Center for Equity, Diversity and Inclusion/Multicultural Center Building

**Statement of Purpose:** *(What is the problem or opportunity being addressed? How will you address this problem or opportunity?)*

Despite efforts that have led to an increase in the total number of underrepresented racial and ethnic minority students present on campus, Western currently enrolls fewer racially and ethnically diverse students than other public universities in the State of Washington. Recent data from the OFM Dashboard (2013-14) shows that only 25% of students at Western are from underrepresented racial backgrounds (7% API, 7% Hispanic (Latino/Latina), 7% Multiracial, 2% Black/African-American, and less than 0.5% American Indian/Native Alaskan). These are the lowest percentages in the state of Washington, with other public universities ranging from 32% - 56% of students from underrepresented racial backgrounds.

The experiences of microaggressions, isolation, discouragement, unequal work, structural challenges, unclear administrative support, and potential lack of opportunities experienced by faculty in underrepresented groups have also been documented (Dozier, 2012, 2014). From faculty experiences, it seems reasonable to surmise that students and staff may be having similar experiences.

Various insufficiencies exist, that if developed would greatly improve campus equity and inclusion, increasing Western’s opportunities to dramatically impact the enrollment and retention necessary for ongoing sustainability in the next decades. For example, Western is known for Canadian and Border studies and serves the region in bringing this expertise. Yet, while living in the midst of coastal Salish nations, on land originally belonging to American Indians, and despite moderately strong connections with the Northwest Indian College, the campus lacks a tribal liaison that would deepen university-tribe relationships and advise a pathway to increasing American Indian student and curriculum presence on campus. Another example includes, the absence of a full time LGBTQ higher education professional guiding LGBTQ student programming and services. While WWU enjoys a relatively strong Campus Pride rating that strongly aids in attracting prospective lesbian, gay, bisexual and transgender students, Western will not achieve the best Campus Pride rating possible, thus negatively impacting admissions and retention.

Critical to Western’s ability to achieve its stated commitment to diversity, equity and inclusion is investments to increase centralized and identifiable support programs delineated to serve racial and ethnic minority students and to provide a more inclusive environment for various protected and underrepresented identities, including sexual orientation, sex, gender and gender expression, disability, religion and creed, veteran status, class background, national origin, including
undocumented students, international and non-English speaking, and age. This concept paper is introduced as a placeholder for the dialogue that is occurring and which will need to collectively engage students, staff and faculty in understanding the best means of fulfilling our mission of “bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.”

Broadly speaking, Western will need a multi-pronged and staged approach that will transform and modify the current ethos on campus to create a more multi-culturally inclusive, equitable and supportive environment. This approach will need to happen through targeted support at all stages of student life from recruitment and retention to graduation and beyond as alumni of this institution as well as addressing needs for social/co-curricular programming and community building, and place making and built environments. Equally important is an integration of curricular and co-curricular efforts for a welcoming and inclusive campus.

As the Education Advisory Board (2011) suggests, diversity and inclusion models “reflect three different organizational models: an identity-specific model, a programming and professional point-of-contact model, and a comprehensive-service model.” It is the vision and goal of Western Washington University to continue on a path to a comprehensive service model, and this placeholder is to continue the path towards that vision and goal.

Furthermore, we cannot wait for another biennium to begin this work. The opportunity is upon us to be engaged now in this critical conversation of how to intentionally integrate issues of diversity in our planning and practices institution-wide in order to effect change in our culture.

Here are some ideas to consider in the context of such a dialogue:

1) Development of the programmatic components for a multicultural center (examples)
   • Development of peer mentor programs to combat isolation. Pairings could be interest/major driven (EAB-Identity Specific Model)
   • Online Resource Center-collection of links, resources and opportunities related to diversity (EAB-Identity Specific Model)

2) Conduct environmental scans focused on discerning key campus areas that will enhance multiculturalism through art, marketing, naming, and/or design.

3) Examine policies and practices for barriers to success or built in exclusions

4) Specialized recruitment strategies
   a) More targeted efforts to attract Latina/Latino students to Western. Of high school graduates, this is the fastest growing minority population in the state.
      • Program development between Admissions and cultural center staff “to host prospective students of color for a weekend program” The study found that this weekend programming was the reason students decided to enroll in the university. (EAB-Comprehensive Service Model)
   b) Enhanced Admissions presence in Seattle, Tacoma, Vancouver (WA)
   c) Enhanced Admissions presence in Central and Eastern Washington
   d) Continue to recruit a diverse faculty and staff workforce
      • Create, promote and encourage a supportive and friendly environment that is welcoming to all; improve onboarding program to build that foundation (EAB-Comprehensive Service Model)

5) Support for undocumented and other foreign born students
a) Increased staffing to provide DACA and 1079 documentation support
b) Training for staff and key faculty regarding the needs of undocumented and foreign-born students.

6) Specialized retention programs for historically marginalized students
7) Development and implementation of curricular and co-curricular experiences focused on multicultural, equity and inclusion topics campus-wide
   a) Provide resources and seed funding to support education and research on issues of diversity, race, sex, gender, sexuality, justice, and power
   b) Create a learning environment -- with a wide array of pedagogical and research resources -- in which students from all backgrounds can thrive in their chosen fields of study
   c) Expand support and resources for faculty and staff retention, research, and curricular development on race, ethnicity, immigration, gender, and sexuality, and other identity studies
   d) Add a GUR theme requirement for difference/power/discrimination based curriculum (c.f. http://oregonstate.edu/dept/dpd/)
   e) Prepare and implement the *Since Time Immemorial* curriculum/co-curriculum given state passage and mandate
   f) Add experiences focused on shared diverse identities, while recognizing the multiple identities the students, staff and faculty carry
   g) Include curricular/co-curricular experiences for aspiring social justice ally development, e.g. men, white, heterosexual, cisgender, able-bodied, non-veteran etc.

8) Campus community development and education
   a) Participate in workshops and critical conversations through the Campus Equity and Inclusion Forums, and other diversity and inclusion professional development workshops sponsored by divisions/units (i.e., SOS diversity and inclusion professional development workshops), departments or groups on campus
   b) “Faculty and staff from across campus form a diversity action council (could be the Taskforce which is already formulated and represents faculty and staff across campus along with divisions, programs, etc.)…that provides resources and consultation to faculty who want to develop inclusion…offers workshops on how to hold class discussions on controversial subjects and how to make syllabi more inclusive with regards to discussion and readings.” (EAB - Comprehensive Service Model p.10)

**Funding** (personnel infrastructure)
Funding now could begin to build the personnel infrastructure needed to create a more inclusive and diverse campus culture. These positions will need to be shaped with input from students and with funding flexible as the input is gathered. Staffing requests might include a leadership role for a Multicultural Center and additional Center support staff (program management and administrative support, a Graduate student, student employees), a dedicated position in Student Outreach Services to support undocumented students, an Admissions Counselor position to focus on multicultural recruitment, along with programmatic funds.

**Vision**
The Multicultural Center seeks to develop, recruit, retain, support, and sustain our community of diverse scholars, students, and staff who can fully engage and participate in teaching, research, and service. The center will provide tools, resources, and space to establish a learning
environment in which students from all backgrounds can thrive in their chosen fields of study. We aim to provide scholarly resources to support education and research on issues of diversity, social justice, power, and privilege.

The Objectives of the Center for Multicultural Center are to:

- Promote and support efforts to incorporate multicultural perspectives across the curriculum
- Act as a resource for multicultural scholarship and pedagogy for faculty, students and staff/administrators;
- Articulate the nature of Equity, Inclusion and Diversity
- Document its importance for campus community
- Maintain a communication network for the exchange of scholarly and pedagogical information on multicultural/ethnic study among faculty and administrators in undergraduate and graduate education;
- Enhance research and teaching in multicultural studies by promoting the development of Multicultural/social justice theory, methodology, and curricular design;
- Provide facilities and support for multicultural courses;
- Encourage students and faculty to engage in multicultural study including those that focus on how diverse communities build sustaining cultures that model alternatives to prejudice and how individuals create and maintain authority and integrity in atmospheres of discrimination;
- Support, promote, and maintain the Ethnic Student organizations, Resource Outreach Programs, Minority Employees Council, LGBT Advocacy Council, ESC, American Cultural studies, Women, Gender & Sexuality studies, Education and Social Justice, and so forth, and thereby support students’ efforts to promote justice on our campus, in society at large, and in their personal lives.

Anticipated Outcome(s):

One outcome could be staffing for and development of a Multicultural Center to create a means for the campus to increase the level of support and the visibility of that support for underrepresented racial/ethnic minority students and other marginalized groups. Staff could provide some centralized services as well as offer many of the programs and services needed to enhance the ethno-cultural place-making and campus/community engagement for historically underserved and marginalized groups.

In particular, this initiative could lead to the following results:

1. A visible and easily accessible location to staff for services and place making for underrepresented students.
2. Centralization of services that support (not replace) recruitment efforts focused on racial and ethnic minority students (staff housed here also focus on scholarships, mentorship programs and minority recruitment programs-EAB- Comprehensive Service Model)
3. Centralization of services for undocumented students, including DACA and 1079, as well as other support needs of foreign born WWU students
4. Embedding of support services that complement and build upon the activities and club-based structure of the current Ethnic Student Center
5. Engaging the students and broader campus community in events and initiatives designed to increase dialogue, awareness, and engagement within and across various groups to build
community, enhance underrepresented students’ sense of belonging, and support the leadership growth and development of underrepresented students.

6. Educational resource center where supplies and used textbooks are donated and then shared with students in need which would lighten the financial load for students.

7. Leadership ambassador retreats as developed in the Sample Programs for Comprehensive Service model, which is open to all university students and “consists of a weekend off campus to explore cultural identity, share experiences, and discuss leadership in the context of a multi-cultural society.” (p 9)

8. Equity, Inclusion and Diversity activities and programming hub for students, faculty and staff (i.e., centralized support center for Minority Employment Council, ACE Women’s Leadership Network, Faculty Social Justice Committee, President’s Equity, Inclusion, Diversity Task Force, LGBT Advocacy Council, Equity and Inclusion Forum, etc.)

9. Equity, Inclusion and Diversity Research and Assessment Unit: collect and create databases to systematically and effectively assess progress to achieve equity, inclusion and diversity goals.
   a) Recruitment, employment, retention and promotion rates of marginalized faculty and administrators.
   b) Recruitment, employment, retention of marginalized students as contracted with overall rates.
   c) Identify disciplines where under-representation of faculty, staff, students exists.
   d) Review faculty and professional staff recruitment summaries monthly, and report disparaging patterns to the appropriate hiring authorities.

Potential Possibilities for Structuring
All faculty, staff, students, and administrators from all disciplines are encouraged to become members of the Center. The Center operates under the shared governance of the Divisions of Academic Affairs and Enrollment and Support Services or reporting to a Diversity officer who reports directly to the President or the Provost. There will be a Co-Director who will be a faculty member, and will be the co-chief operating officer, and who will report to the Vice President of Academic Affairs, and Social Justice Equity Committee. This committee is a standing of Faculty Senate and will have representation from Academic Affairs. The Director of the Multicultural Center, who will be a professional staff member, will be the Co-Director and will report to the Vice President for Enrollment & Support Services and the President’s Task Force Equity Inclusion and Diversity. The Co-Director (faculty) and Co-Director (ESS staff) of the Center will work with the President’s Taskforce or other appropriate committees and perform the following responsibilities:

- Collaborate on the Center’s vision for promoting the value of diversity campus wide
- Promotion of the integration of curricular and co-curricular activities in the area of social justice, equity and diversity
- Jointly manage the budgetary process for the Center
- Develop long-term plans for the Center
- Share responsibility for oversight of the Center
- Work together to disseminate information, initiatives, and strategic goals about the Multicultural Center across the appropriate channels
The Co-Director (faculty) of the Center will take the lead in the following:

- Promotion of social justice, equity, inclusion and diversity curriculum development and academic programs
- Management of the budget and support for Equity, inclusion and diversity courses
- Promotion and development of social justice theory and methodology
- Development and maintenance of a communication network for the exchange of scholarly and pedagogical information on multicultural study among faculty and administrators in undergraduate and graduate education
- Overseeing and principle investigator for equity, inclusion and diversity research and assessment

Working with the members of the Center for Multicultural Learning and Engagement, the Co-Director (ESS staff) will take the lead in the following:

- The day-to-day operations of the Center
- Developing and implementing co-curricular activities that support multicultural/ethnic studies (the broad range of equity, diversity and inclusion studies/social justice studies)
- Promoting the integration of curricular and co-curricular activities in the area of multicultural/ethnic studies (the broad range of equity, diversity and inclusion studies/social justice studies)

This structure allows for there to be a focus on an ethos shift for the campus away from silo mentality and efforts and more towards integrated pedagogy (i.e. curricular/co-curricular).

**Metrics:** *(How will outcomes be measured?)*

1) Improved ratings on campus climate surveys of underrepresented students
2) Improved recruitment and retention rates for historically marginalized and underrepresented students
3) Enhanced awareness and increased commitment to support multiculturalism and diversity by all students (majority and minority students)
4) Increased enrollment and a more positive experience for underrepresented students (possibly focus on STEM programming enrollment increases)

**How does this project support the University Mission and Strategic Objectives?**

This initiative is central to Western’s mission and strategic objectives. In particular, the impact of this initiative will certainly support the mission of “bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university…”.

In addition, this initiative will support numerous strategic objectives:

**Build upon Western's strengths to address critical needs in the State of Washington.**

This initiative will play a central role in Western’s efforts to more fully support the increasingly diverse population of the State of Washington.
Expand student access to rigorous and engaging baccalaureate and graduate education. This initiative increases the access to diverse student populations by supporting the recruitment, retention, and success of historically marginalized and underserved students.

Serve as a model for institutional effectiveness, innovation, diversity, and sustainability. At this point, Western is lagging behind all public universities in the State of Washington in terms of recruiting students from historically marginalized and underrepresented racial and ethnic backgrounds. If we are going to “serve as a model of institutional diversity” then we need to invest in that objective. This initiative will provide that opportunity to build our effectiveness and innovate in our approach to serving our students.

What are the consequences of not funding this package? Western will continue to lag behind all state public universities, and will be challenged to defend its position as a state (or national) leader for public higher education if we are not able to serve our increasingly diverse student population.

What alternatives were explored and why was this alternative chosen?

Which units (departments, colleges, etc.) will be involved? This initiative will require a university-wide effort.

List any external advocates.

Equipment: (For major (> $25k) purchases, please provide the following information.)

Purpose:
Cost:
Operating & Maintenance Costs:
Anticipated Useful Life:
Replacement Cost if any:

Space Requirements:

How much new space will be required? 15,000 – 20,000 square feet

Is appropriate space available on campus? No

If no, what space is needed and what features must the space have (e.g., fume hoods, plumbing, 3-phase power, etc.)?
Some References informing the Input

Appendices

APPENDIX A:

Definitions
The Task Force recognizes that the definitions of evidence-based, equity, inclusion, and diversity are in the public domain and have multiple meanings and are contextually nuanced. The intent here is to offer readers an understanding of how we are using these terms in this document.

- **Equity** is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have systematically prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that furthering diversity requires systematic efforts to remediate structural and historical inequalities experienced by certain groups, including, but not limited to groups offered protection by federal or state civil rights laws. This does not imply that everyone is treated the same, since, both individually and as a result of their social group identities, they are not (see diversity below). Rather, it means creating the conditions by which all individuals are provided what they need to be successful, active members of the university community.

- **Inclusion** is a state of being in which all members of the university community feels genuinely invited, engaged, valued, respected, supported and empowered. Inclusion occurs when the learning and work environment ensures that appropriate conditions are in place for all people to achieve their full potential. Inclusion requires diligence in ensuring that systems of privilege that enable marginalization and oppression are identified and replaced so that the university’s culture, practices, policies and relationships reflect the conditions required to support a diverse workforce and student body.

- **Diversity** acknowledges all the ways in which people differ, and it encompasses all the characteristics that differentiate one individual or group from another. We conceptualize diversity broadly. It is extensive in scope and appreciates everyone and every group as part of our human diversity that should be valued. While diversity efforts require respect for all individuals, they also recognize that certain social groups have historically and contemporarily been disenfranchised while people from other social groups have been privileged. Toward that end, diversity initiatives should have a strong focus on addressing issues of privilege and marginalization within unequal relations of power, based on social group membership.

- **Evidence** is conceived broadly and includes a variety of forms of information including formal and informal collection of the experiences, perceptions, and views of faculty, staff, students, and communities in addition to relevant research and program evaluations from internal and external sources such as other institutions and organizations.
Appendix B

Educational Advisory Board: Developing a Center for Diversity and Inclusion

Excerpt: Page 10. EAB Comprehensive Service Model
(http://www.etsu.edu/125/taskforces/Student_Life_Services/documents/Developing-a-Center-for-Diversity-and-Inclusion.pdf)

Pages 8-10

Page 8:
## Comprehensive Service Model

**University G, University F, University A, University H, University C and University B** maintain comprehensive and multi-layered diversity and inclusion centers. Staff oversee a multicultural student center, strategic planning initiatives, discrimination response, and curricular development.

<table>
<thead>
<tr>
<th><strong>Comprehensive Service Model Structure</strong></th>
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<tbody>
<tr>
<td><strong>Director</strong></td>
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<tr>
<td>Often a deputy director of student affairs, the director oversees the activities of the diversity center and reports to the vice president for student affairs or chief diversity officer. At University B, an assistant vice president, associate provost, and assistant provost act as the central administrators for diversity services. Directors take an active role in the institution’s strategic planning process and serve on a variety of executive committees.</td>
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<tr>
<td><strong>Associate Director</strong></td>
</tr>
<tr>
<td>Staff in this position oversee the office’s budget, human resources, and building management, as well as a mentoring program. Associate directors manage assistant directors and reach out to faculty for multicultural curriculum development efforts.</td>
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<tr>
<td><strong>Assistant Directors</strong></td>
</tr>
<tr>
<td>Comprehensive service offices typically employ one to two assistant directors. At University G, one assistant director oversees student programming while a second focuses on program assessments and serves as a liaison to the admissions office.</td>
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<tr>
<td><strong>Program Assistants</strong></td>
</tr>
<tr>
<td>Assistants organize specific events and programs, such as end of the year celebrations, and support administrative functions, such as managing the director's calendar. At University B, coordinators are responsible for scholarships, mentoring programs, and minority recruitment programs. At University F, program coordinators oversee the office’s mentorship program, marketing, recruitment, student interns, and intra-office programs.</td>
</tr>
<tr>
<td><strong>Administrative Personnel</strong></td>
</tr>
<tr>
<td>Offices employ one or more administrative staff who manage student workers, edit assessment reports, file documents, manage calendars, and develop marketing materials.</td>
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Sample Goals

- Assist the institution with its efforts to recruit and retain minority and female faculty, students, and staff at all levels.
- Create, promote and encourage a supportive and friendly environment that is welcoming and attractive to people of all races, ethnicities, nationalities, religions, gender identities, sexual orientations, and disabilities.
- Develop and strengthen alliances with the external community to support diversity inside and outside of the institution.
- Regularly monitor and assess the institution’s diversity efforts for effectiveness, identify new and better “best practices,” and publish reports for dissemination.

University A organizes goals into three pillars:
1. **Diversity of People**: Promote a sense of community, nationality, and acceptance of differences in ethnicity, religion, economic status, and viewpoints.
2. **Curricular Infusion**: Work with academic units to develop multicultural content for classes and organize diversity workshops for faculty.
3. **Campus Climate**: Partner with the vice president for student affairs to enhance all students’ satisfaction, not only the satisfaction of students of color. Fund campus committees for multicultural programs.

Sample Programs and Resources

**Mentorship program**: Initiated as part of a retention program for students of color, this program matches incoming first-years and transfer students with student, faculty, and staff mentors who serve as coaches, role models, advisors, guides, and referral agents. Students who participate in the program have higher graduation rates than their non-mentored counterparts at University H.

**Book-share**: Diversity offices collect used textbook donations and supply these to students of need.

**Cultural and social trips**: Examples of student trips organized by staff are day trips to the national civil rights museum, local historical sites, and sporting events. University F’s diversity office organizes a fall leadership ambassador retreat, open to all Tulane students, that consists of a weekend off campus to explore cultural identity, share experiences, and discuss leadership in the context of a multicultural society.

**Bias response team**: A volunteer team of director- or assistant director-level administrators, serving two or three year terms, assesses campus climate by identifying points of controversy or tension on campus, planning educational events and programming to mitigate potential bias incidents, and referring threats to campus police and other units. The team works personally with students who may be the victims of a bias incident. Team members complete a five-part training on diversity before serving.
Appendix C

**Student Advisory Board:** At University G, a group of 15 graduate and undergraduate students meets with the director of multicultural student affairs every Tuesday night over dinner to review the office’s programs and activities. The board has three goals: (1) keep the director informed of issues affecting student of color communities, (2) provide the director with feedback and help the director brainstorm ideas, and (3) continue to build community among various groups. Students apply for one-year terms on the board, and the director tries to pick the most racially, academically, politically, and economically diverse group possible. The board also has the opportunity to meet with campus leaders such as the vice president for campus and student life and the deputy provost for research and minority issues.

**Student Allocation Board:** University G also maintains a board of undergraduate students that meets every two weeks throughout the semester to delegate funding to student groups for multicultural programming. The group disburses a budget of $15,000 to 20,000 each year and consists of an officer, typically the treasurer, from each of the 11 multicultural student groups on campus. Any group on campus can apply for allocation board funding as long as the program relates to diversity and to communities the office serves. Although student affairs staff review most applications prior to approval, the board has final decision over funding.

**Enrollment Management:** University H admissions staff forward names of incoming students they believe would benefit from the institution’s precollege summer bridge program to the center for diversity and inclusion. The program has a history of increasing retention and graduation rates. At University I, admissions staff ask diversity office student workers to host prospective students of color for a weekend program. Contacts state that many matriculated students cite the weekend program as the reason they decided to enroll at the institution. Many diversity offices coordinate with enrollment management to develop orientation programs to welcome students of color to campus.

**Institutional Research:** Diversity centers supply qualitative reviews and other assessment data to institutional research offices, which provide statistics on graduation rates and demographics of the wider campus. Institutional research offices can also be leveraged to assist with surveys of various ethnic groups on campus.

**Provost’s office:** Faculty and staff from across campus form a diversity action council at University C that provides resources and consultation to faculty who want to develop inclusion- and diversity-related content for their classes. The council offers workshops on how to hold class discussions on controversial subjects and how to make syllabi more inclusive with regards to discussion and readings.
STUDENT (4 students of color, 2 queer students of color, 4 white queer students, and 2 student EID Taskforce members) INPUT ON ORIGINAL VERSION OVERALL:

- Multicultural Center **Building**
  - Students do not want to see the Multicultural Center relegated to one office or floor, it is important that it is identified as a building in official documents
- Change of “Hispanic” to Latina/o
- Addition of full and expansive list of identities
- Accountability by administration for the sustainability of the space and its resources
  - Students do not want the staff or resources of the Multicultural Center Building to be the first to be cut during budget cuts
- Clarification and expansion as to how the Multicultural Center Building will serve students
  - In addition to recruitment and retention, how will students benefit from this space?
  - No reference to programs/services (e.g. already existing or different or ?)