

Housing and Residence Life Call to Action

Summary of DEI initiatives 2021-22

During the Fall of 2020, Housing and Residence Life introduced our Black Lives Matter statement as a response to ongoing racial injustice and police brutality. Along with this statement, the Department developed a set of listed values and action statements to promote DEI work within all levels of staff and students. In the Fall of 2021 this work influenced the creation of “Doing Your Own Work;” a program to ensure that staff is engaging in professional development and education related to DEI.

The previous progress and official statement can be found at this link, [Housing and Residence Life Call to Action | Housing and Residence Life | Western Michigan University \(wmich.edu\)](#). The updated progress for the 2021-22 academic year is summarized in the following pages.

2021-22 Action Steps Progress

1. Examine and assess current practices, protocols, and policies within Housing and Residence Life to ensure inclusion and appropriateness. Recommend changes when needed for the betterment of our students and staff.
 - a. Implemented a Doing Your Own Work process for all departmental professional staff (Appendix 1).
 - b. Utilized the Land Acknowledgement before Student Staff Training Sessions to acknowledge and celebrate the Ojibwe, Odawa, and Bodewadmi nations that historically occupied WMU’s campus.
 - c. Ciji Heiser facilitated LT and HD/GA conversations to get feedback about CTA and provide information to update the document to reflect progress and where to go next regarding Housing’s DEI initiatives.
 - d. Some HD/GAs developed additional programming tools and facilitation techniques for student staff based on inclusion and education.
 - e. Solicited and responded to student staff, HD, and GA feedback regarding utilizing campus support services and promoting mental health support.
 - f. Solicited feedback from GA to LT to compile information regarding views for a five-year plan for the department and Housing Portfolio. Information asked for reflected areas for position developments, program developments, and how to develop student support within our department.
2. Disaggregate data to make sound and just decisions.
 - a. All Housing assessments were looked at by gender, race and ethnicity, and student status (class, number of semesters living on campus). Reports are available upon request.
 - b. Housing staff worked in multiple committees to ensure the creation of the Empowering Future Living Learning Committee and scholarship based off of reports and student feedback/need.

1. Commit to continuing education on racism inequality for all staff through workshops, training, challenging the status quo and building in experiences to push all members of the Department of Housing and Residence Life.
 - c. All employees completed the Everfi Module titled Diversity and Inclusion.
 - d. Professional Staff:
 - i. Fall Training, Professional Staff engaged in Professional Staff Diversity Training with Dr. Anthony Jones from Lena Mae Consulting.
 - ii. Professional staff engaged in small groups in “Common Read.” Staff presented on these books to the entirety of staff (Appendix 2).
 - iii. Professional staff participated in a workshop series; “Having Difficult Conversations” led by Dr. Barry Olson. This workshop was complimented by discussions around values and acknowledging biases in an open setting to encourage peer support and accountability.
 - iv. Professional staff created bulletin boards or infographics around areas of diversity, inclusion, and education to post in their communities (Appendix 3).
 - v. Professional staff attended/participated in a diversity related event on/off campus and shared takeaways during Departmental meetings. Examples include programs related to migrant families, Indigenous people, LGBTQ+ support in Kalamazoo, and efforts for diversity and inclusion recognition in higher education. Additionally, staff celebrated each other’s backgrounds like having a soul food lunch-in.
 - e. Student employees:
 - i. Fall Training: RAs & LCAs engaged in Counseling, Sindecuse Mental Health Training, LGBT Training, Diversity training with Dr. Anthony Jones from Lena Mae Consulting, and had three Diversity Workshops to choose from, “Diversity and Inclusion Training,” “Invisible Identities,” (Led by a HD) and “Affinity Groups” (Led by a HD). RMs attended some of the above events.
 - ii. Winter Re-fresh training: RAs and LCAs engaged in trainings titled “DEI&J and Housing Staff” (Led by a GA/Senior RA) and “Developing Programs around Diversity, Equity, and Inclusion” (Led by a HD/Senior RAs).
 - iii. RMs engaged in Fall training DEI topics such as Five Tips to Being an Ally, Active Bystander Training, Color Blind vs. Color Brave TedTalk and discussion, and a Black History Month Trivia Program.
 - iv. Student Staff engaged in weekly participation in the study of articles, current events, talk backs, webinars, videos, presentations etc. around areas of diversity, equity, and inclusion.
 - v. RAs and LCAs hosted 65 events that fell under the umbrella of diversity (Housing programming model; WMU Wellness Wheel category). (Appendix 4).

- vi. RMs created DEI newsletters for apartment residents utilizing staff training topics and responding to current events (Appendix 4).
- vii. Desk Receptionists engaged in bi-monthly DEI professional developments.
- 3. Develop and adhere to a “Call to Action” plan for the department that includes a) general statement, b) value statement, and c) action statements (a living document).
 - a. During weekly staff meetings, Professional Staff reflected on and shared CTA updates based on Doing Your Own Work, building events, staff developments, or events in Western and Kalamazoo’s communities.
- 4. We will develop a “Student Voice Advisory Committee”
 - a. Action item paused in consideration of staff workload regarding COVID vaccine tracking.
- 5. Establish and maintain regular meetings with student leadership
 - a. Student staff engage in weekly building staff meetings during which DEI developments or education was shared.
 - b. Student staff engage in weekly 1:1 meetings with Hall Director and Graduate Assistant Hall Directors to share information about communities and student needs.
- 6. Develop a detailed explanation of the conduct process, confrontation related to policies, and Department of Public Safety (DPS) involvement.
 - a. Item completed in 2020-21. Further assessment will be ongoing.
- 7. Hold all students accountable, through our educational conduct process, for any behavior that does not align with being a positive member of the Housing and Residence Life community and the values we have put forth.
 - a. Continued to hold educational discussions with staff and students about the impact of racism and discrimination.
 - b. Hall Staff engaged in educational and developmental conversations with students when inappropriate conduct occurs.
- 8. Other
 - a. Created a Resource Library of DEI literature and artifacts in Fauce for staff to utilize and compliment their DEI development

Next Steps

1. Housing and Residence Life is working diligently to update our Call-to-Action Statements and goals that better reflect the continued needs of our students and environment that we are working in.
2. Committees within our Office are working to better develop on-going student staff in-services that would provide training beyond Fall and Winter Re-fresh.
3. The Student Advisory Committee with feedback from student staff will function again in Fall 2022, along with continued mental health support groups.
4. Housing and Residence Life is excited to see the impact of our Empowering Future community with its goals of supporting student persistence with a bicultural lens, serving students with a needs-based scholarship.

Appendix

1. Doing Your Own Work Guidelines

a. GA

DOING YOUR OWN WORK

This template provides the expectations that you should include in the "Diversity/Call To Action (CTA)" section of your Performance Management Program along with an explanation of what to include.

Job title	Graduate Assistant Hall Director
Reports to	Hall Director

Graduate Assistant Performance Appraisal—Competency Area: Diversity

This Competency area of the GA Performance Appraisal is a mandated responsibility area; specific details are contained in this document

- Successful monitoring and completion in this area is required for the GA position to be renewed/extended (see accountability section in this document)

"In-Hall" Responsibilities

The following are responsibilities related to Diversity/CTA related to your hall/Apartments area:

ON YOUR OWN FOR YOUR STUDENTS:

- In-hall focus group discussing minority student experiences and how Housing and Residence Life, your hall specifically, can help them to be successful (Done and developed in conjunction with your HD and AD for format and parameters)
- Bulletin board outside of office (or in other area of your main lobby) focusing on diversity/CTA/Current diversity related events (4 per semester, planned with HD)

WITH YOUR STAFF (RA/LCA Desk Staff)

- Diversity/CTA activity at staff meeting/staff development (1 per month; discussed and approved with HD and AD)
- Diversity activity/development with desk staff (2 per semester; with discussion and approval from HD)

Individualized Professional/Personal Development Self-Education

The following are responsibilities related to Diversity/CTA and your personal and professional growth/Self-Education:

These need to be completed between August-May:

- Attend/participate in a diversity related event on/off campus (Provide a reflection paper, or another form of expression approved by your supervisor) to your supervisor regarding this event; discuss with supervisor)
- Review an article by an author of a different heritage/race or culture related to your field of academic study or student engagement (discuss article with supervisor; present to hall staff)
- Report and discuss on your weekly report ANY class related learning experiences relating to diversity and/or CTA and how it applies to your job
- OPTIONAL:** Submit a conference proposal with another staff member on a diversity/CTA related area (Discuss with supervisor)

Accountability

It is vital that the Graduate Assistant Hall Director and their Direct Supervisor:

- Discuss/plan/update these responsibilities weekly
- Progress on these responsibilities are detailed in weekly reports

- As part of your Performance Appraisal, it will be expected that the GA achieves an "EE-Exceeds Expectations," or an "ME-Meets Expectations."
- Because progress will be discussed weekly, if a GA is in jeopardy of receiving an "NI-Needs Improvement" or a "DNME-Does Not Meet Expectations" in this area of their Performance Appraisal, this will be discussed at 1 on 1's with the supervisor and an ongoing improvement plan will be adhered to avoid an "NI," or "DNME."
- If an "NI" or "DNME" is given in this area, continued future employment will be discussed and renewal/extension of the GA contract is not guaranteed.

b. GA-Apt

DOING YOUR OWN WORK

This template provides the expectations that you should include in the "Diversity/Call To Action" section of your Performance Management Program along with an explanation of what to include.

Job title	Graduate Assistant Hall Director-Apartments
Reports to	Apartments Coordinator

Graduate Assistant Performance Appraisal—Competency Area: Diversity

This Competency area of the GA Performance Appraisal is a mandated responsibility area; specific details are contained in this document

- Successful monitoring and completion if this 'competency' area are required for the GA position to be renewed/extended (see accountability section in this document)

"In-Area" Responsibilities

The following are responsibilities related to Diversity/CTO related to your hall/Apartments area:

ON YOUR OWN FOR YOUR STUDENTS:

- Focus group for all apartment complexes/Spindler discussing minority student experiences and how Housing and Residence Life, your hall specifically, can help them to be successful (Done and developed in conjunction with your AC and AD for format and parameters)
- Develop a "Resource Guide" for Spindler and Apartments residents (hard copy, electronically, or both) that contains information about on-campus and community offices and resources related to diversity/CTO/support in these areas

WITH YOUR STAFF (RM, Desk Staff)

- Diversity/CTA activity at staff meeting/staff development (1 per month; discussed and approved with AC and AD)
- Diversity activity/development with desk staff (2 per semester; with discussion and approval from AC)

Individualized Professional/Personal Development Self-Education

The following are responsibilities related to Diversity/CTO and your personal and professional growth/Self-Education:

These need to be completed between August-May:

- Attend/participate in a diversity related event on/off campus (Provide a reflection paper, or another form of expression approved by your supervisor) to your supervisor regarding this event; discuss with supervisor)
- Review an article by an author of a different heritage/race or culture related to your field of academic study or student engagement (discuss article with supervisor; present to hall staff)
- Report and discuss on your weekly report ANY class related learning experiences relating to diversity and/or CTA and how it applies to your job
- OPTIONAL:** Submit a conference proposal with another staff member on a diversity/CTO related area (Discuss with supervisor)

Accountability

It is vital that the Graduate Assistant Hall Director and their Direct Supervisor:

- Discuss/plan/update these responsibilities weekly

- Progress on these responsibilities are detailed in weekly reports
- As part of your Performance Appraisal, it will be expected that the GA achieves an "EE-Exceeds Expectations," or an "ME-Meets Expectations."
- Because progress will be discussed weekly, if a GA is in jeopardy of receiving an "NI-Needs Improvement" or a "DNME-Does Not Meet Expectations" in this area of their Performance Appraisal, this will be discussed at 1 on 1's with the supervisor and an ongoing improvement plan will be adhered to in order to avoid an "NI," or "DNME."
- If an "NI" or "DNME" is given in this area, continued future employment will be discussed and renewal/extension of the GA contract is not guaranteed.

c. HD

DOING YOUR OWN WORK

This template provides the expectations that you should include in the "Diversity/Call To Action (CTA)" section of your Performance Management Program along with an explanation of what to include.

Job title	<i>Hall Director</i>
Reports to	<i>Assistant Director of Housing and Residence Life</i>

Performance Management Program—Competency Area: Fairness/Diversity

This Competency area of the PMP is mandated by WMU. Mandated responsibilities in this area are contained in this document

- Successful monitoring and completion in this area is required to remain in the HD position (see accountability section in this document)

"In-Hall" Responsibilities

The following are responsibilities related to Diversity/CTA related to your hall/Apartments area:

ON YOUR OWN FOR YOUR STUDENTS:

- Coordinate/Plan a CTA related program (1 per semester discussed and approved with supervisor)
- In-hall focus group discussing minority student experiences and how Housing and Residence Life, your hall specifically, can help them to be successful (Done and developed in conjunction with your GA and AD for format and parameters)
- Bulletin board outside of office (or in other area of your main lobby) focusing on diversity/CTA/Current diversity related events (4 per semester, planned with GA)

WITH YOUR STAFF (GA, RA, ICA, OM)

- Diversity/CTA activity at staff meeting/staff development (1 per month; discussed and approved with GA and AD)
- Poster campaign supporting identities and diversity topics (discussed and approved with GA and AD)

Individualized Professional/Personal Development/Self Education

The following are responsibilities related to Diversity/CTA and your personal and professional growth:

These need to be completed between August-May (some may be able to be accomplished in the summer months)....PICK 2:

- Attend/participate in a diversity related event on/off campus (Provide a reflection paper to your supervisor regarding this event; discuss with supervisor)
- Read an article/book related to diversity/CTA (discuss with supervisor; reflection/presentation and sharing during HD/GA meeting)
- Attend a webinar on diversity related CTA topic
- Share a video or podcast and lead a conversation at an HD/GA meeting (Presentation calendar to be developed by LT)
- Submit a conference proposal with another staff member (or colleague from another department/school) on a diversity/CTA related area (Discuss with supervisor)
- Another chosen by you and approved by your supervisor

Accountability

It is vital that the Hall Director and their Direct Supervisor:

- Discuss/plan/update these responsibilities weekly
- Progress on these responsibilities are detailed in weekly reports
- As part of your PMP, it will be expected that the HD achieves an "EE-Exceeds Expectations," or an "ME-Meets Expectations."
- Because progress will be discussed weekly, if an HD is in jeopardy of receiving an "NI-Needs Improvement" in this area of their PMP, this will be discussed at 1 on 1's with the supervisor and an ongoing improvement plan will be adhered to avoid an "NI."
- If an "NI" is given in this area, continued future employment will be discussed (see WMU Employee Handbook, Section 9, (Employee Conduct and Disciplinary Action...), Section 1, Point B= "Insubordination OR Refusal to comply with employer's instructions...")

d. Central Staff

DOING YOUR OWN WORK

This template provides the expectations that you should include in the "Diversity/Call To Action (CTA)" section of your Performance Management Program along with an explanation of what to include.

Job title	<i>Central Office Staff</i>
Reports to	<i>Associate Director of Housing and Residence Life</i>

Performance Management Program—Competency Area: Fairness/Diversity

This Competency area of the PMP is mandated by WMU. Mandated responsibilities in this area are contained in this document

- Successful monitoring and completion in this area is required to remain in your position (see accountability section in this document)

Individualized Professional/Personal Development/Self Education

The following are responsibilities related to Diversity/CTA and your personal and professional growth:

These need to be completed between August-May (some may be able to be accomplished in the summer months)....PICK 1:

- Attend/participate in a diversity related event on/off campus (discuss with supervisor and share at a Central Office Meeting)
- Read an article/book related to diversity/CTA (discuss with supervisor; and share during a Central Office meeting)
- Attend a webinar on diversity related CTA topic (discuss with supervisor; and share during a Central Office meeting)
- Share a video or podcast and lead a conversation at a Central Office meeting (Presentation calendar to be developed with Shon)
- Another chosen by you and approved by your supervisor

Accountability

It is vital that the Central Office Staff and their Direct Supervisor:

- Discuss/plan/update these responsibilities often
- Progress on these responsibilities are detailed and discussed often
- As part of your PMP, it will be expected that the Central Office Staff achieves an "EE-Exceeds Expectations," or an "ME-Meets Expectations."
- Because progress will be discussed regularly, if a Central Office team member is in jeopardy of receiving an "NI-Needs Improvement" in this area of their PMP, this will be discussed with the supervisor and an ongoing improvement plan will be adhered to avoid an "NI."
- If an "NI" is given in this area, continued future employment will be discussed (see WMU Employee Handbook, Section 9, (Employee Conduct and Disciplinary Action...), Section 1, Point B= "Insubordination OR Refusal to comply with employer's instructions...")

e. LT

DOING YOUR OWN WORK

This template provides the expectations that you should include in the "Diversity/Call To Action (CTA)" section of your Performance Management Program along with an explanation of what to include.

Job title	<i>Leadership Team</i>
Reports to	<i>Various</i>

Performance Management Program—Competency Area: Fairness/Diversity

This Competency area of the PMP is mandated by WMU. Mandated responsibilities in this area are contained in this document

- Successful monitoring and completion in this area is required to remain in your LT position (see accountability section in this document)

"In-Position" Responsibilities

The following are responsibilities related to Diversity/CTA related to your area:

ON YOUR OWN FOR YOUR STUDENTS/STAFF/SELF:

- Coordinate/Plan a CTA related presentation for your supervisee/s or peers (1 per year discussed and approved with supervisor)
- Bulletin board outside of office focusing on diversity/CTA/Current diversity related events (1 per semester)
- Diversity/CTA activity at staff meeting/staff development (1 per year; discussed and approved with supervisor)

Individualized Professional/Personal Development/Self Education

The following are responsibilities related to Diversity/CTA and your personal and professional growth:

These need to be completed between August-May (some may be able to be accomplished in the summer months). PICK 2:

- Attend/participate in a diversity related event on/off campus (Provide a reflection paper to your supervisor regarding this event; discuss with supervisor)
- Read an article/book related to diversity/CTA (discuss with supervisor; reflection/presentation and sharing during LT meeting)
- Attend a webinar on diversity related CTA topic
- Share a video or podcast and lead a conversation at an HD/GA/LT meeting (Presentation calendar to be developed by LT)
- Submit a conference proposal with another staff member (or colleague from another department/school) on a diversity/CTA related area (Discuss with supervisor)
- Another chosen by you and approved by your supervisor

Accountability

It is vital that the LT member and their Direct Supervisor:

- Discuss/plan/update these responsibilities weekly
- Progress on these responsibilities are detailed in weekly reports
- As part of your PMP, it will be expected that the LT achieves an "EE-Exceeds Expectations," or an "ME-Meets Expectations."

- Because progress will be discussed weekly, if an LT is in jeopardy of receiving an "NI-Needs Improvement" in this area of their PMP, this will be discussed at 1 on 1's with the supervisor and an ongoing improvement plan will be adhered to avoid an "NI."
- If an "NI" is given in this area, continued future employment will be discussed (see WMU Employee Handbook, Section 9, (Employee Conduct and Disciplinary Action...), Section 1, Point B= "Insubordination OR Refusal to comply with employer's instructions...")

2. Common Read Literature List

- This Book is Anti Racist by Tiffany Jewell
- An Indigenous Peoples' History of the United States by Roxanne Dunbar-Ortiz
- We Were Eight Year in Power: An African American Tragedy by Ta-Nehisi Coates
- The Undocumented Americans by Karla Cornejo Villavicencio
- What Does it Meant to be White, Developing White Racial Literacy by Robin Diangelo
- Black Fatigue: How Racism Erodes the Mind, Body, and Spirit by Mary-Frances Winters
- You'll Never Believe What Happened to Lacey: Crazy Stories about Racism by Amber Ruffen and Lacey Lamar

3. Call to Action Bulletin Board Examples

- Inclusive Language
- Disability
- Black Lives Matter
- Doing your Own Work – Podcasts, Books, Movies about the Black Experience
- Supporting Black Owned Business
- Urban Art Mapping
- History of Tattoos
- Coping with Trauma related to Police Violence

- i. Land Acknowledgement and History of Indigenous People
- j. Women's Rights



4. Student Staff Programming Examples

a. Programming Efforts Submitted by Following Categories in ExperienceWMU

- i. Community/Cultural Norms – 3
- ii. Diversity other (Appreciation and recognition of other cultures/identities, gender equality, inclusion and safe spaces, learning about firsts, etc.) – 9
- iii. Explore Own Identity – 6
- iv. Explore/Learn About Other Identities – 34
- v. Globalism – 1
- vi. Power and Privilege – 11
- vii. Public/Organizational Policy – 1

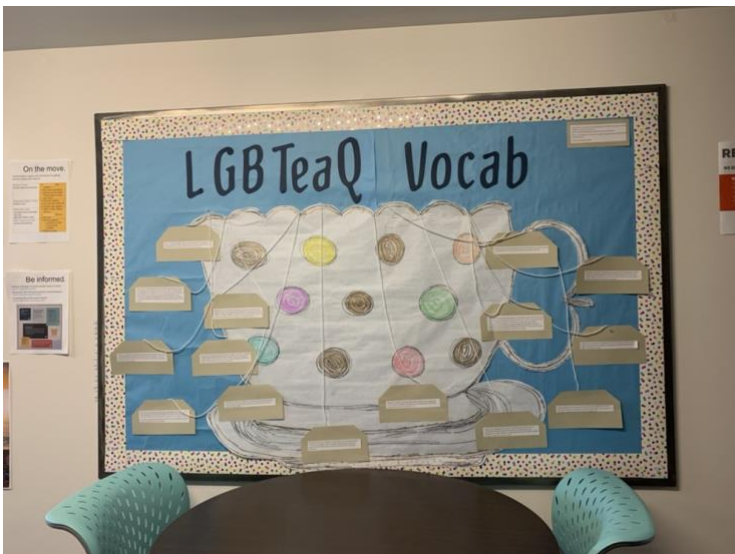
b. Programming Area Examples

- i. Personal Identity Development: “Anonymous Privilege Program,” “M&M and Me,” “Being Inclusive 101,” “Awareness Circle,” “Personality Painting”
- ii. Gender and Sexuality: “Female Leadership and Empowerment,” “Women’s History Bingo,” “Learning About the LGBTQ+ Community,” “Pride Panel,” “Trans and Treats”
- iii. Cultural Development: “Come Learn about Semana Santa!” “Fabulous Food From Around the World,” “Mexican Street Corn in a Cup,”
- iv. Exploration and Connection: “Ice Cream and isms,” “Learning about Black Authors,” “BIPOC Trivia Week,” “BIPOC: Ice Cream Social,” “Diversity in Engineering Panel”

c. Bulletin Boards Examples

- i. Black History Month

- ii. Women in Black History Month
- iii. Women in History
- iv. LGBTeAQ Vocabulary
- v. Learning Styles



- d. Resident Manager Newsletter Topics
 - i. Race in the LGBTQ Community
 - ii. Intent Vs Impact
 - iii. Color Brave VS Color Blind
 - iv. Language Inclusivity
 - v. Gender/Minority Pay Gap
 - vi. Reverse Racism
 - vii. Privilege – Ability, Gender, etc
 - viii. Being an Active Bystander
 - ix. Black History Month topic – Colorism
 - x. Pink Tax
 - xi. Don't be Desensitized