



WASHINGTON STATE
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Diversity, Equity, Inclusion, and Justice Summit

Fall 2021



Land Acknowledgment





Summit Overview

- Opening Remarks
- Dr. Jaime Nolan, Information on SB 5227
- Dr. Lisa Guerrero, Cluster Hire and Workshops
- Break
- Amy Sharp, Self-Care and Self-Comfort
- Closing Remarks

Opening Remarks

Elizabeth Chilton, Ph.D.

Provost and Executive Vice President

Chancellor-designate, WSU Pullman





Senate Bill 5227

Jaime Nolan, Ed.D.

Associate Vice President, Community, Equity, and Social Justice

Division of Student Affairs

Senate Bill 5227: Brief Description

Concerning diversity, equity, inclusion, and antiracism training and assessments at institutions of higher education.

Bill effective: July 25, 2021

Professional Development for Faculty and Staff on Diversity, Equity, and Inclusion and Antiracism.

- Beginning with the 2022-23 academic year, each public IHE campus must provide a professional development program for faculty and staff with the purpose of eliminating structural racism against all races and promoting DEI.
- The program must also work to improve academic, social, and health and wellness outcomes for students from historically marginalized communities.

Professional Development for Faculty and Staff on Diversity, Equity, and Inclusion and Antiracism.

- All new faculty and staff must participate in the professional development program and submit an evaluation. Other faculty and staff may participate in the program as needed or required by their institution.
- Though only new employees are required to participate, each institution must develop a goal of at least 80 percent of all faculty and staff completing the professional development program every two years.

Campus Climate Assessments on Diversity Equity, and Inclusion

- Each public IHE must conduct a campus climate assessment to understand the current state of DEI in the learning, working, and living environments on campus for students, faculty, and staff.
- The campus climate assessment must be conducted, at minimum, every five years.
- Every public IHE must conduct annual listening and feedback sessions on DEI for the entire campus community during periods between climate assessments and must, to the extent possible, compensate students for their participation in those sessions

Professional Development for Faculty and Staff on Diversity, Equity, and Inclusion and Antiracism.

- Beginning July 1, 2023, IHEs must share completed participant evaluations with either the State Board for Community and Technical Colleges (SBCTC) or the Council of Presidents (COP).
- Beginning in the 2024-25 academic year, 35 percent of tenured faculty and administrators at each public IHE must complete the professional development program every two years.

Campus Climate Assessments on Diversity Equity, and Inclusion

- Every public IHE must conduct annual listening and feedback sessions on DEI for the entire campus community during periods between climate assessments and must, to the extent possible, compensate students for their participation in those sessions.
- Campus climate assessment and listening and feedback session findings must be reported to the SBCTC and COP annually beginning July 1, 2022.

Student Training Program on Diversity, Equity, and Inclusion and Antiracism

- Beginning in the 2024-25 academic year, the public IHEs must provide a program on DEI and antiracism for all students using data and promising practices from the faculty professional development program and campus climate assessments.
- Beginning with the 2025-26 academic year, program participation is only required for new students or those who have transferred to an IHE and have not yet participated in a required DEI and anti-racism program

Reporting

- By December 31, 2024, and biennially thereafter, SBCTC and COP will each develop and submit a report on the professional development programs and campus climate assessments and annual listening and feedback sessions.
- The report must be submitted to the higher education committees of the Legislature.
- Beginning in 2026, COP must include findings on the student DEI and antiracism programs in their biennial report.

WSU and SB5227: Faculty and Staff

- From the Provost's Office:
 - COACHE faculty satisfaction survey
 - New Faculty Orientation from provost's office: All new faculty (from all campuses) participate in a one-day retreat.
 - Retreat activities developed with an equity lens

WSU and SB5227: Faculty and Staff

- Training in inclusive pedagogy.
- Training in Mindfulness-Based Anti-Racism (MBAR).

WSU and SB5227: Faculty and Staff

- All faculty have access to:
 - Regular MBAR training series
 - Unconscious bias/microaggression mitigation training (especially for hiring committees but also more generally on request by departments)

WSU and SB5227: Faculty and Staff

- Training of all college promotion and tenure committees in acknowledging activities they previously may not have “counted” – e.g. service, including invisible labor, community-engaged research, inclusive pedagogy, etc.
- These trainings are provided for faculty on all campuses; non-Pullman campuses and some colleges additionally have developed their own required trainings.

WSU and SB5227: Faculty and Staff

- Community and Equity Certificate Program (system-wide Division of Student Affairs)
- Vancouver BACE Program (Building a Community of Equity)

WSU and SB5227: Climate Surveys

- In addition to the previously mentioned survey being managed out of the provost's office.
- Working on the development of a student survey
- In partnership with HRS and CCR working on a staff survey

WSU and SB5227: Student Training Programs & Social Justice Peer Educators

Building Inclusive Language	Intersectionality
Identifying and Challenging Microaggressions	Race and Racism 101
Power and Privilege	Sizeism 101
Masculinity 101	Being an LGBTQ+ Ally
Unconscious Bias	Allyship
Social Justice Education 101	Action to Awareness
Custom Workshops	

Social Justice Peer Educators (SJPEs)

Fall 2020-Fall 2021

- The SJPEs led 77 (94 by the end of the semester) workshops for about 3,446 student attendees and 285 faculty and staff. **Total = 3,771**

Other Student Programs

- Equity 360: Certificate Program for Students, piloted spring 2021
- UCORE: Development of Equity and Justice course options in process.



Integrating Diversity, Equity, and Inclusion into Recruitment and Retention

Lisa Guerrero, Ph.D.

Associate Vice Provost for Equity and Inclusive Excellence

Cluster Hire Program- 2020-2021

Focus: Racism and Social Inequalities in the Americas

- **Criminal Justice and Criminology** (CAS, WSU Pullman) | Dr. Arifa Raza-Bayona
- **Digital Technologies and Culture** (CAS, WSU Tri-Cities) | Dr. Michelle Brown
- **History** (CAS, WSU Pullman) | Dr. Alan Malfavon
- **Music** (CAS, WSU Pullman) | Dr. Darryl Singleton
- **Social Design and Construction** (VCEA, WSU Pullman) | Dr. Kristina Borrman

Cluster Hire Program- 2021-2022

Health Inequities and Health Justice in the Americas

- **Human Development** (CAHNRS, WSU Pullman) | Health Justice among Indigenous populations with an emphasis on Indigenous knowledges
- **Medical Education and Clinical Sciences** (ESFCOM, WSU Spokane) | Health Equity in rural Latinx/ American Indian communities
- **College of Nursing** (CON, WSU Spokane) | Health Equity in Native Hawaiian/Pacific Islander Populations
- **Psychology** (CAS, WSU Pullman) | Maternal-child health inequities
- **Program of Women's, Gender, and Sexuality Studies** (CAS, WSU Pullman) | Black families and health equity

Professional Development Trainings for Departments and Colleges focused on transforming practices toward increased equity and inclusion

- DEI Hiring Practices
- Equity-Minded Mentoring
- Intentional Inclusion: Minimizing Unconscious Bias and Microaggressions



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Break

Please return at 10:10 am



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The Social Justice of Self Care

Amy Sharp

Director, Women*s Center

Division of Student Affairs

“Caring for myself is not self-indulgence. It is self-preservation, and that is an act of political warfare.”
- Audre Lorde



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Overview



INTRODUCTION



PERSONAL JOURNEY



DIFFERENCE BETWEEN SELF-CARE, SELF-COMFORT, & COMMUNITY/STRUCTURAL CARE



RESOURCES & CITATIONS

Amy Sharp (she/hers)

Lens of student programming and support

- COVID-19
- Counselor

Working with Ericka Huggins

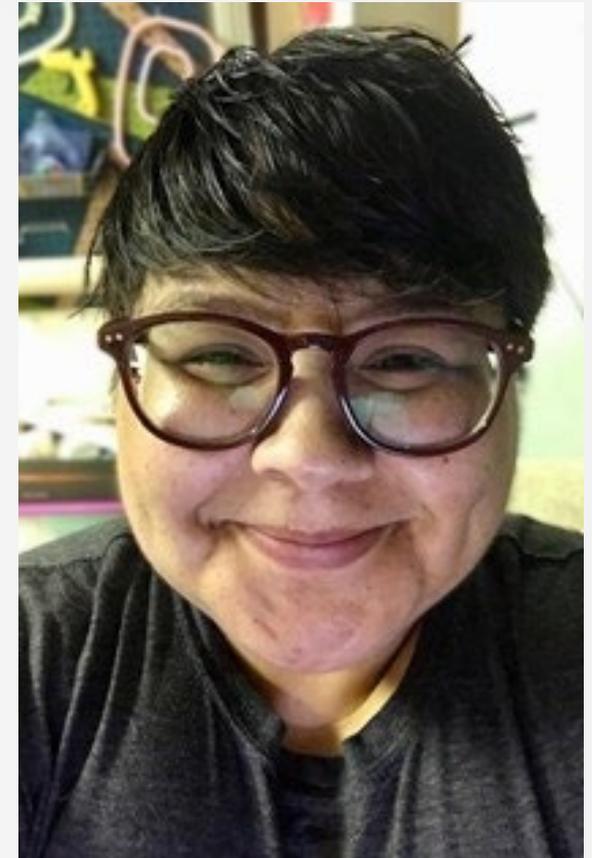
- How Do We Foster Resilience?

2020-2021 Reading

- *I'm No Monster*
- *Parable of the Sower: Graphic Novel Adaptation*
- *Your Healing is Killing Me*
- *Work Will Not Love you Back*

Watching

- *No Crying at the Dinner Table Film*
- *Abortion Helpline, This is Lisa*



Self-Comfort

Sometimes known as self-soothing

Activities that provide distraction
and/or comfort in difficult times

- Substance Abuse
- Eating Disorders
- Self-Harm
- Exercise

Norwood, D. (2018, March 2). PTSD and self-soothing behavior: When trying to feel better hurts. GoodTherapy.org Therapy Blog. Retrieved October 28, 2021, from <https://www.goodtherapy.org/blog/ptsd-self-soothing-behavior-when-trying-to-feel-better-hurts-0306185>.



Zandt, D. (2020, November 11). *The unspoken complexity of "self-care"*. Medium. Retrieved October 28, 2021, from <https://medium.com/@deanna/the-unspoken-complexity-of-self-care-8c9f30233467>.

Self-Care



Activities that help you find meaning, and that support your growth

VICE's Article

GOOP



Zandt, D. (2020, November 11). *The unspoken complexity of "self-care"*. Medium. Retrieved October 28, 2021, from <https://medium.com/@deanna/the-unspoken-complexity-of-self-care-8c9f30233467>.

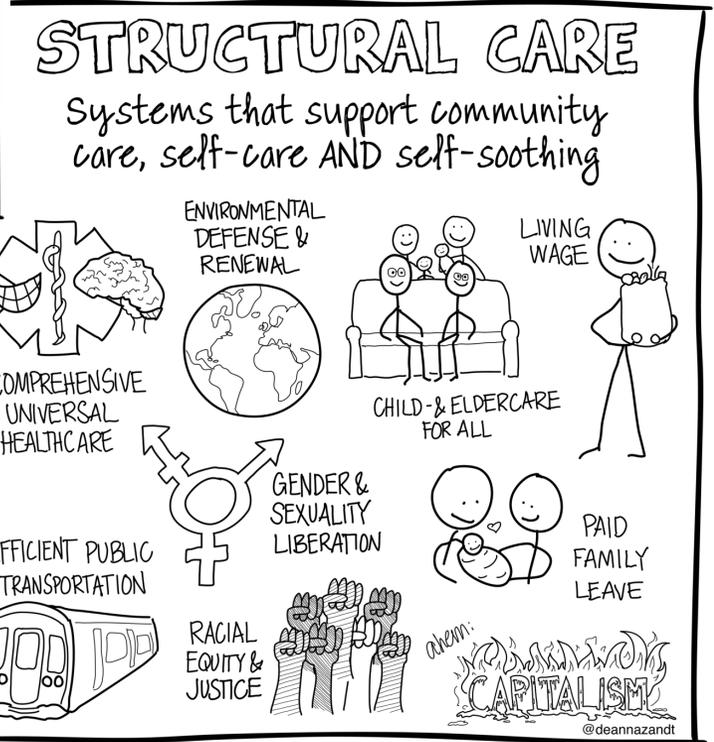
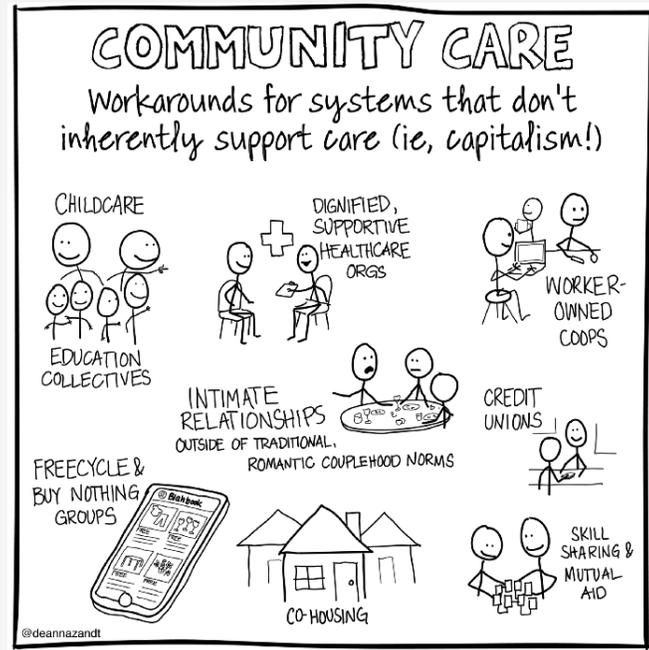


Community/ Structural Care

Healing Justice Framework

“We need to move the self-care conversation into community care. We need to move the conversation from individual to collective. From independent to interdependent.” – Yashna Maya Padamsee

“No single person can do all the kinds of care that are needed all the time; we each can play a role in supporting each other in different ways, though. Now, go forth and care for each other — and yourself.”



Padamsee, Y. M. (2021, March 1). *Communities of care, organizations for Liberation*. Transform Harm. Retrieved October 29, 2021, from <https://transformharm.org/communities-of-care-organizations-for-liberation/>.
 Zandt, D. (2020, November 11). *The unspoken complexity of "self-care"*. Medium. Retrieved October 28, 2021, from <https://medium.com/@deanna/the-unspoken-complexity-of-self-care-8c9f30233467>.

Dismantling Self-Care Summit

- Do the research.
- Share your own journey.
- Get involved in your community.
- Valuing individuality goes against the values of social justice.



4 things you can do right now

- **Acknowledgements:** many mainstream self-care activities, such as yoga and meditation, have cultural roots. Make proper acknowledgements when practicing.
- **Sustainable Self-Care:** offer self-care options for students that they can use beyond their college experience.
- **Implement a Community Care Framework:** consider using a community care framework to guide your mental health promotion programming.
- **Don't Just Heal, Liberate:** *"This view declares neutrality both impossible and unnecessary, and, in that valorizes individuality and objectivity over community and subjectivity, dissonant with the goals of social justice."* (Ingham, 2005).

R16. *dismantling the inherent privilege of self-care*. ACHA Education Center. (n.d.). Retrieved October 28, 2021, from <https://education.acha.org/products/r16-dismantling-the-inherent-privilege-of-self-care>.

Empathy

“As the two large technology trends of our era combine, as technology takes over more of our work while simultaneously changing us and the way we relate to one another, the people who master the human abilities that are fading all around us will be the most valuable people in our world.”

Geoff Colvin, *Humans Are Underrated: What High Achievers Know That Brilliant Machines Never Will*



Resources

- The Villij
- The Shine App
- Black Emotional & Mental Health Collective
- Liberate Meditation App
- Leah Lakshmi Piepzna-Samarasinha
- WSU Student Care Network Referral

Works Cited

Colvin, G. (2016). Why the Skills We Need are Withering. In *Humans are underrated: What high achievers know that brilliant machines never will* (p. 67). essay, Nicholas Brealey Publishing.

The dark truths behind our obsession with self-care. VICE. (n.d.). Retrieved October 28, 2021, from <https://www.vice.com/en/article/zmdwm4/the-young-and-the-uncared-for-v25n4>.

Gwyneth Paltrow's Goop Wellness Summit included crystal therapy and Aura Readings (HBO). YouTube. (2017, June 15). Retrieved October 29, 2021, from <https://youtu.be/vDpQaeGwgcE>.

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Padamsee, Y. M. (n.d.). *Yashna Maya padamsee*. yashna maya padamsee. Retrieved October 29, 2021, from <https://yogamaya.wordpress.com/>.

R16. dismantling the inherent privilege of self-care. ACHA Education Center. (n.d.). Retrieved October 28, 2021, from <https://education.acha.org/products/r16-dismantling-the-inherent-privilege-of-self-care>.

Zandt, D. (2020, November 11). *The unspoken complexity of "self-care"*. Medium. Retrieved October 28, 2021, from <https://medium.com/@deanna/the-unspoken-complexity-of-self-care-8c9f30233467>.

Closing Remarks

Kirk Schulz, Ph.D.

WSU President





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Thank you!
