
OUR COMMITMENT TO DIVERSITY



Walla Walla University

Dear friends and stakeholders of Walla Walla University,

Many of you will be aware that an incident occurred on our College Place campus at very end of winter quarter 2018 that has had a profound impact on our university community—social media posts by students that were understood by many to reflect a use of blackface. That event led to important conversations and education on campus and to ongoing thought about how we foster deeper appreciation of diversity.

A number of groups have been working on areas of focus, which we identified early on in the conversation. A Diversity Summit consisting of a working group of faculty, staff, administrators, and students was tasked with incorporating suggestions from many voices. Those areas of focus have now matured into “Our Commitment to Diversity,” a diversity plan that details important tasks and initiatives to which we are committing ourselves.

Thank you for accessing this full version of “Our Commitment to Diversity.” You will notice that at the end of the document are two significant statements for us. The first is our Mission Statement, which contains powerful language that asserts that “every person is created in the image of God as a being of inestimable value and worth, imbued with powers of intelligence, stewardship, and creativity akin to those of the Creator.” The second is the university’s Diversity Philosophy Statement, formulated and used by our Diversity Council. Given the nature of the incident that prompted this work, much of our focus here is on cultural or ethnic diversity. These statements, though, point toward a wider understanding and help highlight the fact that many elements of the plan address broader issues.

What began as a painful incident has, in cueing the start of an important journey, become a blessing to us. As you will see, we are interested in continued conversation and accountability and hope that you will agree to join us in the journey.

Cordially,



John McVay, Ph.D.
PRESIDENT



Pedrito Maynard-Reid, Th.D.
ASSISTANT TO THE PRESIDENT FOR DIVERSITY

1 FOCUS AREA

Focus attention on modifications to curricular and co-curricular education that support diversity education, especially in our general studies program.

1. Establish a pattern of required diversity training (emphasizing cultural humility and anti-bias education) for freshman and transfer students. **TARGET DATE: Fall 2018**
2. Establish annual cultural humility and anti-bias training as part of graduate colloquium. **TARGET DATE: Fall 2018**
3. Establish a revised pattern of diversity emphasis at CommUnity and vespers, ensuring that issues of inequality, diversity, and inclusion are regularly and effectively addressed. **TARGET DATE: Fall 2019**
 - *Note:* As a guideline, these issues should be addressed at least five times annually in each venue.
4. Develop a diversity education requirement as an integral part of the General Studies program. **TARGET DATE: Fall 2019**
5. Establish curriculum initiatives to encourage diversity education across the disciplines. **TARGET DATE: Fall 2019**
 - *Note:* Initiatives may include inducements to revise or develop classes that include diversity education components (and be linked to 2.2).
 - *Note:* Diversity education goals should be clearly identified as course objectives in syllabi.
6. Audit and enforce syllabi standards ensuring the presence of appropriate language describing ADA compliance, Title IX, and harassment and discrimination, and ensuring the absence of inappropriate language.
7. Establish a revised pattern of communication concerning diversity as a significant element of co-curricular education and experiences. **TARGET DATE: Fall 2018**
8. Review and revise funding and institutional support for co-curricular educational efforts such as Black History, Hispanic, and women's months. **TARGET DATE: Fall 2019**
BUDGET: TBD
9. Church programming. Partner with the University Church to encourage that issues of inequality, diversity, and inclusion are addressed as a regular part of the church's programming. **TARGET DATE: Fall 2019**
10. Strengthen the ministry and standing of Berean Fellowship by:
 - Identifying a permanent home for this vibrant, student-led worship service. **TARGET DATE: Fall 2019**
 - Placing Berean Fellowship on a par with the other major, student-led worship services as an integral part of Campus Ministries and supported by a matching funding stream. **TARGET DATE: Fall 2018**
BUDGET: \$12,000/year

FOCUS AREA 2

Expand diversity education strategies and objectives for faculty and staff.

1. Establish annual diversity and inclusion training for the Board of Trustees, administration, faculty, and staff.
 - Note: The training would include anti-bias education and would encourage cultural humility.
2. Provide funding for two annual diversity education faculty grants (to cover costs for training and course development) administered by the Faculty Development Committee.
 - Note: Each applicant would propose how funds would be used to increase the faculty member's diversity competency and enhance diversity-linked course objectives.
3. Each year, award a Diversity Advancement Award to an employee (staff, faculty, or administrator) for skilled service in advancing diversity.
 - Note: Nominations will be made to the president by the Diversity Council.
4. In conjunction with the Office of Diversity and the Blake Center, develop a human resources– based diversity training curriculum to help employees reach a new level of diversity competency.
 - Note: Referral to this training program would occur on the basis of a confidential recommendation by a supervisor.

TARGET DATE: **Fall 2019**

BUDGET: **\$10,000/year**

TARGET DATE: **Fall 2019**

BUDGET: **\$8,000/year**

TARGET DATE: **Fall 2019**

BUDGET: **\$1,000/year**

TARGET DATE: **Fall 2019**

BUDGET: **\$1,000/year**

FOCUS AREA 3

Audit and revise our policies and procedures to remove any barriers to progress in diversity and to encourage cultural diversity.

3.1 Diversity audit: Governance-focused (Governance Handbook review)

The Governance Handbook Committee has identified high-priority sections of the handbook which will be reviewed by the committee, with counsel from the Office of Diversity. Those sections include:

1. The Grievance Policy (1.9) and Grievance Committee (2.2.2)
2. The entire Teaching Faculty section (3.1.5)
3. Additional descriptions of key committees:
 - Nominating (3.2.7)
 - Rank and Tenure (3.2.17)
 - UMPC (3.2.1)
 - General Studies (3.2.19)
 - Admissions (3.2.12)
4. Assistant to the President for Diversity (2.1.7)

The review process will be ongoing until completion, which is anticipated no later than Oct. 31, 2018, in time to be considered as needed at the November 2018 meeting of the Board of Trustees.

3.2 Diversity audit: Student-focused (Student Handbook and policy review)

The following specific steps are to be taken by the beginning of the 2018-2019 academic year as a collaboration between Student Life and the Office of Diversity:

1. Review the composition and terms (static vs. rolling) of members of the Conduct Board.
2. Review the policies governing the operation of the Conduct Board.
3. Review the appeal process.
4. Identify two persons of color (one Hispanic and one African American) to sit on the Review Committee with the vice president for Student Life and the associate vice president/dean of students.
5. Under the “four values” (*Student Handbook*, pp. 7-9), include a bullet point with language for the value of diversity.
6. Review and update Residential Life and Housing policies.
7. Identify diversity training opportunities to be available at the Student Development Center.
8. Under “unacceptable behaviors” (*Student Handbook*, p. 27), include harassment and discriminatory behavior and language.
9. Under “discrimination” (*Student Handbook*, p. 27), include more specifics that detail what is not tolerated.
10. Create a bullying policy to be included in the Student Handbook.
11. Review and expand the Human Rights Policy (*Student Handbook*, p. 34).
12. Integrate the current, university-wide Harassment and Discrimination Policy into the sexual discrimination and sexual harassment policies (*Student Handbook*, p. 38).
13. Review and expand Code of Conduct #8 (*Student Handbook*, p. 45).
14. Review and expand Code of Conduct #4 (*Student Handbook*, p. 44).
15. With regard to sanctioning, create a restorative process (vs. a punitive one) that creates a framework for apology and reconciliation as a priority.
16. Review all club constitutions.
17. Review and refine the appeal process to determine how many times an appeal can be filed.
18. In doing the above work, keep track of additional revisions that should be added to this list.
19. Once a full draft is completed for both the *Student Handbook* and the Code of Conduct, review that draft with university attorneys.

FOCUS AREA 3

3.3 **Diversity audit: Employee-focused** (Employee Handbook review)

1. The Office of Human Resources will, in partnership with the Office of Diversity, review the Handbook for Non-teaching Employees, as well as any procedures, for discriminatory content. (Example: Policies like appearance, dress codes and grooming policies can have a disproportionate effect on members of protected classes.)

Note: This initiative will:

- Discern and remove from our policies and procedures any barriers to progress in diversity and any language that fails to exhibit cultural humility.
- Identify/revise reporting methods for all policies.

2. Determine, in conjunction with 4.1, the relationship of the Handbook for Non-Teaching Employees to the Governance Handbook, exploring the proposal that the current Handbook for Non-Teaching Employees be broadened in scope to address all employees with faculty and teaching-centered policies appearing in the Governance Handbook.
3. Identify and, as indicated, revise reporting methods for all policies.
4. Craft and execute one-time and ongoing communications plans to familiarize faculty and staff with policy and handbook revisions and content

TARGET DATE: **TBD**

TARGET DATE: **Fall 2018**

3.4 **Diversity audit:** **Revise the Harassment and Discrimination Policy**

Under the direction of the Office of Human Resources, the Office of Diversity, and the Title IX coordinator, the Harassment and Discrimination Policy will be reviewed, revised, and aligned with other university policies and procedures.

Note: This initiative will:

- Ensure that training of investigators occurs as required by the policy.
- Ensure, in conjunction with focus area #5, that more easily accessible methods of reporting are available and advertised and that the policy is easily located on the website.
- Work in concert with the vice president for Student Life and associate vice president/dean of students to accomplish 4.2.12.
- Establish a dependable means of processing and adjudicating complaints that concern current employees, one that ensures compliance with the policy.

TARGET DATE: **Jan. 1, 2019**

4 FOCUS AREA

Identify feedback mechanisms for all members of our campus family.

1. Establish a campus climate survey that will be administered to all students and employees, which will include diversity-related issues.
2. Review and revise the current course/teacher evaluation form to include additional questions about diversity.
3. Review and revise current reporting mechanisms for diversity-linked policies and plan to communicate these so that they are readily accessible and well-known.

TARGET DATE: 2019-2020

BUDGET: \$4,000
per survey administration

TARGET DATE: Fall 2018

TARGET DATE: Jan. 2019

5 FOCUS AREA

Enhance strategies to attract diverse students, faculty, and staff.

5.1 *Increase diversity among WWU's incoming students*

1. Design an enhanced diversity scholarship program designed for incoming first-time freshman, with special attention being paid to first-generation college students.

Note: This requires developing appropriate scholarship criteria, which could include:

- First-generation students.
- Students who have exhibited a passion for promoting diversity.
- Allocation of need-based as evidenced by the FAFSA or professional judgment.

2. Identify ethnic/diverse/Pell Grant students earlier in the financial aid process and craft a customized process for processing their financial aid applications.

- *Note:* The customized process would include a more frequent contact schedule and a revised financial aid packaging process linked to 1.1.3.

3. Ensure that the next opening for a recruiter is filled by a candidate who is fluent in Spanish (as part of a wider effort to increase the diversity of staff in Student Financial Services, Marketing and Enrollment Services, and Academic Records).
4. As an interim measure (see 5.1.3), recruit Hispanic students and/or staff members to represent WWU at youth programming events conducted during Hispanic camp meetings.

TARGET DATE:
2019-2020 class
(to allow for effective promotion)

BUDGET: \$250,000
annually

TARGET DATE:
Immediate
(with the freshman class of 2019)

TARGET DATE:
Summer 2018
(for the continuation of this
programming, see 6.1)

BUDGET: \$2,000

FOCUS AREA 5

5. Translate Student Financial Services financial aid presentations, offered online and in person, into other languages.
6. Identify faculty and staff who are able to serve as language interpreters for various populations and establish contracts with translation services.
7. With the aid of the Office of Diversity, develop and implement a new communications and contact plan to reach Asian, Black, Hispanic, and Pacific Islander Seventh-day Adventist congregations in the NPUC.
 - *Note:* This new plan would include establishing closer relationships with congregations, organizing and funding travel of student groups to visit congregations, and promotion of the campus visit program in local church publications.
8. With the aid of the Office of Diversity, produce a video that showcases diverse students and the opportunities they pursue at WWU, which would be used for recruiting and for JumpStart (WWU's freshmen orientation program).
 - *Note:* The video would highlight entities that service and engage diverse students such as Hispanic Ministries, Black Student Christian Forum (BSCF), Pacific Islanders Club, and the Donald Blake Center.

TARGET DATE: Jan. 2019

BUDGET: \$10,000

TARGET DATE: Jan. 2019

BUDGET: Some additional ongoing expense for use of translation services

TARGET DATE: Jan. 2019

BUDGET: \$7,500 annually

TARGET DATE: March 2019

BUDGET: \$7,500

5.2 Increase diversity among WWU's faculty and staff

1. In engagement with the Office of Diversity, coordinate faculty hiring between Academic Administration and Human Resources (HR), ensuring thorough compliance with HR standards for diversity and legal compliance in job postings and interviews, with HR delivering training for each search committee.
2. Create a communications plan to increase the reach of job postings.
3. Led by the Offices of Diversity and Human Resources, conduct a retention review focused on the retention of diverse faculty and staff, which would include review of benefits, the availability and function of affinity communities, and loading for minority faculty members (especially to account for diversity-linked functions).
4. Establish ADA access to the HR office.

TARGET DATE: Fall 2018

TARGET DATE: Jan. 1, 2019

TARGET DATE: April 1, 2019

TARGET DATE: 2020

BUDGET: TBD

6 FOCUS AREA

Commit to a revised pattern of regular conversations and engagement with stakeholders on themes of diversity.

1. As a partnership between Marketing and Enrollment Services and the Office of Diversity, establish an enhanced pattern of strategic engagement with ethnic camp meetings and convocations in the NPUC.
2. Collaborate with the NPUC and with local conferences and schools within it to audit diversity patterns and to encourage strategies to increase diversity.
 - *Note:* This initiative will be conducted by CEED (The Center of Educational Equity and Diversity, which is housed in WWU's School of Education and Psychology) and the Office of Diversity.
3. Consider recording selected diversity events for future training purposes or for classroom use.
4. As part of the WWU communications plan, designate quarterly or annual pieces with a diversity focus in the *Gleaner* (the official magazine of the NPUC).

TARGET DATE: Jan. 2019

BUDGET: \$7,500
annually for additional travel

TARGET DATE: 2018-2019

BUDGET: \$1,500

7 FOCUS AREA

Develop a diversity scorecard, which will help us visualize progress, and include this as part of an annual diversity report to the WWU Board of Trustees and the university's stakeholders.

The draft of the new scorecard is based on the requirements of the HEED (Higher Education Excellence in Diversity) Award promoted by NADOHE (National Association of Diversity Officers in Higher Education). It is the intention that the final version of the scorecard be completed annually by members of the Diversity Council, benchmarked against other higher education institutions, and used as the basis for dialogue with stakeholders and for revising diversity initiatives.

The university will aim to have a score of at least 3 or 4 in each of the areas. Items below 3 will need remediation. 1 = Very poor; 5 = Excellent.

TARGET DATE: 2018-2019

FOCUS AREA 7

DIVERSITY SCORECARD

DIVERSITY PLANNING AND ACCOUNTABILITY

STRATEGIES IN PLACE TO ENSURE:

	1	2	3	4	5
Mission statement includes diversity and inclusion as one of its core values					
Diversity and inclusion goals and plans are embedded in the campus-wide strategic plan					
Institution requires a diversity plan from each individual school					
Campus has a centralized diversity plan					
Campus has a campus-wide diversity committee or task force					
Institution uses a diversity scorecard to measure diversity progress					
Diversity Office has opportunity to formally report on campus diversity plans, successes, challenges, and opportunities at board meetings					
Diversity Office submits and makes public an annual diversity report					
Campus-wide diversity committee involves many different people in shaping the campus diversity plan					
Students' opinions play a key role in leading diversity change efforts					
Senior leadership ensures that diversity is prioritized in their respective schools, and departments					
Chief diversity officer provides point leadership in the campus-wide implementation process					

DIVERSITY-FOCUSED FINANCIAL STRATEGIES:

	1	2	3	4	5
Diversity goals are embedded in the overall budget process					
Adequate financial resources exist to drive campus diversity efforts					
Annual diversity fundraising campaign					
Campus-wide diversity incentive grants					
Apply for federal diversity grants (NSF, NIH, Department of Education, etc.)					
Have a dedicated development officer focused on diversity					
Have a qualified diversity endowment fund					
Have a diversity-themed alumni fundraising campaign					
Have financial resources set aside for internal diversity and inclusion awards					

UNDERSTANDING ISSUES OF CLIMATE, INCLUSION, AND SATISFACTION:

	1	2	3	4	5
Campus-wide climate surveys for students, administrators, faculty, and staff					
Exit interviews for students and employees					
Diversity mapping of institutional capabilities					
Diversity benchmarking efforts					
Follow up with job candidates who were offered a position but did not accept it					

CULTURAL COMPETENCE

HELPING STUDENTS DEVELOP CULTURAL COMPETENCE:

	1	2	3	4	5
General education diversity requirement					
Faculty incorporate diversity into curriculum					
Diversity courses for students					
Multicultural events on campus					
Multicultural student clubs and organizations					
First-year experience program includes diversity issues					
Opportunities for Pell Grant students to study abroad					

HELPING FACULTY/STAFF/BOARD DEVELOP CULTURAL COMPETENCE:

	1	2	3	4	5
Required diversity training programs for faculty					
Required diversity training programs for staff					
Required diversity training programs for senior leadership					
Required diversity training programs for Board of Trustees					
Required diversity training programs for search committees					

DIVERSITY COMMUNICATION TECHNIQUES

USE OF:	1	2	3	4	5
Social media for multicultural marketing					
Multicultural communications specialist					
Diversity-focused admissions materials/brochures					
Marketing/advertising in diversity publications and websites					
Student ambassadors communicate campus diversity to prospective students and parents					
Display diversity awards on website					
Link to diversity office and/or programming on website homepage					

STUDENT RECRUITMENT MEASURES

EFFORTS TO RECRUIT HISTORICALLY UNDERREPRESENTED AND FIRST-GENERATION STUDENTS:	1	2	3	4	5
Community outreach					
Admissions officers with diversity focus					
On-campus diversity recruitment efforts					
Community college bridge programs					
Pre-college programs for K-12 students					
Social media outreach					
National strategic partnerships					
Race-conscious scholarships					
Economic-conscious scholarships					
Holistic admissions process					
Recruiter attendance at underrepresented student conferences					

EFFORTS TO IMPROVE RETENTION AND GRADUATION RATES FOR HISTORICALLY UNDERREPRESENTED AND FIRST-GENERATION STUDENTS:	1	2	3	4	5
Campus-wide strategic retention plan					
Institutional research on student success patterns					
Cohort-based academic success and leadership programs					
Academically themed diverse student organizations					
Supplemental instruction					
Free tutoring support					
Culturally relevant advising					
Early warning systems					
First-year experience programs					
Summer bridge programs					
Mentorship programs					
New programs and/or initiatives					

FACULTY RECRUITMENT MEASUREMENTS

STRATEGIES TO RECRUIT DIVERSE FACULTY:	1	2	3	4	5
Faculty strategic diversity plan					
Dedicated faculty diversity recruitment specialist					
National partnership efforts					
Advertisements in diversity publications and/or job boards					
Attend diversity-focused recruiting events					
Strategic funds used to increase financial offers to diverse job candidates					
Grant-funded initiatives to increase retention					

FOCUS AREA 7

DIVERSITY SCORECARD, CONT.

Strategic funds to hire diverse candidates					
Host future faculty diversity symposiums on campus					
Diversity-themed postdoctoral fellowships					
Diversity faculty exchange programs					
Pipeline programs for future faculty					
STRATEGIES TO RETAIN DIVERSE FACULTY:	1	2	3	4	5
Shorter tenure times					
Mentor programs for diverse faculty					
Cohort-driven leadership programs for junior diverse faculty					
Graduate research support for new diverse faculty					
Start-up research funds for new diverse faculty					
Affinity or employee resource groups					
Participation in diversity-related programming is considered in tenure/promotion processes					
SEARCH COMMITTEE ANALYSIS:	1	2	3	4	5
Require search committees to include at least one person from an underrepresented group					
Require all applicants to include diversity accomplishments in their CVs					
Require a diverse pool of applicants in the hiring process					
Ensure that necessary accommodations are made for any applicant with a disability					
Require search firms to include diverse candidates in the final pool of all candidates					

FOCUS AREA 8

Increase resources and staffing committed to diversity-linked events and roles.

The first seven focus areas above include a significant increase in Walla Walla University's financial support for diversity-linked roles and activity. In addition, the university plans to increase staffing in two significant ways:

1. Hire a new Title IX, Diversity and Inclusion manager whose role will include coordinating fulfillment of diversity goals.
 - **Note:** The job description is to include education and enforcement of Title IX and diversity-linked policies and procedures, including investigation of complaints, offering diversity training, and monitoring fulfillment of this Diversity Plan.
2. The role of the assistant to the president for Diversity will become a half-time role (as opposed the current quarter-time one), with administrative staffing also increasing.

TARGET DATE: Fall 2018

BUDGET: Up to \$85,000 annually for salary and benefits

TARGET DATE: As soon as possible

BUDGET: TBD

Our Mission

Walla Walla University
Seventh-day Adventist Higher Education

CORE THEMES

We are a community of faith and discovery committed to:

Excellence in thought

Generosity in service

Beauty in expression

Faith in God

Philosophy

Walla Walla University is founded on Christian teachings and values as understood and appreciated by the Seventh-day Adventist Church. Central to these teachings is the belief that every person is created in the image of God as a being of inestimable value and worth, imbued with powers of intelligence, stewardship, and creativity akin to those of the Creator. Walla Walla University, therefore, seeks in its mission to foster the unique gifts of every individual within this Christian community of faith and discovery. Committed to excellence in thought, the university seeks to impart a broad knowledge of the arts, sciences, and professions by careful instruction and open inquiry at both the undergraduate and graduate levels. Recognizing that God is the source of all truth, goodness, and beauty, the university seeks to convey to students a wisdom that translates academic achievement into responsible citizenship, generous service, a deep respect for the beauty in God's creation, and the promise of re-creation through Jesus Christ.

Diversity Philosophy Statement

Walla Walla University follows the biblical instruction that every person is created in the image of God as a being of inestimable value and worth. This belief leads us to oppose barriers that separate people from opportunities. We strive to provide every student and employee a safe environment and an atmosphere of inclusion in harmony with the mission of Walla Walla University. Our diversity efforts focus on preparing students and employees to challenge inequality by teaching and modeling cultural competency throughout our university community.

We prioritize the following goals:

1. Identify and acquire existing and needed resources to prioritize diversity.
2. Attract and nurture first-generation college students by meeting their unique needs, as socio-economic status is a critical element of diversity.
3. Recruit and nurture minority students, faculty, and staff to foster a climate that goes beyond tolerance and tokenism to inclusion and equity.
4. Prepare students who come from homogenous and privileged backgrounds to identify and confront unequal treatment, practice, and policy.
5. Provide regular diversity training to all employees.

