Response to Campus Climate Study Recommendations

and

Campus Climate for Diversity, Equity, and Inclusion Tactical Action Community

(CCDEI TAC)

Final Report

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The WMU Diversity and Multiculturalism Action Plan (DMAP)

The DMAP functions as the strategic guide for diversity and inclusion at Western Michigan University. Although the DMAP was instituted prior to the first, formal University Strategic Plan (USP) and its initial implementation period (2012 – 2015), the DMAP aligns under goal number four of the current USP to “Ensure a diverse, inclusive, and healthy community.” Goal number four of the USP, in conjunction with the DMAP, supports, and is foundational to, every aspect of the University. A diverse, inclusive, and healthy community is integral to all work that is conducted by the University and is essential to its current and future success as a premier institution of higher learning.

In 2004, then WMU President, Dr. Judith Bailey, charged Dr. Martha Warfield with leading a council to develop the DMAP. Dr. Warfield engaged over 75 WMU community members in developing the DMAP, which was adopted by the WMU Board of Trustees in 2006. During subsequent years, the work of the DMAP was carried out by the Committee to Develop Leadership in Diversity, Social Justice, and Inclusion (LDSI) to build capacity through many efforts, including a large group of WMU employees who attended Eliminating Racism and Claiming/Celebrating Equality (ERAC/CE) trainings.

The DMAP was developed around six goals, with action items focused toward goal progress.

1. To develop and maintain a shared and inclusive understanding of diversity, multiculturalism, institutional bias, and affirmative action through training and education at every level of the institution.
2. To recommend an institutional infrastructure that dismantles institutional bias and recognizes, supports, and sustains the efforts of this diversity and multiculturalism initiative at all levels of the institution.
3. To create a welcoming and inclusive university environment (climate) that includes ongoing training, curriculum reform, and research incentives.
4. To recruit, retain, and graduate a diverse student body and promote a diverse workforce at all levels.
5. To enhance curricular, co-curricular, research, service, artistic, and study abroad activities as a means to fully engage the university community in an affirming diverse and multicultural learning environment.
6. To develop and maintain consistent accountability measures in order to accurately assess progress toward institutionalizing diversity and multiculturalism at all levels.

Planning for the Campus Climate Study was formalized within the DMAP, which states: “the development and implementation of a campus climate survey that includes diversity” to provide data “regarding policies and procedures related to diversity and multicultural needs at WMU…[that] will be useful in ongoing University-wide planning.”
Two participants from the Academic Leadership Academy and two participants from the Everyone Counts Diversity Learning Communities joined efforts to work toward implementation of a campus climate study, as listed in the DMAP, as projects in their professional development groups. After researching available tools, the decision was made to develop a tool to ask the necessary questions pertinent to the WMU campus.

During summer and late fall 2010, a large diverse group (52 invitees) of campus stakeholders developed research and survey questions. This group included faculty, staff, and students from various backgrounds. In November 2010, faculty, staff, and students reviewed the survey items in an electronic format, and provided feedback about the feasibility of the items on the survey instrument. In December 2010, the group of reviewers was invited to attend a face-to-face session to provide additional feedback. The feedback was overwhelmingly positive.

In early February 2011, with current WMU President Dr. John Dunn’s approval, a small group from the Campus Climate Survey Committee met with seven experts in the field from the University of Michigan to continue the evaluation of the development of the survey instrument and the data collection plan. Again, the feedback was overwhelmingly positive. In May 2011, the Committee consulted with President Dunn to provide an update, receive direction, and seek approval to pursue hiring an external consultant to assist in finalizing and implementing the survey. Proposals were solicited from potential external consultants who would be hired to assist with finalizing the tool, developing plans for survey roll out, promoting campus-wide survey awareness, gathering and analyzing data, and reporting outcomes.

In February of 2012, Dr. Roger L. Worthington visited campus to meet with President Dunn, Provost Dr. Timothy Greene, and the WMU Campus Climate Steering Committee chaired by Vice President for Diversity and Inclusion, Dr. Martha Warfield. At the conclusion of that meeting, there was agreement to move forward to establish a contract with Dr. Worthington to serve as an external consultant to carry out the next steps of the campus climate research. By June, Dr. Worthington was working with the steering committee to prepare for data collection in the fall of 2012.

Dr. Worthington reviewed the research questions and survey tool developed by our campus community and found them to be inclusive and comprehensive. He provided positive feedback on the way in which the tool was developed. Dr. Worthington also offered suggestions on modifying questions and regularly met with the steering committee to assure we were on track to meet our goals. In addition, Dr. Worthington explained the need for focus groups in addition to the survey.

Engaging an external consultant was essential, and required sustained interaction to articulate the purpose and value of a campus climate study, and particularly the value of having a person not associated with the university responsible for managing and analyzing the data. This made it possible to assure members of the campus community that there would be another layer of confidentiality and literally bought WMU additional authority on issues of study design,
approaches to data collection and dissemination of findings. Importantly though, WMU worked with Dr. Worthington to implement a process uniquely focused on Western Michigan University, with a measure developed by and for the campus community, and with multiple points for broad input into understanding and responding to the results.

**Implementation**

Notifying the campus community of the forthcoming survey and focus groups was comprehensive and inclusive to assure that anyone interested in participating had an opportunity to share her/his perceptions. In addition to messaging through emails, news releases, and flyers, committee members attended more than 15 department or student group meetings where information about the forthcoming study was shared. Flyers were also distributed to students on campus via tabling and chalking the sidewalks to assure that students were informed. Discussions took place to determine which employee groups would best receive the survey via email and which preferred paper copies.

Survey data collection began on September 25, 2012 and continued through October 20, 2012 (with some paper surveys returned beyond that timeframe). The response rate for the WMU Campus Climate Study was nearly double the typical response rate for a survey of this kind. The overall response rate for the survey was 19.9% with a total of 5,615 useable surveys. Qualitative focus group interviews took place in January, 2013. There were 81 focus group participants representing a broad cross-section of campus.

**Core Findings**

The core findings from the Campus Climate Study are listed in the full report and the executive summary. That information is being repeated here.

1. Students, faculty staff and administrators tend to view the climate for diversity at WMU more positively than negatively.

2. Students in particular tend to have the most positive views of the climate for diversity and equity.

3. Some participants view the campus as making progress in some important areas of diversity and inclusion, and demonstrating a commitment to the work of continuous improvement related to diversity and inclusion.

4. Some of the strongest predictors of campus climate indices reflect positively on the ways WMU is promoting the diversity mission on campus (e.g., Race Talk Comfort, Personal Diversity Engagement, Zero Tolerance Climate, Diversity Engagement Climate). These predictors of climate can help to serve as the foundation for efforts to improve campus climate at WMU.

5. The DMAP was identified in focus group discussions as a preexisting roadmap for advancing diversity, equity and inclusion at WMU that can be reaffirmed and implemented as one immediate step toward improving the climate at WMU.
6. Focus group discussions revealed that there are large numbers of campus stakeholders among students, faculty, staff, and administrators who are deeply invested in the success of WMU to advance the mission of diversity, equity and inclusion—who are committed to helping the campus take advantage of the findings from the comprehensive campus climate study through immediate and decisive action.

**Recommendations**

The recommendations from the campus climate study are provided in the full report and the executive summary. They are repeated below.

1. Develop a plan for the public distribution of findings from the WMU Campus Climate Study. Convene meetings of different types and sizes for a variety of different audiences, from town hall meetings to staff workshops to faculty meeting presentations to small group student dialogue sessions. Promote the positive aspects of the findings while at the same time openly addressing the areas that need improvement. Continue this process for 6-12 months with regular updates for the campus community about actions taken to enhance the climate at WMU.

2. Identify immediate, short-term, and long-term actions that will begin to shape and address the most salient findings of the WMU Campus Climate Study. Convene and charge a task force to develop an accountability plan for addressing the short-term and long-term actions, as well as developing any additional action steps needed along the way. Emphasize issues of equity climate in these efforts; attend particularly to reducing fears of reporting inequity.

3. Reaffirm the DMAP as the WMU diversity and multiculturalism action plan. Take steps to advance the work of diversity and multiculturalism at WMU as described in the DMAP. Identify specific actions included in the DMAP that have been achieved. Identify several specific actions from the DMAP that are yet to be completed, and initiate steps to achieve them among the immediate and short-term actions identified as part of Recommendation #2. Make appropriate updates and revisions to the DMAP on the basis of actions that have been achieved and those that are yet to be accomplished. Allocate adequate human, fiscal and physical resources.

4. Work with senior campus leaders to develop division-level and unit-level plans to promote and advance positive morale and civility among employees as a means of increasing the general campus climate. Provide campus-wide trainings at all levels (including senior leadership) for promoting a positive working and learning environment that discourages discrimination, harassment, bullying, intimidation and incivility through educational workshops. Increase accountability of campus leaders for implementing or enforcing zero tolerance for discrimination, harassment, bullying, intimidation and incivility.
5. Identify and enhance existing multicultural programs and/or develop new programs that serve to advance the multicultural competencies encompassed within the prominent predictor variables from the WMU Campus Climate Study (e.g., Race Talk Comfort, Personal Diversity Engagement, Social/Academic Engagement, Zero Tolerance Climate, Diversity Engagement Climate). For example, an intergroup dialogue program or a difficult dialogues program would have the capacity to facilitate interactions across differences in ways that serve to decrease problematic behaviors (including intentional and unintentional discrimination) and increase positive awareness, attitudes, knowledge and culturally competent behaviors and skills.

Dissemination of Campus Climate Study Results

With the successful completion of the campus climate study, the steering committee intentionally and inclusively disseminated results across campus. The report informed the campus community and provided data that demonstrates areas of success and areas for improvement. Some of the ways in which the campus climate study steering committee accomplished this was to broadly notify the campus community, through emails, news releases, and flyers, that the report was available on the Office of Diversity and Inclusion’s website. In addition, committee members met with over twenty groups during their department, team, leadership meetings, or registered student organization meetings, to offer an overview of the results and to invite them to attend a town hall meeting where Dr. Worthington would provide more information about the results. Three town hall meetings took place in October 2013. In addition to learning about the results, attendees were asked to participate in responding to the recommendations by joining a tactical action community and/or project action team.

Development of the Campus Climate for Diversity, Equity, and Inclusion Tactical Action Community (CCDEI TAC)

At this point, the Climate Study Steering Committee had completed its role to develop, implement, and disseminate results of the study. In order to effectively respond to the campus climate study recommendations, in accordance with the University Strategic Planning structure, a Campus Climate for Diversity, Equity, and Inclusion Tactical Action Community (CCDEI TAC) was formed. The charter for this structure assured adherence to the University Strategic Plan, the DMAP, and the recommendations in the campus climate study. With the inclusion of this community into the strategic planning structure, institutional support structures were available for implementing systematic, transformational, diversity-focused change initiatives. The result was a membership of approximately 65 interested people from various units, backgrounds, affiliations, and demographics across campus. The CCDEI TAC assured that membership included graduate and undergraduate students, and diverse representatives from various employee groups.

The CCDEI TAC charter had a mission to implement the recommendations of the 2012-2013 Campus Climate Study, assuring alignment with the DMAP and the University Strategic Plan, and promote university-wide transformational change in regard to diversity, equity, and inclusion. Performance indicators were as follows: Form Project Action Teams (PATs) to
address Campus Climate Study recommendations; Stimulate and create synergy and infuse ownership and responsibility for diversity work throughout campus community; Present funding opportunities for strategic change initiatives to campus community; Conduct one year assessment of campus climate progress with Dr. Roger L. Worthington (campus climate consultant); Revisit, revise, and reaffirm Diversity and Multiculturalism Action Plan; and Begin initial plan development to launch the next campus climate study. Progress toward each of these indicators has been made with the exception of initial planning for the development to launch the next climate study.

The CCDEI TAC membership discussed areas of the campus climate recommendations that needed to be addressed first. Once determined, seven Project Action Teams were developed. Consistent with other tactical action communities at the university, these project action teams were charged with carrying out the work of the CCDEI TAC.

Examples of work by a few of the project action teams (PAT) are as follows:

The Campus-wide Equity and Civility Project Action Team created a civility and anti-bullying policy, as well as, a corresponding procedure for violations to the policy.

The Universal Information Technology Access Project Action Team created a tool and conducted an evaluation of accessibility of campus computer labs. A report including recommendations will be provided to lab managers and University leadership for corrective action. In addition, this PAT sought funding from Institutions Effectiveness so that a member of the Office of Information Technology staff could attend the Association for Higher Education and Disability (AHEAD) Taking the Lead conference with the Director of Disability Services for Students. The information learned is already having an impact on the work in the Office of Information Technology. Arnold Taylor, Office of Information Technology, reported the information he learned from the conference regarding adaptive technology access to the PAT members, as well as, informing information technology staff at WMU. Jayne Fraley-Burgett, Disability Services for Students, reported the information she learned from the conference regarding disability management to the PAT members, as well as, informing Dr. Warfield and Disability Services staff members.

The Diversity and Multicultural Action Plan 2.0 Project Action Team is working to update the Diversity and Multiculturalism Action Plan by having two representatives go to all units/departments on campus and conduct an interview.

The Multicultural Mindedness PAT identified the importance of infusing multicultural education throughout the curriculum and partnered with the First Year Experience Office to develop presentations on systemic oppression and privilege in all FYE course sections beginning fall 2015.

In order for each of these project action teams to be successful, their membership needed to consider if the PAT was appropriately represented across the necessary areas of campus and included a diverse group of people. If there were missing representatives, the PATs sought additional support through various means.
In addition to the seven project action teams, the CCDEI TAC leadership wanted another avenue to support transformational change initiatives on campus. The CCDEI TAC was awarded funds from the W.K. Kellogg Foundation under a Racial Healing Planning Grant. The 2012-2013 campus climate study was purposefully aimed at understanding the university-wide climate so individual people in units/departments could not be identified through their responses. This was intentional so that respondents were assured anonymity. However, many units/departments wanted more information about their own climate. They wanted to learn their particular areas of challenge and strength related to the climate for diversity and inclusion.

To address this need, the CCDEI TAC offered a request for proposals for Diversity, Equity, and Inclusion Assessment Grants. Eight grants were awarded in the amount of $21,984 from the W.K. Kellogg Foundation’s Racial Healing Grant. Examples of the funded projects include:

- Assessing minority and international student enrollment in Lee Honors College.
- Assessing the multicultural and inclusive climate of the College of Fine Arts.
- A disability climate survey assessing students, faculty and staff perceptions regarding access on campus. In this grant, a survey tool was developed and implemented to assess perceptions of the disability climate at WMU. There were 273 registered with Disability Services for Students completed the survey during the 2014-15 academic year. A survey tool was also developed and implemented for faculty/instructors at WMU. There were 376 faculty members/instructors who provided perceptions on accommodating students with disabilities during the 2014-15 academic year.
- Assessment of how ethnic minority English language learning students experience English 1050, a writing course designed for students to work closely with the instructor to develop a sense of language as a means of shaping and ordering their experience and ideas; and to develop imagination, thought, organization, and clarity in their written work.

The CCDEI TAC also offered a request for proposals for Diversity Change Initiative Grants: Implementation of Assessment Recommendations. The Diversity, Equity, and Inclusion Implementation Grant request for proposals elicited ten submissions in July 2014. Five grants were awarded in the amount of $72,982. A second call for Diversity, Equity and Inclusion Implementation Proposals was issued, yielding five additional submissions. Four grants were awarded for in the amount of $57,736. In total, nine Diversity, Equity and Inclusion Implementation Grants were funded in the amount of $130,718 in order to create systemic change and broaden commitment and ownership of diversity initiatives.

Response to Campus Climate Study Recommendations

Recommendation number one states the following:
Develop a plan for the public distribution of findings from the WMU Campus Climate Study. Convene meetings of different types and sizes for a variety of different audiences, from town hall meetings to staff workshops to faculty meeting presentations to small group student dialogue sessions. Promote the positive aspects of the findings while at the same time openly addressing the areas that need improvement. Continue this process for 6-12 months with regular updates for the campus community about actions taken to enhance the climate at WMU.

Information about the response to the first recommendation was described above under dissemination of campus climate study results.

Recommendation number two states the following:

Identify immediate, short-term, and long-term actions that will begin to shape and address the most salient findings of the WMU Campus Climate Study. Convene and charge a task force to develop an accountability plan for addressing the short-term and long-term actions, as well as developing any additional action steps needed along the way. Emphasize issues of equity climate in these efforts; attend particularly to reducing fears of reporting inequity.

This recommendation was addressed through the development of the CCDEI TAC membership who reviewed the campus climate study results and recommendations using the University Strategic Plan and the DMAP as a guide to determine how to respond, and which project action teams (PATs) were necessary to accomplish the goals. The PAT titles that emerged were:

- The Campus-wide Equity and Civility Initiative Project Action Team (CECI PAT);
- The Center for Faith, Beliefs, and Ethics Project Action Team (CFBE PAT);
- The Diversity and Multiculturalism Action Plan 2.0 Project Action Team (DMAP 2.0 PAT);
- Improving Campus Access Project Action Team;
- Multicultural Mindedness Undergraduate Education Project Action Team;
- Recruitment and Retention for Graduate Students Project Action Team;
- The Universal Information Technology Access Project Action Team (Universal IT Access PAT).

In addition, this recommendation was addressed through the W.K. Kellogg Racial Healing Planning grant support of the CCDEI TAC-sponsored assessment and implementation grants.
Assessment grant titles include:

- Assessing Minority and International Student Enrollment in Lee Honors College;
- College of Aviation;
- College of Fine Arts;
- Disability Services for Students: Disability Climate Survey;
- English 1050;
- Interior Design Undergraduate Program;
- School of Interdisciplinary Health Programs Diversity, Equity, and Inclusion Assessment Grant;
- Sindecuse Health Center.

Implementation grant titles include:

- Promoting Inclusion for International Graduate Students;
- Addressing Perceived Needs Related to Faculty Teaching and Advising;
- Advocacy for the Reinstatement of the Africana Studies Program;
- Promoting Change in Attitudes: Inclusion, Access and Welcome for Students with Disabilities Project;
- Sindecuse Health Center;
- Behavior Analysis in Urban Education: A Project-Based Approach to Minority Student Recruitment and Retention;
- School of Interdisciplinary Health Programs Diversity, Equity, and Inclusion Implementation Grant;
- Expansion of the Bronco Study Zone;
- Systemic Transformational Change Toward Increased Transgender-Inclusion;
• English Department, Writing Center and Alpha Program Implementation Grant.

In particular, the Campus-wide Equity and Civility Project Action Team created a civility and anti-bullying policy, and continues work on corresponding procedure for violations to the policy and the process for implementing the policy in the university.

The DMAP also addresses curriculum, which falls under this climate study recommendation and was addressed by the W.K. Kellogg subrecipient grants and the Multicultural Mindedness PAT.

A team worked together using a W.K. Kellogg subrecipient Assessment Grant to focus on English 1050 Thought and Writing to study how ethnic minority English language learner students experience this course in an effort to make the course more accessible and better prepare students to engage in a global economy, provide a more welcoming environment, and develop an innovate, more effective curriculum for the students and instructors.

The English Department, Writing Center, and the Alpha Program worked together with the assistance of another W.K. Kellogg Implementation subrecipient grant to change the WMU understanding of plagiarism and of why students plagiarize, which culminated in educational workshops about plagiarism and writing instruction targeted for students and for instructors, staff members, and administrators.

External to the work of the CCDEI TAC, the Student Preferred Name policy was initiated in response to this goal and the results of the campus climate study indicating a need for improvements related to a welcoming environment for people who are transgender. The systemic transformational change toward increased transgender inclusion W.K. Kellogg subrecipient grant provided capacity for this effort. The subrecipient grant also supported Gender Identity Academic Integration through professional development opportunities to instructors to support transgender inclusion in the classroom.

Outside of the work of the CCDEI TAC, Title IX Awareness and Violence Prevention, Unlawful Harassment Prevention and Bullying Prevention online training programs were developed for WMU. The WMU community can access this training from Human Resource’s website. Related to this, the university developed and implemented the “Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Interim Policy and Procedures” including revising its investigation process and identifying or developing campus wide education and prevention approaches. In addition, the Professional Support Staff Organization (PSSO) offered Workplace Bullying & Harassment Conflict with Co-workers panel discussion during their general membership meeting. Panel members included Warren Hills, Associate Vice President/Chief Human Resources Officer; Phil Hedgspeth, HelpNet; and Dale Anderson, Campus Employee Dispute Resolution Services (CEDRS).

Recommendation number three states the following:

Reaffirm the DMAP as the WMU diversity and multiculturalism action plan. Take steps to advance the work of diversity and multiculturalism at WMU as described in the DMAP. Identify specific actions included in the DMAP that have
been achieved. Identify several specific actions from the DMAP that are yet to be completed, and initiate steps to achieve them among the immediate and short-term actions identified as part of Recommendation #2. Make appropriate updates and revisions to the DMAP on the basis of actions that have been achieved and those that are yet to be accomplished. Allocate adequate human, fiscal and physical resources.

This recommendation is being addressed through the DMAP 2.0 PAT. This PAT is working to update the DMAP by having two representatives visit all units/departments on campus to conduct an interview to learn their progress toward DMAP goals. The PAT received approval from the Human Subjects Institutional Review Board (HSIRB) after the development of the interview tool. The interviews are audio recorded and transcribed and then analyzed. The data are compared to a 2010 report to consider progress from that unit/department. The reports are provided to the unit/department team along with their employee demographic data from 2010 and then 2014. By using this qualitative method rather than electronically sending a request for information, the DMAP 2.0 PAT interviewers are receiving a wealth of information that they would not have otherwise encountered. In addition, teams that are being interviewed are asking questions and receiving guidance, and changes are oftentimes implemented simply by the interview having taken place.

To date, five interviews have taken place with the intention of completing approximately 25 more interviews. To achieve this goal, the W.K. Kellogg Racial Healing Planning grant under the direction of Dr. Carla Koretsky, Dean of the Lee Honors College, is supporting a data analyst and transcriptionist. These external, one-time grant funds are instrumental in moving the work forward.

The statement in the recommendation that reads “Allocate adequate human, fiscal and physical resources,” has yet to be addressed other than one-time, external funds.

Recommendation number four states the following:

Work with senior campus leaders to develop division-level and unit-level plans to promote and advance positive morale and civility among employees as a means of increasing the general campus climate. Provide campus-wide trainings at all levels (including senior leadership) for promoting a positive working and learning environment that discourages discrimination, harassment, bullying, intimidation and incivility through educational workshops. Increase accountability of campus leaders for implementing or enforcing zero tolerance for discrimination, harassment, bullying, intimidation and incivility.

During 2015, 33 WMU senior leaders participated in the Intercultural Development Inventory workshop, an assessment tool intended to build cultural competence within organizations. They did this as a group and also received individual results from the facilitator. They spent five hours together in the workshop learning, discussing the group results, and determining how to proceed.
A W.K. Kellogg Racial Healing Planning Grant Symposium was held in March 2015. Ms. Luz Benitez Delgado, Program Officer for Racial Equity at W.K. Kellogg Foundation and Ms. Mia Henry, Executive Director of the Arcus Center for Social Justice at Kalamazoo College, were the opening and closing keynote speakers, respectively. Recipients of funds from the W.K. Kellogg Racial Healing Planning Grant presented in the main auditorium, in breakout sessions, and in the poster session.

As previously mentioned, outside of the work of the CCDEI TAC, Title IX Awareness and Violence Prevention, Unlawful Harassment Prevention and Bullying Prevention online training programs were developed for WMU. The WMU community can access this training from Human Resource’s website. In addition, the Professional Support Staff Organization (PSSO) offered Workplace Bullying & Harassment Conflict with Co-workers panel discussion during their general membership meeting. Panel members included Warren Hills, Associate Vice President/Chief Human Resources Officer; Phil Hedgspeth, HelpNet; and Dale Anderson, Campus Employee Dispute Resolution Services (CEDRS).

During the work with the campus climate study, interactions within the CCDEI TAC, including development of the PATs, proposals for the subgrants, and work with people from the Office of Institutional Effectiveness, it was recognized that many individuals have difficulty understanding the difference between programming and systemic or institutional transformational change. To assist us in developing our University’s ability in this area, the CCDEI TAC engaged Dr. Damon A. Williams.

In March 2015, Dr. Williams visited the WMU campus to provide a public lecture titled “Strategic Diversity Leadership at WMU: Building Capacity for Inclusive Excellence.” In addition to the public lecture, the CCDEI TAC hosted breakout sessions targeted at specific employee groups. The breakout sessions were titled “Building Leadership Strategies for Excellence in Diversity: Thought Partner Conversations with Dr. Williams.” Approximately 60 copies of two of Dr. William’s books were given to various campus leaders.

Recommendation number five states the following:

Identify and enhance existing multicultural programs and/or develop new programs that serve to advance the multicultural competencies encompassed within the prominent predictor variables from the WMU Campus Climate Study (e.g., Race Talk Comfort, Personal Diversity Engagement, Social/Academic Engagement, Zero Tolerance Climate, Diversity Engagement Climate). For example, an intergroup dialogue program or a difficult dialogues program would have the capacity to facilitate interactions across differences in ways that serve to decrease problematic behaviors (including intentional and unintentional discrimination) and increase positive awareness, attitudes, knowledge and culturally competent behaviors and skills.

The Multicultural Mindedness Project Action Team moved forward with their effort to infuse multicultural mindedness into the First Year Seminars. This PAT has also partnered with the Race, Power, and Privilege Diversity Learning Community. The learning community purchased
books for first year experience instructors to help them develop techniques for engaging students constructively in discussions around the idea, concept, and reality of unearned privilege. In addition, the Learning Community members are scheduled to demonstrate to the instructors how best to use the tool with their students.

Under the Diversity, Equity and Inclusion Implementation grant funded by resources through the W.K. Kellogg Racial Healing Planning grant in response to this recommendation in the climate study, a group led by the Office of Disability Services for Students submitted a proposal titled “Promoting Change in Attitudes: Inclusion, Access and Welcome for Students with Disabilities Project.” As a piece of this work, they offered nine “Lunch and Learn” noon disability awareness sessions to faculty and advisors during spring 2015 semester. The 95 participants watched short video clips and TED Talks about different disabilities, including, Autism Spectrum Disorders, deafness and hard of hearing, mobility disorders, psychological and mental disorders, blindness and low vision, Attention Deficit Disorders, advising students with disabilities, universal design for instruction and a special session with Reid Davenport. A panel of students identifying with the particular disability for the session were able to present their challenges and experiences of functioning with a disability in academia and answered questions asked by the audience.

As indicated under recommendation number four, during the work with the campus climate study, interactions within the CCDEI TAC, including development of the PATs, proposals for the subrecipient grants, and work with people from the Office of Institutional Effectiveness, it was recognized that many have difficulty understanding the difference between programming and transformational systemic institutional change. To assist us in developing our University’s ability in this area, the CCDEI TAC engaged Dr. Damon A. Williams.

In March 2015, Dr. Williams visited the WMU campus to provide a public lecture titled “Strategic Diversity Leadership at WMU: Building Capacity for Inclusive Excellence.” In addition to the public lecture, the CCDEI TAC hosted breakout sessions targeted at specific employee groups. The breakout sessions were titled “Building Leadership Strategies for Excellence in Diversity: Thought Partner Conversations with Dr. Williams.” Approximately 60 copies of two of Dr. William’s books were given to various campus leaders.

The CCDEI TAC received funding to send three WMU community members to the National Conference on Race & Ethnicity in American Higher Education (NCORE). The three people plan to present what they learned at an open-invitation session for the campus community. In addition, they are scheduling time to meet with two different NCORE presenters either in-person or through video to learn ways for WMU to improve. The three NCORE participants are also considering joining the WMU Excellence in Diversity Awards Celebration committee to assist in enhancing this event.

There are many ways that this recommendation was addressed across campus in areas outside of the CCDEI TAC, below are a few examples of those efforts:

Within the Office of Lesbian, Bisexual, Gay and Transgender Student Services, programming is offered such as:
First Year Pride Alliance: A group that meets weekly and allows first year students to meet new people, learn about issues impacting the lesbian, bisexual, gay, transgender and ally community, and develop leadership skills.

Fall Fab Fest is a welcome week event with free food, fun music, a resource fair to learn about LBGT-inclusive organizations, departments and services in the Kalamazoo community.

The office's Out at WMU Faces of Pride poster featuring out LBGT spectrum identities and allies at WMU all around campus. Other visibility programs include the SpeakOUT! Speakers Bureau program where trained panelists share their coming out stories with classes to break down stereotypes and develop a deeper understanding of their experiences as LBGT people.

Other programs include Lavender Graduation, Career Mentorship Program, Cafe au Lit and a summer internship program.

Another way that this recommendation was addressed outside the CCDEI TAC was through the expansion of the Everyone Counts Diversity Learning Communities. Beginning in 2010, the title of the Everyone Counts Diversity Learning Communities was Race, Power, and Privilege. In 2014-15, topic areas were expanded. Although each community focuses on a particular area of diversity, each topic is examined through the intersections of other identities. The titles in 2014-15 included: Disability, Access, and Holistic Inclusion in Higher Education; Lesbian, Bisexual, Gay, and Transgender Inclusion in Higher Education; Race, Privilege, and Power; and Women Faculty, Staff, and Students in Higher Education. For the 2015-16 academic year, the Center for Faith, Beliefs, and Ethics Project Action Team proposed an additional topic so a Religion, Faith, Ethics, and Belief in Secular Institutions of Higher Learning community was created.

The Real Talk Diversity Series, which spans the academic year, continues to provide awareness, stimulate dialogue, and eliminate false ideologies. In 2014-15, various employee and student groups were asked what areas of diversity they would like to have included in the series. In addition, an increased number of internal partners were engaged to promote further personal and department commitments to diversity and inclusion. This continues in 2015-16.

Lee Honors College raised approximately $75,000 to offer the Raise Your Voice series with campus and community partners. Raise Your Voice introduces WMU and the Kalamazoo community to nationally known artists, activists, writers and scholars actively working to end hostility and violence against women. This series is meant to change the conversation—to pursue personal growth, community solidarity, institutional progress and a more just world.

**Future Recommendations**

It is essential to continue efforts to address the recommendations from the campus climate. Although progress has been made with each of the five recommendations, more accomplishments are necessary. Many of the projects and initiatives remain active such as the anti-bullying policy, the preferred name policy, and the data collection for updating the DMAP.

Other pieces such as the statement under recommendation number four, require further planning and implementation to occur: “Provide campus-wide trainings at all levels (including senior
leadership) for promoting a positive working and learning environment that discourages discrimination, harassment, bullying, intimidation and incivility through educational workshops.”

The statement under recommendation number three: “Allocate adequate human, fiscal and physical resources,” has only been addressed by using one-time funds through WMU and through external sources including donors and grants. Permanent funding for diversity and inclusion is essential to hold and demonstrate equity, access, and opportunity for all as a core value. In doing so, the university will maximize its potential for future achievement and success.

The performance indicators for the CCDEI TAC mission have all been addressed with the exception of “Initial plan development to launch the next campus climate study.” A team needs to convene to determine the path for WMU’s second campus climate study. The data for the initial campus climate study was collected in 2012 with the report published in 2013. The recommendation is for campus climate studies to be conducted every three to five years.