

# Diversity, Equity, & Inclusion Summary Report

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UNIVERSITY



EASTERN WASHINGTON  
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THE EVERGREEN STATE  
COLLEGE



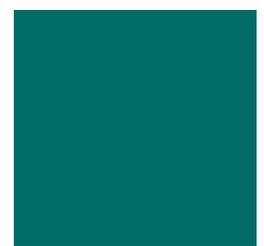
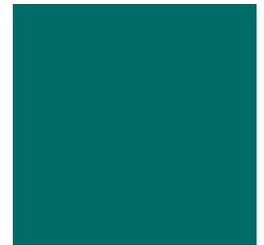
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## About the Council of Presidents

The Council of Presidents (COP) is an association of Washington's public baccalaureate degree-granting college and universities. Located in Olympia, Washington, COP strives to be a common voice for the public baccalaureate sector and the most respected and trusted resource for decision makers on issues affecting public higher education. COP serves as the coordinating role for initiatives and activities common to the public baccalaureate institutions, fostering coordination and collaboration among the public baccalaureates as well as with other educational partners, both in Washington and nationally.

This report is also available online a [councilofpresidents.org](https://www.councilofpresidents.org).

## Introduction

RCW [28B.10.147](#) requires Washington's public baccalaureate institutions to report findings or progress in completing their campus climate assessment and, when applicable, information on their listening and feedback sessions annually to an organization representing the presidents of the public, four-year institutions of higher education beginning July 1, 2022. The institutions must also publish annually on the institution's public website the results of either the campus climate assessment or listening and feedback sessions.

An organization representing the presidents of the public four-year institutions of higher education may also request state universities, regional universities, and The Evergreen State College to repeat their campus climate assessment.

## Commitment to Advancing Diversity, Equity, and Inclusion

Washington's public baccalaureate institutions are committed to advancing efforts to promote greater diversity, equity, and inclusion (DEI) on our campuses to offer a supportive and positive campus climate to enable students to be successful in their education and career goals.

The foundation for our work is the belief that faculty, staff, and students benefit from a vibrant, rich learning community composed of many differing perspectives and life experiences, allowing them to succeed and meet their personal and professional goals in an interdependent, globally connected world rooted in 21st Century ideals of opportunity and discovery.

Institutions that offer a supportive and positive campus climate enable students to be successful and fulfill their potential. This dynamic is essential to supporting employee satisfaction, and it also encourages university faculty and staff to provide a higher level of service to students, families, and the broader community.

When people across a university develop respectful and supportive relationships with one another, they help create a warmer, more welcoming atmosphere that recognizes everyone as an equal. The space in which we learn, do, and live matters to students, faculty, and staff. Research consistently shows that student success is directly tied to a diverse, inclusive environment that does not discriminate. Bringing in a more diverse faculty with a wide range of racial, ethnic and socioeconomic experiences—and a student body that is free from racism and discrimination—gives students more opportunities to thrive.

Below is a summary from each of COP's six member institutions regarding implementation of RCW [28B.10.147](#). The summaries represent the findings or progress of each institution in completion of a campus climate assessment and, when applicable, listening and feedback sessions.

## Central Washington University

In the spring of 2022, a comprehensive campus climate survey was administered to all Central Washington University (CWU) faculty, including adjunct faculty, exempt staff, and classified staff. The response rate for all employees was 30.7%, and although the overall results are positive, the findings suggest there is room for improvement across campus.

This year's climate survey received responses from 528 faculty and staff—out of 1,716 employees, including part-time—which is comparable to response rates of other universities nationwide. CWU's response rate of 30.7% is on par with typical online survey response rates in higher education. In addition, the survey data showed a 34.4% response rate among employees who identify as Black, Indigenous, or People of Color (BIPOC), which suggests the survey is an accurate indicator of overall campus climate and culture.

The survey results show most participants felt safe on campus (45% strongly agree) and many feel a sense of belonging (68% agree). This indicates that faculty and staff feel the CWU community is welcoming and provides a place of belonging. Safety and belonging often go hand in hand, so it is essential that CWU maintains these positive results if the University is to reach its potential.

There are four main issues that CWU needs to address over the next five years:

- ▶ A need to communicate more effectively and continue to practice shared governance. This will be accomplished by providing informational tools on shared governance across campus and promoting strategies to effectively communicate and consider a wider range of perspectives as CWU seeks common solutions.
- ▶ A need to be more intentional and provide more transparency to all campus constituents. This will occur if we elevate the practice of shared governance across campus and find ways to include more diverse perspectives before we take any significant action.
- ▶ A need to provide in-depth educational opportunities for all campus community members to learn a) how to identify anti-racist practices, and b) methods for dismantling structural racism. CWU plans to address this by providing mandatory anti-racism training for all staff and faculty, while providing ongoing optional training sessions designed to help employees further educate themselves about these issues.
- ▶ A need to develop a comprehensive strategic response to the equity issues identified in the campus climate survey. By taking a strategic approach to include input from students, faculty, staff, and administration in the climate survey, CWU expects issues related to equity and inclusion to be considered and addressed at every step.

CWU strives to create a community that fosters belonging, and this climate survey is pivotal to helping the University understand areas of strength and where to improve. Though CWU faculty and staff feel safe on campus and share a sense of pride for their community, the survey suggests that more can be done. CWU's Office of Diversity, Equity, and Inclusivity has begun to process and analyze data and will continue to modify and adjust the analysis this summer and fall. The office will systemically assess discrimination, climate, communication, and other variables in the survey through the disaggregated data on race/ethnicity, gender identity, and sexuality. The findings reinforce the need to create anti-racist and equity-based professional development opportunities for both faculty and staff. These learning opportunities will help faculty and staff

practice equity and inclusion in their jobs and relationships, which will ultimately lead to better outcomes for every member of the campus community. Learning new approaches also may help faculty to infuse their curriculum with innovative and equitable pedagogy and course content.

Over the 2021-22 academic year, CWU established a team with expertise and lived experience in DEI and anti-racism to develop a faculty and staff development program. The year-long program addresses issues of identity, bias, systemic racism, and openness, and provides anti-racist emotional intelligence and other skills and strategies to address issues of equity. This development program will be a pilot in the 2022-23 academic year to gather feedback on the program. CWU is implementing a diversity and equity requirement for students to graduate and is set to take effect in fall 2023.

## Eastern Washington University

Eastern Washington University (EWU) is in the process of implementing a campus climate assessment. In spring 2022, a University committee met to review implementation of RCWs 28B.10.145, 28B.10.147, 28B.10.149 and 28B.10.151. The Committee reviewed each element of the RCWs and developed a timeline for implementation.

### Curriculum Development (Starting Academic Year 2022-23)

This group will determine specific objectives for the anti-racism and DEI training program based on the requirements in statute, current topical areas in DEI, as well as the 2018 EWU Climate Survey results. Within this role, the group will focus on the components of the initial required training, the differences between employee and student modules, additional offerings to expand on the initial training and offer more in-depth DEI work, additional modalities to offer the required training, and methods to assess and improve the required training.

- ▶ The curriculum has been developed for the required DEI training. The program is entitled DEI for the Workplace, which is consistent with the Get Inclusive online product naming.
- ▶ Successfully launched the faculty/staff required DEI training as of September 1, 2022, starting with new employees.
- ▶ On October 4, 2022, communication from the President of the university was sent out campus-wide indicating the expectation for all employees to participate in the required training, preferably by the end of fall quarter.
- ▶ Currently EWU offers the training multiple times per quarter in three modalities: 1) Get Inclusive module online (asynchronous), 2) in-person training on campus, and 3) live Zoom training with a facilitator (synchronous).
- ▶ Created the required training evaluation tool, and are currently collecting evaluations from all participants as a requirement for completion of the DEI training.
- ▶ The evaluation includes participant satisfaction, how well the learning objectives were met, how the participant will apply their new knowledge in the workplace, and other information questions. The responses to the training received thus far have been very positive.

- ▶ The committee is currently tracking the completion of the required training in Banner upon receipt of the evaluation from the employees. We will be able to run reports in Banner to report progress to the State, as well as follow up with those who have not completed the required training.
- ▶ Established a website for the DEI & Anti-racism Professional Development Program, which includes training dates and will include other opportunities for advanced workshops.
- ▶ The Human Resources Training website also includes information about these training opportunities.
- ▶ The committee is working on additional advanced workshops as part of the development program, and recognition for those who go beyond just what is required of them. We are proposing a “Doing the Work” placard for those who attend three additional approved learning opportunities on campus.

### Student Implementation (Starting Academic Year 2024-25)

The role of this group will be to determine the best way to offer required training in the most modalities and the most time frames. Within this role, the group will focus on collaboration among required trainings; existing programs, courses, and workshops that could meet the requirement; access to new and transfer students through orientations; frequency for offering and accessibility to varied modalities; tracking completion; follow-up on completion; and opting out.

- ▶ The Student Implementation team met before fall quarter and is planning to meet again this academic year to work on a soft launch of the required student DEI training prior to the required date of AY 2024-25. Since the students are only required to complete the DEI training once during their time on campus, the intent is to get as many students as possible to take the training early in order to have a better chance of meeting the standard in AY 2024-25.
- ▶ The Climate Survey work group has met several times and is currently reviewing Climate Survey products to find an affordable and sustainable product to use every five years. The next Climate Survey for EWU will take place spring quarter 2023.

The University is currently preparing for a series of presentations during the fall term for the Faculty Senate, Board of Trustees and the Executive Leadership Team on the requirements of SB 5227.

## The Evergreen State College

In service to the College’s mission, The Evergreen State College (Evergreen) has a long history of valuing and investing in diversity, equity, and inclusion. In spring 2017, student protests at Evergreen amplified the call to move more quickly towards racial equity and social justice and resonated with the sense of urgency expressed on college campuses across the nation. In response, the United Faculty of Evergreen and the Administration signed a Memorandum of Understanding ([MOU](#)) on mandatory faculty development in DEI and anti-racism, and faculty and staff were provided robust options of summer institutes, on topics such as “Leading with Racial Equity” and “Equity-minded Pedagogies.” A 2021 informal assessment found that 70% of Evergreen faculty engaged in one or more of these summer institutes (1-3 days long); others participated in opportunities with their respective professional fields and associations. A self-reporting tool was developed; however, reporting, assessment, and accountability measures have been inconsistent. Additionally, an informal assessment of staff participation in equity-based summer institutes finds that 30% of staff participated in these professional development opportunities in the past 5 years.

The College sees the implementation of RCWs [28B.10.145](#), [28B.10.147](#), [28B.10.149](#) and [28B.10.151](#) as an opportunity to advance the racial equity and social justice professional development already underway, with the following goals:

- ▶ Create a shared campus culture of DEI, racial equity, and social justice (shared values, vocabulary, understandings).
- ▶ Develop training curriculum informed by the theories of developmental identity and systemic racism that draw on the knowledge, experience, and workshops of diverse community partners and resonate with Evergreen's learning community model.
- ▶ Integrate community-building, trauma-informed/healing-centered practices, and creative and cultural practices that promote well-being.
- ▶ Develop assessment, reporting, and accountability measures as mandated by the State.

### Campus Climate Assessment

Evergreen administered its first Climate Survey in winter 2020 at both the Olympia and Tacoma campuses, with an average response rate of 37.3%. Results of the survey can be found in the [Campus Climate Survey Executive Summary](#) and in the [SoundRocket Final Report](#). Both documents were widely shared with the community via Presidential email and posted to Evergreen's Inclusive Excellence and Student Success (IESS) webpage. Workshops were conducted throughout fall/winter 2020-21 for faculty, staff, and students, summarizing the findings and recommendations, and engaging in discussion for moving forward to create a climate where "all community members, especially those underserved in higher education, experience an affirming, respectful, and supportive environment in which to learn, work and thrive" (Executive Summary, p. 5).

Additionally, these findings were shared with the Board of Trustees and continue to be integrated into college-wide equity action plans. These plans, initiated in 2019 and relaunched in summer 2021, continue to be a centerpiece for implementation of *Evergreen's Strategic Plan*. IESS continues to lead annual *Taking Action on Equity* summer institutes and to provide regular consultation with divisions in developing and revising their equity action plans.

In the College's 2020 Campus Climate Survey, the majority of community members reported positive levels of belonging, value, and growth while working and studying at Evergreen. However, community members who identified as trans, people of color, or people with a disability had a less positive sense of belonging and experienced more discrimination than members of other groups. In response to this data, the College organized a five-hour training on unlearning racism for campus leadership led by the People's Institute Northwest. Throughout the 2020-2021 academic year, the Director of Climate and Belonging Education also organized campus-wide workshops and conversations on belonging, unlearning racism, unlearning gender, and unlearning ableism, which had an average of 40 attendees each session. In addition, the annual three-day, campus-wide [Equity Symposium](#) both in spring 2021 (virtual) and spring 2022 (hybrid) attracted hundreds of community members engaged in an array of inspiring keynote speakers and faculty/staff/student led workshops promoting racial equity and intersectional justice.

Evergreen's *2020 Climate Survey* set a baseline to understand experiences of value, inclusion, belonging, and discrimination for the College's diverse community. It continues to inform Evergreen's diversity, equity, and

inclusion initiatives moving forward. The survey, however, was offered pre-COVID, and the College had to cancel focus groups planned for spring 2020. The College recognizes that the COVID context has exacerbated and laid bare many social inequities, and that the shift to remote and hybrid classes has created increasing challenges to promoting belonging and community connection. Nevertheless, Evergreen will use the 2020 survey as a baseline and plan to administer the second *SoundRocket Campus Climate Survey* either during the 2023/24 or 2024/25 academic year to provide a holistic, updated assessment of our campus climate.

### Listening and Feedback Sessions

During the 2021/22 academic year, four listening sessions were held. The following groups were invited to separate listening sessions which occurred remotely:

- ▶ Prison Education Coalition (undergraduate students, staff, faculty)
- ▶ Students with disabilities
- ▶ Students of color
- ▶ Master of Public Administration students

A combined total of 50 participants attended the listening sessions, which utilized an appreciative inquiry framework. The discussion was focused on the following prompt:

- ▶ When have you felt a sense of justice/equity/belonging at Evergreen?
- ▶ If you're not connecting to a time when this has happened, what is a wish you have of what it would look like if it were happening?

Patterns and themes identified in the session feedback are below with relevant quotes from sessions included:

- ▶ The need for identity-based affinity groups and spaces on campus, as well as informal, diverse support systems. “When I think about equity and justice and belonging, I think about potlucks that classes and clubs would always do at Evergreen. And just the exposure to differences at Juneteenth or to La Familia or the circle and Black Student Union, etc. And supporting things that you don't necessarily have to be an expert in and having them do the same to you. Some of those informal support systems are the backbone of Evergreen, in my opinion.”
- ▶ The importance of building mentoring relationships between faculty/staff and students of color who share identity. “This current class is kind of the first instance where I felt full belonging as a student. I have felt belonging as a student staff member doing programming but never as a student. This is the first time I have ever been in a class where at least half of the students are POC, which aids a level of comfortability for me because it makes it easier to speak up for myself. I feel more supported to speak up when I think something that a classmate has said is racially insensitive or overtly racist. I think a large part of what our demographic in the class looks like is because of who's teaching it and also the subject matter of the class. [This academic] pathway at Evergreen draws a lot of Latinx students.”
- ▶ The importance of consistent community-building opportunities outside of the classroom. “I had these tentative connections in my online classes, but at the Cooper Point Journal we would have these weekly meetings throughout the entire year where we could touch base and keep up with people. It was a lot easier to form actual connections through that than any kind of other pathway during those [pandemic] months. These intentional spaces helped me to feel a sense of belonging.”

- ▶ The need for dialog across difference to increase learning and personal growth. “Evergreen does an amazing job at having those uncomfortable conversations. Even at the bachelor’s level it is being taught and you’re going to get that experience where you didn’t think you were going to be comfortable. Keeping your thoughts to yourself, it’s going to come out somehow, whether it’s contrary to everyone else’s belief, it’s going to occur and I think that we need to definitely continue to do that.” “[These conversations about difference] gave me a framework and an environment to learn how to deal with those clashes and that tension without losing my mind, essentially, to learn how to control volatility, to learn and work through things in a civil manner.”

These initial listening sessions, conducted primarily with a range of historically marginalized groups, provide an asset-based framework on which Evergreen can build. The College’s goal for upcoming years is to expand the scope of these listening sessions to the broader campus community and to collaborate with groups across campus to build more opportunities to amplify and encourage beneficial practices at the core of Evergreen’s stated mission, which emphasizes diversity, social justice, and learning across significant differences. Evergreen will post this report to the College’s public website and incorporate its content in upcoming professional development sessions.

In addressing staff and faculty mentoring relationships with students, it is important to note that while Evergreen’s student of color population has grown to 32%, staff of color (25%) and faculty of color (27%) representation lags these numbers despite initiatives to diversify both staff and faculty hiring “through a racial equity lens.” Moreover, McKinsey & Company in their report [\*Racial and ethnic equity in US higher education\*](#) recommend comparing faculty population to the total state population in order to redress inequities in higher education. According to the Washington 2020 census, 38.4% are people of color and/or mixed race. While expanding hiring for faculty/staff of color is beyond the purview of the division and the requirements in statute, it is an essential aspect of advancing equity and providing opportunities where students can experience full belonging, as stated in the example above.

### Professional Development & Training

In winter 2022, Evergreen opened a new [Social Justice Center](#) as a place for campus-wide engagement and learning for DEI. Its mission is to advance equitable practices at Evergreen, centering the cultural wealth of Evergreen’s community and putting learning and development at the center of equity work. Inclusive Excellence and Student Success will continue to partner with Evergreen’s [Learning and Teaching Commons @ The Washington Center for Improving Undergraduate Education](#) to provide equity pedagogy trainings for faculty, as well as staff. The Associate Dean of Faculty Development will oversee the faculty MOU, compliance, assessment, and reporting for faculty trainings, working in collaboration with the Associate Dean of Climate & Belonging Education.

As part of the curriculum development process, the Evergreen leadership team met with counterparts at CWU and WWU to share ideas and strategies. In summer 2022, a cross-disciplinary team of Evergreen faculty and staff attended the four-day [Washington Center for Improving Undergraduate Education Institute](#) to develop DEI and anti-racism curriculum in alignment with statute for the 2022/23 year and beyond with the support of resource faculty. Following on the goals stated in this introduction, the group worked to design a professional development training program, as stated in statute, “*rooted in eliminating structural racism against all races and promoting diversity, equity, and inclusion while improving academic, social, and health and wellness outcomes for students from historically marginalized communities.*”

The proposed outcomes of the institute included:

- ▶ Create a shared campus culture of DEI, racial equity, and social justice (shared values, vocabulary, understandings).
- ▶ Develop training curriculum informed by the theories of developmental identity and systemic racism that draw on the knowledge, experience, and workshops of diverse community partners and resonate with Evergreen's learning community model.
- ▶ Integrate community-building, trauma-informed/healing-centered practices, and creative and cultural practices that promote well-being.
- ▶ Develop assessment, reporting, and accountability measures as mandated by the State.

As the College developed an action plan, Evergreen received feedback from consultants to 1) keep the curriculum plan focused and simple so that the College can go deeper; 2) understand and use existing assets in building curriculum and see the work as a continuation of work already underway, including the College's equity action plans, and faculty/staff equity institutes and communities of practice. Evergreen also determined that an ethic of relational healing, support, and community care would guide the work forward, and that the annual spring *Equity Symposium* can provide further opportunities for DEI and anti-racism learning.

The following is Evergreen's scaffolded curriculum plan for 2022/23:

- ▶ *Foundational Online Diversity, Inclusion, and Belonging* module by Everfi/Vector Solutions (launching for faculty/staff fall '22 and for all students in fall '24). In order to create a shared campus culture of DEI, racial equity, and social justice, this module provides a common set of equity values, vocabulary, understandings of key terminology (e.g., equity, inclusion, diversity, bias, microaggressions, allyship, etc.) It is easy to access and assess participation and will be required of all new staff and faculty in fall 2022 and recommended for all others. New students have been completing a DEI companion module for students since 2020, so encouraging faculty and staff engagement ensures similar language, terminology and understanding around DEI and anti-racism across campus.
- ▶ *Engagement for Liberation and Belonging* workshop facilitated by Dr. Leticia Nieto. Beginning in fall 2022, all staff and faculty who have completed the online module will be invited to attend a workshop focused on deepening understanding of the foundational concepts of anti-oppression and applying them in the classrooms and workspaces to better serve diverse students and community members.
- ▶ *Becoming an Anti-Racist Practitioner and Educator* workshop. In winter 2023, those who complete the module and Engagement workshop will be invited to an interactive workshop designed to address commitment to eliminating structural racism against all races through anti-racist education established in statute. Experienced faculty, working with the College's consultant, will facilitate an exploration of oppression, intersectionality, and a systemic critique of power and racism, particularly in higher education.
- ▶ *Social Justice Skills Lab for Equity Practitioners* facilitated by equity consultant Dr. Leticia Nieto. Throughout the academic year, monthly sessions in the Social Justice Center will provide an ongoing relational space for faculty and staff to work together to find approaches and applications to specific equity challenges, build relational musculature in support of deep belonging, practice anti-oppressive social analysis in a 'sanctuary' container, strengthen transformational, liberatory leadership, increase repertoire of personalized strategies for change.

- ▶ Working in collaboration with consultant Dr. Leticia Nieto, Evergreen will offer opportunities to engage in organizational trauma/healing-centered work centered on processing the community's experiences of student protests and the subsequent targeting of the campus and community members by outside forces.
- ▶ Equity Symposium workshops and programming spring 2023. The goal is to increase campus-wide participation and leadership in the annual *Equity Symposium*, inviting students, faculty, and staff to lead and participate in learning that is focused on the DEI/anti-racism education goals in statute.
- ▶ In upcoming years, Evergreen plans to integrate trainings around intersectional identities/themes that emerged from the climate survey: LGBTQ+, Disability Justice, Gender Justice, etc.

In addition to the above professional development offerings, Evergreen will focus on “*improving academic, social, health and wellness outcomes for students (and community members) from historically marginalized communities,*” as stated in statute. To promote community-building, community care, and capacity-building opportunities that increase a sense of belonging and support for the community's engagement in the deep work of anti-racism, anti-oppression, and culture change, Evergreen will offer:

- ▶ Equity Coaching 1:1 and group sessions facilitated by consultant Dr. Leticia Nieto
- ▶ Hosted community-building events in the Social Justice Center
- ▶ Opportunities to engage in affinity groups/spaces and intergroup dialog
- ▶ Continued campus listening sessions using appreciative inquiry, centered on belonging

Throughout this process, Evergreen will continue building relationships with key stakeholders and community members, engage in asset-mapping, charge and build an advisory committee, and build a virtual resource library of anti-racism/anti-oppression/equity work. As the College's team envisioned, if Evergreen is wildly successful in its endeavors, these trainings will lead to a liberatory and transformative future full of possibilities—a community committed to education, collective care and shared responsibility for equity, access, and student success.

## University of Washington

The University of Washington (UW), views statutes 28B.10.145 through 28B.10.151 as an opportunity to deepen the University's understanding and create a foundation for anti-racist practices and further embed diversity, equity, inclusion, and belonging into the fabric of the institution.

The University's goal is to ensure that the professional development program:

- ▶ Aligns with the UW 2022-2026 [Diversity Blueprint](#)
- ▶ Leverages the 2019 [Campus Climate Survey](#) data & findings
- ▶ Centers historically underrepresented voices, experiences, and knowledge
- ▶ Deepens anti-racism & DEIB teaching and learning for students, faculty, and staff
- ▶ Supports accessibility in both design and implementation

On February 1, 2022, University of Washington President Ana Mari Cauce charged the SB 5227 Anti-Racism and DEI Advisory Committee. The Committee consists of students, faculty, and staff from all three campuses. The Committee met four times during the 2021-22 academic year with meetings resuming in October 2022.

In 2021-2022 the UW Office of Educational Assessment (OEA) began its work including report framing, reviewing inclusion criteria for who will take the course, and advising the committee on best practices for design. OEA will draft the pre- and post- assessment, manage the evaluation process, and coordinate with UW Medical Centers to align on reporting. The UW Medical Centers will take a separate anti-racism course.

UW Communications completed the [website](#) required in statute. The SB 5227 Anti-Racism and DEI Advisory Committee, along with UW Communications, is determining the outreach strategy for new faculty and staff and the training rollout for all current faculty and staff with the goal of reaching 45-50% of employees during academic year 2022-2023.

The University conducted a tri-campus climate assessment in fall 2019 for all students, faculty, and staff. The reports were finalized and released in May 2020 and the UW continues to use the data for institutional improvements. The next tri-campus assessment will take place in fall of 2025, with reports scheduled to be released in spring of 2026.

For the 2022-2023 academic year, the UW will modify and utilize a course from UW Professional and Organizational Development (POD) entitled, “Exploration of Race in the Workplace: A Guide for Self-Study.” The course primarily focuses on race and additional content will be developed to address intersectionality, anti-racism, and bias and discrimination related to disability, LGBTQ+, and gender. The course will launch in winter 2023. Future curricular development will include an updated faculty/staff course, to launch in 2023-2024, and a closely aligned student course to launch in 2024-2025.

## Washington State University

Washington State University (WSU) has long been committed to increasing the diversity of faculty, staff, and student populations, as well as developing equity-minded and culturally responsive practices in all facets of university life. Toward that end we have implemented several significant programs across all campuses in the system in recent years prior to the introduction of the 5227 legislation. Two in particular that will work in complement to the requirements of the new law are our Community and Equity Certificate (C&E) program and our Cluster Hire Program in Racism and Social Inequalities in the Americas.

The C&E certificate program was established in 2020 and is designed to expand participants’ understanding of diversity, equity, inclusion, and social justice. Participants complete seven trainings including: the core 101, 102, and 103 series that introduces participants to various languages, practices, and systems that impact DEI; one workshop in Allyship; one workshop in Skill Building; and two workshops in Building Community. The certificate program is open to all faculty and staff across all WSU campuses. The Cluster Hire Program in Racism and Social Inequalities in the Americas also began in 2020. The program seeks to build a network of scholars who are committed to conducting research on racism, ethnicity, social justice, power, and structures of inequality in their diverse fields of specialization. As a land-grant institution, the university is particularly interested in hiring scholars who are deeply connected to and integrated into the communities

that they study, as a means to build on our strong tradition of engaged and applied scholarship at WSU. Also, by hiring in a thematic cluster, we aim to foster a strong sense of community among these new colleagues, while also ensuring high rates of retention and encouraging collaboration across departmental, college, and campus lines. Since its inauguration, we have welcomed nine new faculty across several of the WSU campuses within various disciplines of art, humanities, social sciences, medical sciences, and engineering. We are currently in the early stages of the hiring process for our third cohort.

The efforts outlined in SB5227 serve to further buttress the goals of WSU around increasing diversity, equity, and inclusion. The initial steps we have completed focus largely on faculty communities across the WSU system, though the planning for protocol structures around requirements for staff and student communities is also underway.

WSU completed a climate survey for faculty, including full-time tenure-track and career-track faculty across the system in spring 2022. We used the COACHE survey instrument for this process. Our response rate was 48%, which was higher than our peer institutions (46%) and the entire group of 100+ universities who participated this year (42%). The data was collected during summer 2022 and initial analysis is currently underway. Further analysis will be done by a committee that is in the process of being established. Once the data analysis is completed, the information will be reported out on the website for WSU EDI resources.

Anti-racist/implicit bias training was led for all new faculty who began in AY 2022-2023 during New Faculty Orientation. The training is led by the Vice Chancellor of Equity and Inclusive Excellence, Lisa Guerrero, who is a scholar and professor of Comparative Ethnic Studies. This face-to-face training will be turned into a module that all faculty will be required to complete. In addition, the university is developing communications and presentations to the university community to make them aware of the new legislation and where and how to access the trainings.

A student survey instrument is in the process of being identified. Several trainings currently exist that could serve as the required training. Consideration is being given to whether to use one of the existing trainings as the required training or create a new training module to fulfill the requirement.

The University is engaged in conversations with Human Resource Services regarding both the survey instrument to be given to staff, as well as the training module that will be used for staff.

The University plans to hold listening sessions in spring 2023. Coordination of the requirements in the statute across the six WSU campuses will be a central focus for the newly appointed system EDI Officers Group going forward.

## Western Washington University

Western Washington University (WWU) is committed to ensuring that the campus has an inclusive, engaging, and supportive environment. To evaluate the extent to which the University's campus climate supports this goal, the Diversity and Equity Climate Survey was administered in 2021-22. The scope of the survey was to gain a better understanding of the respondent's perceptions of WWU's climate, how the University supports diversity and equity, and experiences with discrimination and harassment at WWU. The results of the data will inform and improve services, policies, and practices at WWU.

A total of 942 members of the campus community (students, faculty, staff, and administrators) voluntarily responded to the survey.

In our analysis of the survey data we found that the more often respondents (a) hear insensitive or disparaging remarks about people's identity or (b) experience discrimination or harassment, the more negative their views are on overall campus climate; the less satisfied they are with how welcoming the institution is to all members of the community; the more they believe that their campus has tensions related to individual or group identity; the less likely they are to believe that diversity improves interactions and experiences on campus; and the less comfortable they are sharing their views on diversity and equity.

When comparing WWU's data to data of other four-year institutions, we noted the following similarities and differences:

- ▶ WWU respondents are consistent with respondents at other four-year, public institutions and all participating institutions in their belief that diversity improves campus interactions (WWU - 90%, Other 4-year - 88%, All participating institutions - 89% respectively).
- ▶ When asked about the extent all community members experience a sense of belonging, WWU respondents report significantly lower positive response than other four-year, public institutions and all participating institutions, (26%, 55%, 51% respectively) and whether the campus is free from tensions (24%, 52%, 45% respectively).
- ▶ WWU respondents reported significantly higher instances of negative remarks coming from all groups (Students, Local Community, Faculty, Staff, and Administrators) than other four-year, public institutions and all participating institutions.
- ▶ WWU respondents reported instances of insensitive or disparaging remarks related to sexual orientation, English as a second language, and immigration status at comparable rates to four-year institutions and all participating institutions.
- ▶ WWU respondents reported instances relating to race/ethnicity and gender identity at slightly higher rates than four-year institutions and all participating institutions.
- ▶ WWU respondents reported instances relating to political views, age/generation, religious background, socioeconomic background, and disability at significantly higher rates than four-year institutions and all participating institutions.

Overall, respondents indicate an understanding of the value of diversity but also indicate that WWU has significant work to do to reduce tensions and improve individuals' sense of belonging. The demographics of survey respondents to the demographics of students shows a significantly lower participation rate by individuals identifying as Hispanic or Latino (3% survey respondents compared with 10.6% of fall 2021 enrolled students).

The results of the survey will be shared with the campus community in fall 2022. The Office of Equity will conduct listening sessions throughout the 2022-23 academic year to allow members of the campus community to continue to provide additional feedback. We will use the data collected from the listening sessions to explore ways to improve WWU's campus climate and to foster a sense of belonging.

## Next Steps

Washington's public four-year college and universities will continue to implement the requirements in RCW 28B.10.145 through 28B.10.151 over the next several years. During the 2022-23 academic year, institutions will provide professional development, either existing or new, focused on diversity, equity, inclusion, and anti-racism for faculty and staff, post on the institution's public websites for parents and community members the content framework for professional development and create an evaluation for professional development participants.

The Council of Presidents will work with institutions to identify and post a list of model standards and promising practices for professional development on COP's and institutional public websites for parents and community members in spring 2023. To meet this requirement the Council of Presidents will convene institutional DEI leads to identify a list of model standards and promising practices for professional development in winter 2023.

## Appendix A

### **Institutional Campus Climate Assessments and/or Listening Feedback Sessions**

Washington public baccalaureate published results of campus climate assessments and/or listening feedback sessions for institutions who completed a campus climate assessment and/or listening feedback sessions. Institutions not listed are in the process of developing and implementing a campus climate assessment and/or listening feedback sessions.

- ▶ **Central Washington University**  
<https://www.cwu.edu/inclusivity/challenges>
- ▶ **The Evergreen State College**  
<https://www.evergreen.edu/sites/default/files/Evergreen%20Executive%20Summary%20Campus%20Climate%20Survey.pdf>
- ▶ **University of Washington**  
<https://www.washington.edu/uwclimatesurvey/>

## Appendix B

### RCW 28B.10.147

#### **Diversity, equity, inclusion, and antiracism—Campus climate assessment.**

(1) (a) The institutions of higher education as defined in RCW 28B.10.016 shall each conduct a campus climate assessment to understand the current state of diversity, equity, and inclusion in the learning, working, and living environment on campus for students, faculty, and staff. The assessment shall occur, at minimum, every five years. Institutions of higher education shall use the results of the campus climate assessment to inform the professional development, established in RCW 28B.10.145, and program, established in RCW 28B.10.149. Institutions may use an existing campus climate assessment to meet this requirement.

(b) The state board for community and technical colleges shall develop a model campus climate assessment for the community and technical colleges that the colleges may use or modify to meet the requirements of this section.

(2) The design of an existing or new campus climate assessment must involve, at minimum, students, college and university diversity officers, faculty, and staff. The campus climate assessment must include, at minimum, an evaluation of student and employee attitudes and awareness of campus diversity, equity, and inclusion issues. The campus climate assessment may also include questions evaluating the prevalence of discrimination, sexual assault, harassment, and retaliation on and off campus, in addition to student, faculty, and staff knowledge of campus policies and procedures addressing discrimination, sexual assault, harassment, and retaliation. College and university diversity officers and students must be consulted in the development of recommendations.

(3) Institutions of higher education must, at minimum, conduct annual listening and feedback sessions for diversity, equity, and inclusion for the entire campus community during periods between campus climate assessments. Institutions of higher education must, to the maximum extent practicable, compensate students for their participation in the annual listening and feedback sessions.

(4) Beginning July 1, 2022, the institutions of higher education shall report findings or progress in completing their campus climate assessment and, when applicable, information on their listening and feedback sessions annually to either the state board for community and technical colleges or an organization representing the presidents of the public four-year institutions of higher education. The institutions of higher education must also publish annually on the institution's public website the results of either the campus climate assessment or listening and feedback sessions.

(5) The state board for community and technical colleges may require colleges to repeat their campus climate assessment. An organization representing the presidents of the public four-year institutions of higher education may also request state universities, regional universities, and The Evergreen State College to repeat their campus climate assessment. [2021 c 275 § 3.]