstrual product dispensers system-wide to being free.
- Increase number of menstrual product dispensers system wide.

#### Budget:

- Everett - \$1,200.00
  - Product (annually): Everett Facilities will cover product
  - 4 new dispensers: \$1,200.00
- Pullman - \$15,475.00
  - Product (annually): Facilities Services will cover product
  - 17 new dispensers: \$5,500.00 (1 at Visitor's Center + 14 at Martin Stadium + 2 Beasley Coliseum)
  - 95 machines to be converted: 95 machines x \$105.00 (up to \$75.00 for mechanisms/machine and \$30.00 for labor) = \$9,975.00
- Spokane - \$2,580.00
  - Product (annually): Spokane Facilities will cover product
  - 3 new dispensers: \$900.00
  - 16 machines to be converted: 16 x \$105.00 (up to \$75.00 for mechanisms/machine and \$30.00 for labor) = \$1,680.
- Tri-Cities - \$3,313.83
  - Product (annually): Tri-Cities Facilities will cover product, unless it becomes "burdensome"
  - 32 new dispensers: \$3,313.83
- Vancouver - \$3,090.00
  - Product (annually): WSU Vancouver Student Wellness Center – S&A fees
  - 4 new dispensers: \$1,200.00 (3 gender inclusive bathrooms and 1 men's restroom)
  - 18 machines to be converted: 18 x \$105.00 (up to \$75.00 for mechanisms/machine and \$30.00 for labor) = \$1,890.00

**Lines of accountability:**

- Facilities Operations/Custodial on each campus
- Facilities and Operations, Student Affairs
- Women\*s Center
- Gender Identity/Expression and Sexual Orientation Resource Center (GIESORC)

**Recommendation 2: annually review menstrual product program and gender inclusive bathrooms**

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**Action steps:**

- Assess feasibility of bathroom conversion(s) in buildings; if conversion is feasible, another request will be made for renovation funding
- Create system for individuals to request a menstrual product dispenser
- Create awareness of how to request for menstrual product dispensers, wellness rooms

**Lines of accountability:**

- Facilities Operations
- Community, Equity, and Inclusive Excellence
- Facilities and Operations, Student Affairs

**Recommendation 3: change signs for single user restrooms to the new standard sign.**

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**Action steps:**

- Change signs out for the new standard single user bathroom sign.

**Budget:**

- 8 signs x \$200.00 = \$1,600.00

**Lines of Accountability**

- Co-Chairs and Responsible Administrators

**Recommendation 4: continuously updating working group objectives**

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**Action steps:**

- Solicit feedback from working group to update the group’s objectives
- Publish these objectives
- Connect with other groups and constituents to ensure collaboration on any shared objectives
- Continue with assessing gap areas and make recommendations for trans\* support on each campus (part of the original objectives)
- Add the following objective:
  - Assess gap for wellbeing rooms across the system and create a plan to solve the gap.

**Lines of accountability:**

- Working group co-chairs and responsible administrators

## Cultural and Resource Centers

**Working Group Charge:**

Perform a system wide assessment of services that define themselves as a cultural or resource center for students. This assessment included both undergraduates/graduates, ethnic/non-ethnic, gender/non-gender specific, and populations deemed as being historically underserved such as our refugees. During 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 if they should be considered a “center”.
- Some Centers are combined, such as the Office of Academic Engagement, which houses four areas of service in one center (Cougs Rise, Atlas, Crimson Community Group and Investing in Cougs).
- Overall, WSU invested approximately \$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 17a funds (particularly scholarships) to help support students, but it was not consistent across colleges.

## Objectives:

1. Review current funds allocated to centrally supported and academic college cultural and resource centers.  
**STATUS:** Completed.
2. Review services and activities offered on all campuses by centrally supported cultural and resource centers/programs to determine gap areas in meeting the needs of current and future students.  
**STATUS:** Completed. Recommendations outlined below
3. Review of services and activities offered by academic college cultural and resource centers/programs to determine gap areas in meeting the needs of current and future students.  
**STATUS:** Completed. Note: as part of this process, we compiled a comprehensive demographic list that helped identify gaps in services or groups that are not currently being served by current centers.
4. Compare peer and aspirational institutions to assess programs, staffing, and funding levels for cultural resource centers as well as alignment with national best practices and contemporary methods.  
**STATUS:** Completed.
5. Recommend specific strategies for addressing gap areas for current and future students.  
**STATUS:** Recommendations outlined below.
6. Consider additional partners in this assessment and recommendations, such as WSU Foundation, Alumni Relations and ASWSU.  
**STATUS:** Completed. Established a network of support for sustaining and continuing dialog through group members, administrators and other related partners through this assessment

## Recommendations and Responses:

Address gap areas for groups that are not currently receiving target support (listed below), and/or develop better communication address the lack of awareness of resources currently in place.

- Undocumented Students  
Response: Space has been designated on CUB 4th Fl, as well as renewal of contract with UI for legal services related to DACA renewals, immigration law, and legal rights)
- Students with disabilities\*  
Response: Annual disability symposium has become a signature university event; creation of Access Center Faculty Liaison Group has been formed as of Fall 2019
- Veterans\*  
Response: System-wide Steering Committee has been formed to convene first annual Veteran's Symposium for March 2020 to address building on best practices and formulating a proposal for phased implementation of additional resources (i.e. additional certifying personnel, space for confidential meetings, counseling resources, and refinement of financial process establish). Discussions are underway to determine where Student Veterans Support Services will report.
- Non-Traditional Students
  - Single Parents
  - Pregnant and Parenting Students
  - Older/Returning/Non-Traditional
- Students facing housing, clothing, and/or food Insecurity\*  
Response: Basic Needs Task Force has been formed as of Fall 2019 to address resources for:
  - Students' families with no health Insurance
  - Foster Care
  - Homeless
  - Food Insecure Groups
- Jewish Student Association/Affiliation—In process (note interfaith working group) \*
- Refugees
- Migrants
- Formerly Incarcerated
- Addiction/Alcohol Recovery Groups (Note that there are efforts underway to address the needs of the above five groups)
- English for Non-Native Speakers / English Language Learners (ELL)\*

*\*denotes that there are initiatives in place, however there is need for better communication.*

## Cultural Competency & Ally Training

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
    - OFFICE OF COMPLIANCE AND CIVIL RIGHTS (FORMERLY 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 was 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. Note: As of the completion of this report, 7/20/2020, more than 700 faculty and staff completed Equity 101.

#### Ongoing Efforts:

- 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:**

- 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. 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
  - OFFICE OF COMPLIANCE AND CIVIL RIGHTS (FORMERLY 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's 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 and social justice 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.